# THE EFFECT OF LINGOHACK YOUTUBE VIDEO ON THE STUDENTS' ABILITY TO COMPREHEND REPORT TEXT AT MAS PLUS AL-ULUM MEDAN

## A THESIS

Submitted to Faculty of Tarbiyah and Teacher's Training State Islamic University North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

By:

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**2021**

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## SURAT PENGESAHAN

Skripsi ini yang berjudul : **THE EFFECT OF LINGOHACK YOUTUBE VIDEO ON THE STUDENTS' ABILITY TO COMPREHEND REPORT TEXT AT MAS PLUS AL-ULUM MEDAN** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan pada tanggal :

21 Oktober 2021 M
14 Rabiul Awal 1443 H

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S. Pd) pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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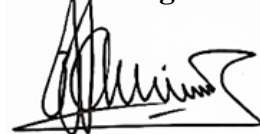                                        Medan

*Assalamualaikum Wr. Wb.*

Setelah membaca, meneliti, mongoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudari:

Nama                :   Dinda Meidilla Br. Bangun

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Judul               :   **THE EFFECT OF LINGOHACK YOUTUBE VIDEO ON THE STUDENTS' ABILITY TO COMPREHEND REPORT TEXT AT MAS PLUS AL-ULUM MEDAN**

Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.
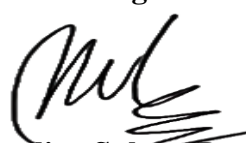
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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Yang Membuat Pernyataan

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# ABSTRACT

**Dinda Meidilla Br. Bangun. Registration Number: 0304172095. The Effect of Lingohack Youtube Video on The Students' Ability to Comprehend Report Text at Mas Plus Al-Ulum Medan. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2020.**

The goal of this study was to see if a Lingohack YouTube video had a substantial impact on students' ability to comprehend report text at MAS Plus Al-Ulum Medan. This study was carried out by the use of quantitative research and a quasi-experimental design. The participants in this study were MAS Plus Al-Ulum Medan eleventh-grade students. There were 139 students in total, but the researcher chose 34 students for the experimental class and 34 students for the control class, totaling 68 individuals in the sample. The researcher utilized multiple-choice exams as the instrument for gathering information. The instruments were a pre-test and a post-test, which were administered before and after the treatment, separately. In the experimental class, the researcher used Lingohack YouTube videos, while in the control class, no Lingohack YouTube videos were used. The study's findings were substantial, with the experimental class'pre-test average score was 56,17 and post-test average scores of 79,7, whereas the control class' pre-test average score was 61,17 post-test average scores was 69,7. The outcome of the t-test calculation revealed that t-observed was 2,63 and t-table was 1,66 with the level of significance α: 5%.It meant that t-observed was greater than t-table (2,63 > 1,66). It may be determined that the Lingohack YouTube video has a substantial impact on the eleventh-grade students of MAS Plus Al-Ulum Medan's reading comprehension of report text.

*Keywords: Lingohack YouTube Video, Effects, Reading Comprehension*

# ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent, the merciful.

Praises to Allah, the World's Cherisher and Guiding light, who has provided the writer with numerous opportunities to study, as well as strength, motivation, and direction, allowing this work to be completed entirely. Prophet Muhammad SAW, his families, relatives, and all followers, may peace and blessings be upon them.

This thesis, titled *The Effect of Lingohack Youtube Video on The Students' Ability to Comprehend Report Text at Mas Plus Al-Ulum Medan*,was composed to fulfill the requirements for the S-1 Program at the English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera Medan 2021.

The researcher had some challenges in completing the research, such as gathering references, obtaining the data, and, most importantly, analyzing the data. The researcher recognized that without a lot of support from numbers of people, this thesis would not be completed successfully. As a result, the researchers would like to acknowledge her gratitude and appreciation to the following people:

1. **Prof. Dr. H. Syahrin Harahap**, M.A as the Rector of State Islamic University of North Sumatra (UINSU);

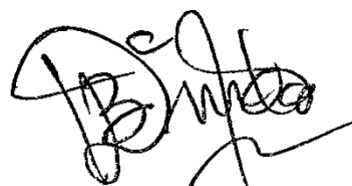2. **Dr. Mardianto, M.Pd** as the dean of Faculty of Tarbiyah and Teachers'

12. **Nurul Amirah Siregar, Nurul Atika Lubis, and Lanni Dariati Hasibuan**, the writer's dearest friends, who always encourage and motivate the writer to finish this thesis;

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Finally, the author recognizes that this study is far from flawless and is open to criticism and suggestions. It is a pleasure for the writer to get criticism and ideas in the development of this study, and it will provide some worth to the writer as well as a better future. Hopefully, this thesis will provide benefits to everybody. Aamiin.

Medan, 8 October 2021

**Dinda Meidilla Br. Bangun**

Reg.No. 0304172095

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# CHAPTER I

# INTRODUCTION

## A. Background of The Study

No one can't separate language from humankind that has social nature. They need language as the instrument to communicate with people. They will express or present their will and feel throughout the language. They share their mind and perceptions through it as well. Language is a mechanism for connecting feelings that can't be heard, seen, or felt with voices, texts, physical signals, or tactile icons (such as Braille). Throughout this, someone's internal thoughts can be conveyed to other people.[1]

People make a great development in their civilization, and that could be happened because of language which has a great part in cultivating knowledge. Of course, in this wide world with many differences between the entire human race, there are abundant languages with each of its characteristics. Most nations have their own language that has a different structure, way of pronouncing, writing, and so on according to the culture there. Regarding the fact that human is a social creature that needed the cooperation between nations, it has been settled that English become the one language which used as the international language in this world.

Therefore, English is doubtfully substantial to be acquired by everyone. English is a language that is commonly used in the world. English plays a significant role in many aspects of life. English is used in technology, schooling,

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[1]Gerald P. Delahunty and James J. Garvey, *The English Language: From Sound to Sense* (Fort Collins: WAC Clearinghouse, 2010). p. 5.

research, professions and also as a primary means of communication. Moreover, many professions determined English as one of the required skills which have to be acquired by the workers. As a result, many nations made English an obligatory lesson in most education stages like elementary school, junior high school, senior high school, college, etc. One of those nations is Indonesia.

In Indonesia, the ministry of education decided that English has to be learned starting from the elementary school stage and then continue until the university stage. Despite that policy from the ministry of education, most Indonesian citizens still aren't able to use English as the second language in their daily life. So, it's really important to find a way that can be applied in educational institutions to increase English skills.

English skill is divided into four elements. It's reading, listening, writing, and speaking. Reading skill as one of the basic language abilities plays a crucial part in expanding one's awareness to approach and create a sense of information.

In learning English, reading ability is one of the vital language proficiencies that learners ought to acquire. One of the substantial qualifications for the one who wants to upgrade their understanding of anything is the ability to read in English, as many media offer info in English. For that reason, carrying a strong ability to read is now a must for learners. Besides, in the 2013 curriculum syllabus, reading skills are also listed as one of the basic English lesson competencies.

For learners, reading is versatile, so they can obtain data in the text they have read. Reading has also been an active mechanism that distinguishes relevant comparative thoughts. Furthermore, the crucial fact is that readers ought to be able

to grasp what they have read.[2]A blend of mechanism, comprehension, retention, and then use is reading. The reader must be able not just to carry out the mechanisms and understand the meaning of the terms in this widest of three aspects, but also to objectively analyze the concepts presented and relate them over his or her case. Reading is something which should be done by students who learn languages. Reading is considered an essential ability that needs to be mastered so that other communication skills will get affected by it.[3]

Readers use their history in information and expertise with reading methods to compose context from the text. Throughout this step, the readers relate the thoughts as in text to what they already recognize in order and get the text's understanding. Furthermore, through reading word-by-word and taking a bunch of time reviewing the complicated phrase, most individuals can comprehend the content they read.[4]The education of the twenty-first century shows that indeed reading skills are essential throughout all stages for pupils. Schools attempt or even drill students so that they are being literate in texts especially in language texts from other countries like English.

A Report text is one of the kinds of text which learners need to understand and comprehend. On the Curriculum 2013, one of the English lesson basic competencies that must be managed by students in the eleventh grade is to be able to get the meaning of the factual report, oral or written, which related to people, animal, things, indication and phenomenon of natural and social events correlated

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[2]Ardiana, "Improving the Students Reading Comprehension in Narrative Text Through Patterned Partner Reading," *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 4, no. 2 (2015): 140. p. 140.

[3]*Ibid.*

[4]Khairil Razali and Irhami Razali, "Strategies in Improving Reading Comprehension Through Vocabulary Acquisition," *Englisia Journal* 1, no. 1 (2013): 1–15. p. 3.

with other subjects in eleventh grade. (*Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI*). Additionally, in many English exams or tests for senior high school students or when they take an exam to the university and such, there is always some question about the passage which is included in report texts. Therefore, it's crucial for students to be capable in comprehend the report text well.

Despite the importance of the ability to comprehend report text, the students of MAS Plus Al-Ulum still find it difficult to comprehend report text. They have challenges understanding the report text they read. The first problem is a lack of enthusiasm and interest in reading. The lack of excitement in reading leaves the reader unambitious to view the entire text. The encouragement and curiosity of the reader is, therefore, an important factor. Readers should have certain elements in the material being read while understanding a text.

The second obstacle is that learners do not have enough vocabulary and it makes them difficult to estimate the context of the text. The more words learners don't know in a text, or the harder the vocabulary is, the more likely they won't completely understand anything they already read. The third reason is the learner's fluency which is still influenced by their mother tongue. Inaccurate fluency causing the reader hard to find out the words they have read from the letter. In short, in learning reading, there are many challenges faced by the learners that become the responsibility of the teacher to minimize these variables.

The teacher should offer students new learning media, which is following the technology development that can make them more interested and enthusiastic

in learning how to comprehend the text. One of the popular media to be used in teaching is YouTube videos.

YouTube is the latest industry and media revolution, that ensures that producing and maintaining a YouTube channel nowadays is as thrilling and innovative as it was in the early times of broadcasting, where the sky appeared to be the boundary. YouTube can provide the content that viewers want to see.[5]YouTube can also provide teachers the ability to check for instructional materials. "Since YouTube provides what you want, and the way you want it". [6] Thus, YouTube has given you everything you want. In addition to entertaining the user, YouTube could also be media learning. For example, YouTube had several videos to encourage the teaching and learning process: kinds of tutorials, video teaching, and learning processes, video types of learning content, etc. Lately, it is undeniable that Indonesia is one of the largest YouTube users in the world, and most of these users are teenagers who are still students. Many videos on YouTube can be used to support the teachers in delivering the lesson.

There have been a few previous studies that researched the use of YouTube videos in improving the students' reading comprehension conducted Nuramah Hayikaleng entitled "Using Youtube to Improve EFL Reading Comprehension Among Vocational Students" which use the quasi-experimental design. The researcher concluded that the use of YouTube videos can support the learners to

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[5]Rob Ciampa et al., *YouTube Channels For Dummies* (Hoboken: John Wiley & Sons Inc, 2015). p. 9.
 [6]Michael Miller, *Sams Teach Yourself YoutubeTM in 10 Minutes* (USA: U.S Corporate and Government Sale, 2010). p. 3.

increase their comprehension in reading.[7]

There's also research entitled "Improving the Understanding of Content on Reading for TOEFL Through Youtube Videos" which was conducted by Luqman Al Hakim. This research used collaborative action research. The results show that the mean score for the pre-test was 38.7, and enhanced to 72.5 in the first cycle. In the end, in the second cycle, the mean score was 73.2.[8]

Furthermore, in the research entitled "The Effect of Audio-Visual Media On Students' Reading Comprehension" conducted by Nurmahyuni Asrul et. al., it was found that the audiovisual media in which YouTube video can be considered as one of it, could be used to improve reading comprehension ability.[9]

The key benefits of YouTube would be that students not only can listen to the message; they even can see it. YouTube videos provide an especially important influence between both the language learning material and the process; In particular, they lead to curiosity and inspiration, to a perception of language meaning, and a particular point of reference or stimulation. Thus, teachers can utilize the YouTube platform as a supportive media to increase the comprehension skills of students.

In this case, the writer wants to introduce the *Lingohack* video from BBC Learning English that can be accessed from YouTube. These *Lingohack* videos are mostly about the report or news of something interesting or informative

[7]Nuramah Hayikaleng, Subadrah Madhwa Nair, and Hariharan N Krishnasamy, "USING YOUTUBE TO IMPROVEEFL READING COMPREHENSION AMONG VOCATIONAL" 1, no. October (2016): 391–398. p. 391.

[8]Sumardiono, Luqman Al Hakim, "IMPROVING THE UNDERSTANDING OF CONTENT ON READING FOR TOEFL THROUGH YOUTUBE VIDEOS," *Widya Wacana : Jurnal Ilmiah* 14, no. 1 (2019): 32–40. p. 32.

[9]Nurmahyuni Asrul, Irma Khoirot Daulay, and Dwi Suci Amaniarsih, "The Effect Of Audio Visual Media On Students' Reading Comprehension," *Journal of English Pedagogy, Linguistics, Literature, and Teaching* 8, no. 01 (2020).

around the world. *Lingohack* videos made the people who watch it interested in the visual and also use their mind critically to comprehend the report from the video by some questions from the video. *Lingohack* video also provides the list of vocabulary which correlated with the topic being discussed in the video. This way, students can review some unfamiliar words and recognize the meaning and that will affect their comprehension.

According to the conditions above, the writer supposes that teachers can take the advantage of *Lingohack* video to increase the ability of students in comprehending report text. Therefore, the writer is interested to conduct the study entitled **"***The Effect Of Lingohack Youtube Video On The Students' Ability To Comprehend Report Text At Mas Plus Al-Ulum Medan***"**.

## B.  Identification of The Problem

From the background above, the writer can identify the problems of this research as follows:

a.  Students have a lack of enthusiasm and interest in reading so that they become unambitious to read the entire text.

b.  Students do not have enough vocabulary and it makes them difficult to estimate the context of the text.

c.  Students' fluency that still inaccurate causing them hard to find out the words they have read from the letter.

## C.  Limitation of The Study

From the above identification of the problem stated, the writer limits and focuses on the use of *Lingohack* YouTube video to improving the students' ability

to comprehend report text.

**D. Formulation of The Problem**

According to the above limitation of the study stated, the writer formulated the problem of this research as follows: "Does *Lingohack* YouTube video significantly affect students' ability to comprehend report text at MAS Plus Al-Ulum Medan?"

**E. Objective of The Study**

The objectives of this research are to know whether *Lingohack* YouTube video significantly affects students' ability to comprehend report text at MAS Plus Al-Ulum Medan.

**F. Significance of The Study**

There are two significances of this study, namely theoretically and practically.

a. Theoretically

The writer expects that this result of the study can become proof of the efficiency of *Lingohack* YouTube video in improving students' ability to comprehend report text and hopefully it also can be implemented in the learning process.

b. Practically

a) The Students

The writer hopes that the students will be more interested in learning English, especially in reading skills.

b) The Teacher

The writer hopes that English teachers can utilize *Lingohack* videos to support their lessons to become more interesting and effective.

c) Other Researchers

The writer hopes that this study can become a comparison, reference, or suggestion to the other researcher to conduct further research in the future.

# CHAPTER II

# LITERATURE REVIEW

## A. Theoretical Framework

Based on the discussion in the previous chapter, the writer would like to present some theories related to this research to support the research.

### 1. Reading

### a. Definition of Reading

Students have to learn reading skills with the other four basic English skills. To gain their information and increase the new data in the world, students must be good readers. Not only do good readers read the text, but they also strive to grasp the concept of the writer. To improve their reading comprehension, students should continually practice. Reading is perceived as a precious ability for everybody because people can develop a lot of experience, information, amusement, etc. through reading. Besides, reading is an important skill in formal education since it is possible to evaluate the linguistic competence of learners by reading.

Grabe and Stoller simply defined that reading as the capacity to derive interpretation throughout the written text and properly understand it.[10] Furthermore, Bond in Ida said that Reading is the identification of pointing or textual letters that act as cues for the retrieval of interpretations accumulated over time by the reader. A mechanism that the person comprehends what they read is needed for the reading process. When the readers are confronted by printed words,

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[10]William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (New York: Routledge, 2013). p. 3.

they look at them with their eyes, and then their brain recognizes them.[11]

Reading is a difficult task that necessitates the observation, management, and understanding of several references of data. To successfully encounter the necessities of literacy students, particularly the ones that's thrive, the instruction requires to take account of this difficulty.[12]

Reading entails more than just pronouncing characters, pointing out sentences, and referring to typed text. It is a language-based conversational relationship between both writer and a reader that necessitates the reader's participation in certain ways (familiarity of the system of writing, linguistic competence, capacity to translate, proper understanding of the world as presumed by the author, and a purpose for reading that defines his style) to allow him or her to derive interpretation about sentences.[13]

Reading, at its basic meaning, is the act of looking at and comprehending what has already been typed. Reading is an ongoing activity that involves analyzing the interpretation of textual content regarding the reader's understanding. Learners can read to study a subject, to understand how to do something, or to locate detailed knowledge.[14]

In short, reading can be synthesized as a mechanism that takes an idea to the passage and connects it to the context of the text, interpreting the content and

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[11]Ida Vera Sophya, "ANALYZING NOUN PHRASE AS AN ENGLISH READING COMPREHENSIVE STRATEGY: Contributing for Understanding English Islamic Text in English Reading Course of STAIN Kudus," *QIJIS (Qudus International Journal of Islamic Studies)* 2, no. 2 (2014): 161–182. p. 165.

[12]Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach* (New York: The Guilford Press, 2010). p. 9.

[13]Indo Esse Sriwahyuni and Jos Engelbertus Ohoiwutun, "Developing Reading Comprehension of the Eleventh Grade Students," *e-Journal of English Language Teaching Society (ELTS)* 2, no. 2 (2014): 1–17. p. 2.

[14]Ibid.

presenting an explanation from the vision into mind. During the reading process, the students needed explicit strategies. Thus, there were some of the components of reading comprehension that ought to be mastered by the learners.

b. **Purpose of Reading**

Grabe and Stoller explained that the reading objective classification contains reading to find for basic info, reading to skim rapidly, reading to study from the text, reading to integrate data, reading to try writing and reading to criticize writings, and reading for basic understanding.[15]

a. Reading to find for basic info

A general learning method is reading to find basic info. In the reading activity, reading to find basic info is mostly used so frequently not just by learners, but also general people who seek the information from the writing they read.

b. Reading to skim rapidly

Reading to skim rapidly is a normally utilized component among several activities for reading and a valuable ability in its own right. In principle, it requires a mixture of techniques to predict where the text may be relevant, and then to use simple reading comprehension on certain portions of the text before the main idea is created.

c. Reading to study from text

Commonly, reading to study takes place in educational and

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[15]William Grabe and Fredericka L. Stoller, *Op*.Cit., p. 7-8.

occupational instances where a person demands to understand a significant amount of data from writing, involves the ability to memorize main concepts, identify and create rhetorical frames, and connect the writing to the reader base.

d. Reading to integrate data

Reading to integrate data requires a further conclusion on the relative needs of data that join each other, help each other, or contrast and the possibility of reshaping the rhetorical frame to hold data of various origins.

e. Reading to write and reading to criticize the writing

Reading to write and reading to criticize text might be a type of reading activity aimed at combining data. Both require the ability to compile, define, and criticize facts from writing.

f. Reading for basic understanding

Reading for general understanding when obtained by compassionate readers requires the rapid and impulsive use of words, a proficient capacity to build a representation of the ordinary meaning of the most important concepts, and the effective arrangement of many procedures under a very limited period.

The purposes of writing are not just needed by learners, but everyone needs it as well. They need to read to acquire knowledge and information regarding social events as well as nature periodically because people who have nature as social beings need it all. Reading is very helpful for anyone to live their life more productively by knowing the information that happens through news, scientific

writing, or even literary works.

We can see from the previous explanation that reading is very important and beneficial. Furthermore, Allah said in the Holy Qur'an in Surat Al-Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)خَلَقَ الإِنْسَانَ مِنْ عَلَقٍ (٢)اقْرَأْ وَرَبُّكَ الأَكْرَمُ (٣)الَّذِي عَلَّمَ بِالْقَلَمِ (٤)عَلَّمَ الإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning:

"(1) Read: In the Name of your Lord who created. (2) Created man from a clot. (3) Read: And your Lord is the Most Generous. (4) He who taught by the pen. (5) Taught man what he never knew."[16]

From the first verse *IQRA* which means read, it can be concluded that Allah gives priority for humans to read because it's really important. Allah emphasizes the urgency of reading that can change people from not knowing into knowing the knowledge.

In addition, Prophet Muhammad SAW stated:

طَلَبُ الْعِلْمِ فَرِيْضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning:

"Studying knowledge is an obligation for every Muslim". (HR.Muslim)

مَنْ سَلَكَ طَرِيْقاً يَلْتَمِسُ فِيْهِ عِلْماً سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيْقًا أِلَى الْجَنَّةِ

Meaning:

"Who did the way in looking for knowledge, Allah will give easier way to the

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[16]Talal A. Itani, *The Quran* (USA: ClearQuran, 2012). p. 325.

heaven" (HR. Muslim)[17]

Studying is stated as an essential issue for human beings in the hadiths mentioned, and it is a responsibility for every Muslim. And through reading, we will obtain knowledge and information, as well as develop a variety of skills in sectors such as education, language lessons, and so on. Not only that, but through studying via reading, we will be provided an easier path to heaven.

c. **Reading Comprehension**

According to Kintsch and van Dijk and Kintsch in Pourhosein Gilakjani and Sabouri, reading comprehension is the method of extracting interpretations from language. The aim is to comprehend the text as a whole instead of to obtain meaning from particular words or sentences. Reading comprehension is characterized as the cognitive interpretation of a text's context when it is paired with the readers' prior understanding.[18] Reading comprehension is a challenging and difficult communication mechanism accomplished by the writer and the reader to analyze the significant understanding or typed symbolic icons through writing or printing.[19]

Grabe and Stoller stated that reading comprehension is the ability to comprehend or acquire knowledge from writing. Also, reading comprehension equal to the interpretation of a passage that is read or the method of creating meaning from a text. This implies that a reader must be skilled in perceive what

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[17] Masykur Y.A. Kaban, *Alif Lam Mim: Tafsir Al-Qur'an Tematis* (Jakarta: Suara Islam Press, 2012). p. 27.

[18] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education* 6, no. 2 (2016): 229-240. p. 230.

[19] Indo Esse Sriwahyuni and Jos Engelbertus Ohoiwutun, *Op.Cit.,* p. 3.

the text's meaning is well.[20]

Understanding what has been read is referred to as reading comprehension. Knowing the language, identifying the relationships between terms and meanings, arranging ideas, remembering the intent of the speaker, making judgments, and examining are all part of comprehension. The scale of understanding is primarily determined by the word used.[21]

Reading comprehension has therefore been defined as a complex logical procedure implicating several skills. In brief, reading comprehension can be joined as a capability to comprehend the key concept from the written passage, understand it corresponding to previous experience, and decode it depending on the intention of the readers.

There are four principal levels of comprehension instated by Heilman in Nurainun:[22]

1) Literal Comprehension: Grasping the mentioned ideas and details in the writing. Abilities:

a) Awareness of the meanings of words.

b) A reminder of the information mentioned explicitly or restated in their terms.

c) Interpretation of grammatical clues: subject, verb, pronouns, conjunctions, etc.

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[20]William Grabe and Fredericka L. Stoller, *Op.Cit.,* p. 11.

[21]Erika Sinambela, Sondang Manik, and Rotua Elfrida Pangaribuan, "Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy," *English Linguistics Research* 4, no. 3 (2015): 13–29. p. 15.

[22]Nurainun, "Improving The Students' Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction at Grade VIII Private Islamic Junior High School Ali Imron Medan" (UIN SU, 2017). p. 21-22.

d) Reminding of the key concept expressly mentioned.

e) Comprehension of the data sequence provided in the writing.

2) Interpretative comprehension: Comprehend of not specifically mentioned in the writer's ideas and facts. Abilities:

a) The reason provided information to understand the tone, intent, and attitude of the author.

b) Infer, not expressly mentioned in the writing, factual facts, key concepts, similarities, cause and effect relationships.

c) Summarizing the content of tales.

3) Critical comprehension: observing, assessing, and responding personally to data contained in writing. Abilities:

a) Personally responding to data in a passage that shows the meaning.

b) Review and evaluation of the accuracy of written material concerning such requirements.

4) Imaginative interpretation: understanding of not specifically mentioned in the passage's ideas and facts. Abilities:

a) The explanation for the details provided in a text to recognize the cause-effect correlation, even though it is not straightforwardly specified.

b) Must be capable of thinking and using imagination.

c) Problem-solving, making new creations or concepts, and gaining new perspectives.

d. **Techniques and Strategies of Reading Comprehension**

Brown[23]and Nation[24] present the recommended strategies and techniques that readers should expect.

1.  Identifying the purpose in reading.

As explained earlier, the reader decides to read by estimating the goals to be achieved, for example, reading to obtain general information, reading to learn something, and reading for entertainment. By estimating the purpose of reading, the reader can do the reading activities well and the reader can get optimal results. In reading the context of a class, teachers should pay attention to their students so that they know their purpose in reading the passage.

2.  Skimming

Readers are skimming into writing for grasping the important essences or ideas. Skimming aims to estimate the purpose of the writing, the main idea, the arrangement of the writing, the outlook or perception of the writer, and some supportive thoughts.

3.  Scanning

Scanning is a technique in reading activities that are utilized to obtain data or information relevant to what is searched quickly. The reader scans the writing for more detailed information on it, such as the date, names, places, settings for the storyline or historical writing, the findings of the specialized report, the price of things on the list of menus, and the detailed information needed to fill out the application of data.

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[23]H. Douglas Brown and Heekyoung Lee, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015).

[24]I.S.P Nation and John Macalister, *Teaching ESL/EFL Reading and Writing*, 2nd ed. (New York: Routledge, 2020).

4.   Using semantic mapping or clustering

Semantic maps help learners as readers to create the main ideas of writing into specific elements. They link other words that contain a relation with the major ideas or thoughts.

5.   Guessing

Guessing activities are not merely to estimate the meaning of words that are not understood. Teachers also make the learners guess grammar associations, discourse correlation, indirect meanings, etc. The most important thing of this activity is to get the students to predict the meaning accurately.

6.   Analyzing vocabulary

There are several beneficial methods for guessing unknown vocabulary. Nation advises teachers to let their students concentrate on vocabulary most beneficial to student majors. The most useful vocabulary contains high-frequency words, academic words, and technical words.

7.   Questioning

Nation delivers a variety of question categories that can be used: pronominal questions, yes or no questions, correct or incorrect sentences, multiple-choice sentences, sentence completion, information transfer, translation, and summary.

2**. Report Text**

a**. Definition of Report Text**

According to Linda in Pestaria et.al., report text is a form of writing that contains info regarding the world's natural and social occurrences. Report text is a document that discusses how things are about some natural, and social

phenomenon in our world.[25]The subject of this text is that living things such as plants, animals, or non-living things, — for example gadgets, vehicles, lake, sea, objects, or the phenomena of the universe. In general, the report text contains descriptions of the topics, an explanation, and details on their features or characteristics, such as appearance (parts), characteristics (shape, color and behavior habits, how to reproduce, what to eat if it is a living thing).

b. **Generic Structure of Report Text**

The steps of developing report text which was described by Anderson and Anderson in Irsyad, the text generic structure of report text is as follows:[26]

a) General Classification: A brief overview and definition may be included in the general opening statement that introduces the subject of the study.

b) Description: A set of paragraphs detailing the subject matter. One function of the topic is defined in each new paragraph and starts with a topic sentence, followed by detailed sentences.

c) A conclusion which is summarizing the details and signaling the end (optional/not always) of the article. At the end of the text, it's just to make the text understandable and make the readers understand the text. In general, in a report text, the generic structure only clarified the general classification and definition.

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[25]Friska Pestaria, Bloner Sinurat, Selviana Napitupulu, "Students' Difficulties in Writing Report Text at Grade IX of SMP Negeri 5 Tanjungbalai," *IOSR Journal of Humanities and Social Science* 19, no. 1 (2014): 28–34. p. 29.

[26]Fadel Nur Irsyad, "A Study On Students' Reading Comprehension Of Report Text At State Senior High School 12 Pekanbaru" (UIN SUSKA RIAU, 2018). p. 22.

c. **Language Feature of Report Text**

Gerot and Wignell in Fhadila explained the substantial language features of report text as follows:[27]

1. Introducing group or general aspect.

A general aspect statement that provides an explanation of the writing's subject, description, and categorization of the report. Expressing the classification of broad characteristics of things: animals, public environment, plants, people to be conferred generally.

2. Using of Relational Process

The relational process is one type of process that is used to convey verbs that can describe the situation of the subject and can be a part of possession cues as well. For example; Thursday is the deadline.

3. Using conditional logical connection

The conditional logical connection is a word that is used as a connection between two or more sentences that is correct in grammatical rules, such that the value of the compound sentences created hangs only on that of the original sentences and on the message of the connective. An example of this is: but, in the other hand, however, so, etc.

4. Using simple present tense

The tenses used in this type of text are simple present tenses. These tenses are used because the text of the report describes what is occurring at the moment. The present tense pattern is S+V-1+O. The example is: Cow eats grass.

5. No temporal sequence

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[27]Rizka Fhadila, "Improving Students' Ability In Writing Report Text Through Mind Mapping: A Case Study At SMA Swasta UISU Medan" (USU, 2018). p. 10-11.

Temporal order is a word used in connecting clauses or sentences. Temporal order is also used to synchronize words in the one clause (but in the text of a temporal order report is not used). An example of this is the first, next, end, etc.

d. **Example of Report Text**

From British Course, the example of report text is as follows:[28]

| Thanksgiving Day | |
|---|---|
| General Classification | Thanksgiving or Thanksgiving Day is a celebration of harvest, thankfulness for peace, and the attempt of Native Americans. It is usually celebrated in late autumn. |
| Description | In the past, Thanksgiving was celebrated for their rich harvest in New England. In North America, however, it was originally held to thank God for their survival in the new land which was not easy for them. However, in Canada, it had been celebrated as in New England. Thanksgiving now is celebrated in United States of America and in Canada. Thanksgiving festivals are held every fourth Thursday of November in the U.S and on the second Monday of October in Canada. It is usually celebrated in four to five days in the North America and for three days in Canada. |

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[28]British Course, "Report Text; Definition, Purposes, Generic Structures, Language Features," *August 13 2017*, last modified 2017, accessed April 4, 2021, http://britishcourse.com/report-text-definition-purposes-generic-structures-language-features.php.

| Thanksgiving Day | |
|---|---|
| Description | It is celebrated through families and friends gathering to eat and give good luck. Turkey is the main dish in the thanksgiving dinner. Thanksgiving parades are also usually held. In Thanksgiving homes are decorated with wreaths, fresh and dried flowers. Lamps are lighted to brighten the environment. Tables are decorated with best china and antique silver dishes to mark the occasion. |

3. **YouTube**

YouTube was created in February 2005. YouTube is one such example of social media. It features video sharing. People can share, watch and check for many kinds of videos on YouTube. YouTube provides teachers the ability to check for instructional materials. "Since YouTube provides what you want, and the way you want it,".[29] Thus, YouTube has given you everything you want. In addition to entertaining the user, YouTube could also be media learning. For example, YouTube had several videos to encourage the teaching and learning process: kinds of tutorials, video teaching, and learning processes, video types of learning content, etc. Nevertheless, YouTube has drawbacks for users, like many misunderstand info. Thus, to help their preparation, the user should be careful in selecting the appropriate video.

Most EFL students use YouTube as a way of improving their ability to learn

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[29]Michael Miller, *Op.Cit.*

and understand. Hence, it is obvious that YouTube offers students an excellent chance to improve the growth of language studying, particularly reading abilities.[30] Around the same moment, YouTube lets educators relate the meaning of everyday life to students. In improving the language learning process, YouTube plays a significant part, and YouTube is a valuable source for studying languages that make it easy to understand for learners.

According to the Qur'an An-Nahl verse 125, Allah said:

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِٱلۡحَسَنَةِۖ وَجَٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ ١٢٥

Meaning:

"Invite to the way of your Lord with wisdom and good advice, and debate with them in the most dignified manner. Your lord is aware of those who stray from His path, and He is aware of those who are guided."[31]

From this verse it can be known that Allah wants all Muslims to teach the students using the right and good teaching techniques that is corresponding with the Islamic teaching which upholding the manner in the process of it.

There are many ways to make teaching process can be interesting and good for the students to improve their ability in reading comprehension. One of it is utilizing audio visual media like *lingohack* YouTube video in the learning process.

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[30]Alwehaibi, "The Impact of Using YouTube in EFL Classroom on Enhancing EFL Students' Content Learning," *Journal of college teaching & learning* 12, no. 2 (2015): 121–126. p. 121.

[31] Talal A. Itani, *The Quran* (USA: ClearQuran, 2012). p. 140.

4. **Lingohack Video**

*Lingohack* is a short video series of around 2-4 minutes about news stories. These *lingohack* videos belong to BBC Learning English and can be watched through several platforms like BBC Learning English website, BBC Learning English mobile application, and also YouTube. Those videos are easy to be accessed specifically from YouTube since it has been very popular lately so most people know how to use it, and most importantly it's free. In YouTube, there have been approximately 355 *lingohack* videos uploaded.

The *lingohack* video featured the news which is interesting and fun. There is much news that has different themes like nature, fashion, science, animals, technologies, hobbies, and so on. Not only that, *lingohack* videos push the watcher to grasp the story from the video by providing the question before the video enters the story. *Lingohack* video also provides the vocabulary list or the language in use that focuses on one theme which is in line with the news.

## B. Related Studies

There were a number of studies before that relate to this research. First, the research which conducted by Nuramah Hayikaleng entitled "Using YouTube to Improve EFL Reading Comprehension Among Vocational Students". Her study used a quasi-experimental design. Firstly, the findings presented that the average score in the experimental class was 20,70 whereas the control class was 18,29. The findings of the t-test independent sample propose that there was a substantial change in the average score for reading comprehension (using LOTS questions) among the experimental class and the control class in the post-test (t=9.09, df=65,

p=0.00). This confirms that the average score increases after using the YouTube platform. Besides, those findings were also shown an average score for reading comprehension (using HOTS questions) in the post-test. The average score for an Experimental Group is 10.76 whereas the Control Group is 6.47. Findings from the t-test of independent samples presented that there was a substantial improvement in the average score for reading comprehension (using HOTS questions) among the Experimental Group and the Control Group in post-test (t = 28.56, df = 65, p = 0.000). It also proves that the average score increases after using YouTube.[32]

There's also research entitled "Improving the Understanding of Content on Reading for TOEFL Through Youtube Videos" which was conducted by Luqman Al Hakim. This research used collaborative action research. The findings revealed that the mean score for the pre-test was 38,7, and enhanced to 72,5 in the cycle I. In the end, in the cycle II, the mean score was 73,2. Meanwhile, other findings show that students can find and understand the values found in video and text, such as the values of professionalism, creativity, cooperation, and nationalism.[33]

Furthermore, in the research entitled "The Effect of Audio-Visual Media On Students' Reading Comprehension" conducted by Nurmahyuni Asrul et. al. The finding shows, the students who were gaining the treatment of using audiovisual media scored better when compared to students who were treated without audiovisual media with a value of t-table = 2.0000 < t-observed = 6.1851. So, the null (Ho) hypothesis was refused. It can be noted that audio-visual media

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[32]Nuramah Hayikaleng, Subadrah Madhwa Nair, and Hariharan N Krishnasamy, *Op.Cit.*
[33]Sumardiono, Luqman Al Hakim, *Op.Cit.*

substantially affects the students' ability of reading comprehension.[34]

From those researches, it can be concluded that YouTube video and the audiovisual media which is similar to it, could be utilized to enhance reading comprehension ability.

## C. Conceptual Framework

Reading comprehension is one of the significant ability to be acquired by learners and graduates. It can be proved by the existence of many tests and exams of English subjects for students in various grades, TOEFL, IELTS, university entrance exam, etc. Those tests usually have a reading comprehension section with several questions. Often found in those reading comprehension sections, the passage includes to report text. The report text itself is often avoided by the students because they find it difficult to comprehend it with the limited time in exams or tests. It happened because of some reasons, such as they have a lack of enthusiasm and interest in reading, they do not have enough vocabulary, and their fluency that still inaccurate causing them hard to find out the words they have read from the letter.

To overcome those obstacles that faced by students, the use of *Lingohack YouTube* video is considered to be able to support the teacher in enhancing the students' comprehension skill. By using *Lingohack* videos which are mostly about the report or news of something interesting or informative around the world, the teacher expected to be more at ease in teaching the students to be competent in comprehending the report text well.

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[34]Nurmahyuni Asrul, Irma Khoirot Daulay, and Dwi Suci Amaniarsih, *Op.Cit.*

**D. Hypothesis**

According to the previously presented theories and conceptual framework, the researcher framed the hypothesis such as:

1) $H_a$: There is a significant effect of Lingohack YouTube video on the students' ability to comprehend report text at MAS Plus Al-Ulum Medan.

2) $H_o$: There is no significant effect of Lingohack YouTube video on the students' ability to comprehend report text at MAS Plus Al-Ulum Medan.

## CHAPTER III

## RESEARCH METHODOLOGY

### A.  Location and Time of The Research

The research will be conducted in MAS Plus Al-Ulum Medan. The location of the research is at Jl. Puri No. 154, Kota Matsum II, Medan, Sumatera Utara. The reason why the researcher chooses this school as a location of the research is that 1) The school has great hospitality and lets the researcher do the research there with pleasure. 2) There hasn't been any research on English teaching conducted in this school so the school is welcoming the researcher to do this research and hoping this research can improve the quality of English teaching and learning there. 3) The students have difficulties in comprehending English report text. This research was conducted on August 25$^{th}$ to September 9$^{th}$ 2020.

### B.  Population and Sample

The population of this research is the students at MAS Plus Al-Ulum Medan which is located in Kelurahan Kota Matsum II, Medan. The researcher chose the eleventh-grade students in the academic year 2021/2022. The reason of selecting the eleventh-grade students is because the learning topic which is report text is included in the eleventh-grade learning material according to K13. There are four classes of eleventh grade in MAS Plus Al-Ulum and the detail number of students in those four classes as follows:

**Table 3. 1 The Population of Research**

| No. | Class | Number of Students |
|---|---|---|
| 1. | XI IPA-1 | 36 |
| 2. | XI IPA-2 | 35 |
| 3. | XI IPS-1 | 34 |
| 4. | XI IPS-2 | 34 |
| **Total** | | 139 |

*Source Data: Head master of MAS Plus Al-Ulum Medan*

The researcher will use purposive sampling. Syaukani stated that in purposive sampling, the researcher used expert assessments in deciding respondents representing the population. To do so, researchers must consider factors that may affect the population, then the researchers deliberately select a sample that adequately represents the target population.[35] Here, the researcher will ask for help to the teacher in choosing two classes that have the same intelligence, especially in English. Those two classes will be the sample of this research. One class is the experimental class and the other one is the control class. Both of them will be handed the same pre-test and post-test. Before giving the post-test, the experimental class will be taught using *Lingohack* YouTube video. Whereas the control class will be taught without using *Lingohack* YouTube video.

### C. Research Design

This research uses quantitative research with a quasi-experimental research design. In this research, the researcher will implement pre-test and post-test. Two

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[35]Syaukani, *Metodologi Penelitian Pendidikan* (Medan: Perdana Publishing, 2018). p. 41.

classes will be used as the experimental and control class. The experimental class will get treatment such as using *Lingohack* YouTube video on the learning process, whereas the control class will be taught without using *Lingohack* YouTube video. The researcher will deliver the pre-test to both experimental and control classes before applicating the treatment. The pre-test that will be given to both classes is the same. After applicating the treatment, the researcher will distribute the post-test to be done by the students in both classes with the same test as before. The design of this study is as follows:

**Table 3. 2. The Design of Pre-test and Post-test**

| Group | Pre-Test | Treatment | Post-Test |
|---|---|---|---|
| Experimental | ✓ | Using *Lingohack* YouTube video | ✓ |
| Control | ✓ | Conventional Methode | ✓ |

**D. Operational Variable**

The title of this research is "The Effect Of Lingohack Youtube Video On The Students' Ability To Comprehend Report Text At Mas Plus Al-Ulum Medan". There are two variables of this study as independent and dependent variables.

1. Independent variable in this study using *Lingohack* YouTube video in the teaching report text. It is used to know the effect of *Lingohack* YouTube video on students reading comprehension of report text at the eleventh-grade students.

2. The dependent variable is the students' reading comprehension of report text.

### E. Research Instrument

The instrument in this research means the tool to accumulate the data. In this research, the instrument to collect the data that will be used is a test. The test that will be used is a multiple-choice test containing reading comprehension questions. The researcher took the questions from the book other than students' English textbook so that they hadn't read the question before. The test from this research is split into two namely pre-test and post-test. The pre-test is aimed to know the student's ability to comprehend report text before giving the treatment. After teaching the report text using *Lingohack* YouTube video to the experimental class and teaching report text without using *Lingohack* YouTube video to the control class, the researcher delivers the test to be done by the students again. This time it is a post-test that has the same questions as the pre-test. Finally, the researcher correcting students' worksheets and give them marks.

### F. Validity and Reliability

Syaukani said that the instrument can be said as a valid one if that instrument can measure what should be measured.[36] So, this research's test can be considered as a valid test if it can measure the students' reading ability. Syaukani also stated that the instrument is reliable if the instrument has consistency in the

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[36]Ibid. p. 114.

result.[37] So, it represents that a reliable test can be proved if that test has a stable result when the test is given in another period.

In this research, the researcher will use multiple-choice questions adopted from the book other than students' English textbook as the instrument in the form of a test on a piece of paper. This research trust that the instrument is valid and reliable since the questions in book have been adjusted to the standardized of test.

Additionally, as Ary mentioned, if the test is suited with the standards of test, it is valid and reliable. He described a standardized test as a publicized test that has been thoroughly established by professionals and is connected to educational goals and the educational system.[38]It can be stated that the questions in this data collection instruments were valid and reliable since they were adapted from textbooks that had been regulated in advance by experts in the educational sector and were connected to the curriculum.

## G. Technique of Collecting Data

### 1. Pre-Test

The pre-test is required to determine the students' ability to comprehend the report text before they receive the treatment. The pre-test is given to know whether both classes are homogeneous in their reading comprehension ability. The test is in the form of multiple-choice which is adopted from the book entitled *Big Bank Soal-Bahas Bahasa Inggris SMA/MA.[39]*

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[37]Ibid. p. 105.

[38]D. Ary et al., *Introduction To Research In Education*, 10th ed. (USA: Wardsworth Cengage Learning, 2019). p. 217.

[39]Adibah S.Pd, *Big Bank Soal-Bahas Bahasa Inggris SMA/MA* (Jakarta: Wahyumedia, 2013).

2. **Treatment**

After students finish the pre-test, the researcher will give the treatment for both experimental and control classes. The two classes will be taught with the same material that is report text but in different ways. In the experimental class, the researcher utilized *Lingohack* YouTube video on the learning process, whereas the control class will be taught conventionally without using *Lingohack* YouTube video.

3. **Post-Test**

After the researcher gives the treatment, the student once again will be handed another test namely post-test. The post-test will be given in the form of multiple-choice just like the pre-test and the questions will still be the same. The post-test is given to be done by the students to identify the development of their reading comprehension skills after receiving the treatment.

H.  **Technique of Analyzing Data**

The worksheet of pre-test and post-test that is already finished by the students will be scored by applying the answer keys which has been arranged by the researcher. The process of analyzing the data will begin after the researcher finish collecting students' worksheet including pre-test and post-test. Sumadi stated that analyzing data is a very critical step in research. Researchers must determine which analysis patterns they will use, whether statistical analysis or non-statistical analysis. This selection depends on the type of data collected.[40] In this study, the researcher uses statistical analysis techniques in accordance with

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[40]Sumadi Suryabrata, *Metodologi Penelitian*, 2nd ed. (Jakarta: Rajawali Pers, 2015). p. 40.

quantitative data or quantified data, namely in the form of numbers. The aim of analyzing data here is to distinguish the difference between the development of students' ability in comprehending report text when using *Lingohack* YouTube video on the learning process and the development without using *Lingohack* YouTube video.

Once the data are collected, they will be analyzed. There is some procedure of analyzing the collected data, as follows:

1. **Data Analysis**

a. **Normality Test**

Normality tests are performed to determine whether the data in the sample has been normally distributed or not. In this research, the ordinariness test was completed using the Liliefors test. When the $L_o$ obtained, it will be contrasted to $L_t$ $\alpha = 0,05$. As for the liliefors' characteristics can be observed as follows:

1) If L-observed ($L_o$) < L-table ($L_t$) denotes the data are normal

2) If L-observed ($L_o$) > L-table ($L_t$) denotes the data are not normal

b. **Homogeneity Test**

The homogeneity test is aimed to indicate if the data of the two classes is homogenous or not. The homogeneity test is proceeded by utilizing the Levene test. Once the $F_o$ is obtained, it will be contrasted to $F_t$ $\alpha = 0,05$. Levene's characteristics can be observed as follows:

1) If F-observed ($F_o$) < F-table ($F_t$) denotes the data are homogenous

2) If F-observed ($F_o$) > F-table ($F_t$) denotes the data are not homogenous

c. **t-test**

After performing a normality and homogeneity test as a necessity of doing a t-test, the researcher will gather data from both samples to identify the substantial impact of *Lingohack* YouTube video on students' ability in comprehending report text at MAS Plus Al-Ulum Medan eleventh grade students. From Sudjana in Ganda, the formula of the t-test can be seen below:[41]

$$t_{observed} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

The description of this formula as follows:

$\bar{x}_1$: mean score of experimental class

$\bar{x}_2$: mean score of the control class

$s_1^2$: variant of experimental class

$s_2^2$: variant of the control class

$n_1$ : the number of experimental class

$n_2$ : the number of the control class.

2. **Hypothesis Test**

A hypothesis test aims to determine the outcome of a test's interpretation of samples. The statistical theory models are as follows:

1) If t-test ($t_o$) < t-table ($t_t$) in the critical level of 0.05 (5%), it indicates that $H_a$ is refused and $H_o$ is approved.

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[41]Mora Ganda, "The Effect Of Story Pyramid Strategy On Students' Reading Comprehension Of Recount Text At The Tenth Grade Students Of Senior High School" (UIN SU, 2020). p. 37.

2) If t-test ($t_o$) > t-table ($t_t$) in the critical level of 0.05 (5%), it indicates that $H_a$ is approved and $H_o$ is refused.

The hypothesis of this research as the previous explanation is:

1) Alternative Hypothesis ($H_a$): There is a significant effect of Lingohack YouTube video on the students' ability to comprehend report text at MAS Plus Al-Ulum Medan.

2) Null Hypothesis ($H_o$): There is no significant effect of Lingohack YouTube video on the students' ability to comprehend report text at MAS Plus Al-Ulum Medan.

# CHAPTER IV

# FINDING AND DISCUSSION

## A. Research Finding

1. **Data Description**

This research was carried out through the use of experimental research. In this study, there were two different groups of sample such as experimental class and control class. This study used a reading comprehension test with the full score of 100. The test consisted of ten multiple-choice questions. The pre-test was delivered before giving the treatment, and the post-test was delivered after giving the treatment. The treatment was performed by the researcher in the experimental class by utilizing Lingohack YouTube video in the learning procedure while control class without using Lingohack YouTube video in the learning procedure.

Following the completion of the study, the researcher obtained data on students' pre-test and post-test scores from both the experimental and control classes.

a. **Experimental Class**

In the experimental class, the average or the mean score of pre-test was 56,17, whereas, the mean score of post-test was 79,70. From the pre-test to the post-test, the average or mean score increased by 23,53. The median for pre-test score was 50 and 80 for post-test. Then, the mode in pre-test score was 40 however the mode in post-test score was 80.

The detail of scores gained by the students of the experimental class can be comprehended on the following chart:

**Chart 4. 1 Students' Pre-Test Score of Experimental Class**
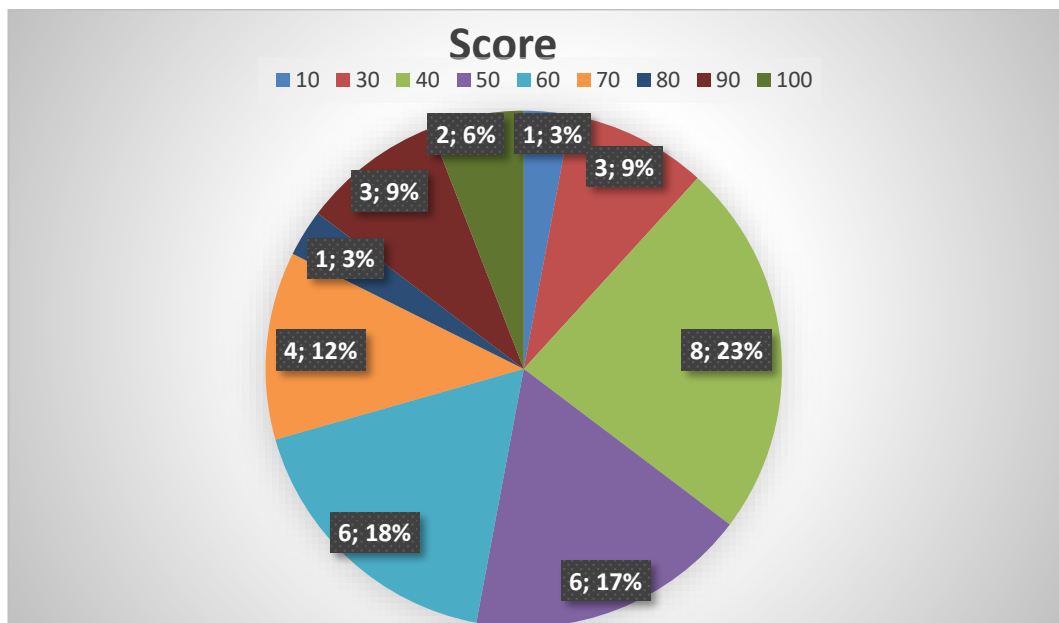


According to the chart above, 23% of the students received a score of 40 on the pre-test. On the pre-test, 23% of the students consist of eight of the students, and this was the most frequently showed score. For the highest score, there was 6% which contain 2 samples and the score was 100. Meanwhile, the lowest score with the score of 10 had 1 sample and the percentage was 3%. The data has been organized from lowest to greatest score. The following chart will provide data from the post-test scores of students.

**Chart 4. 2 Students' Post-Test Score of Experimental Class**
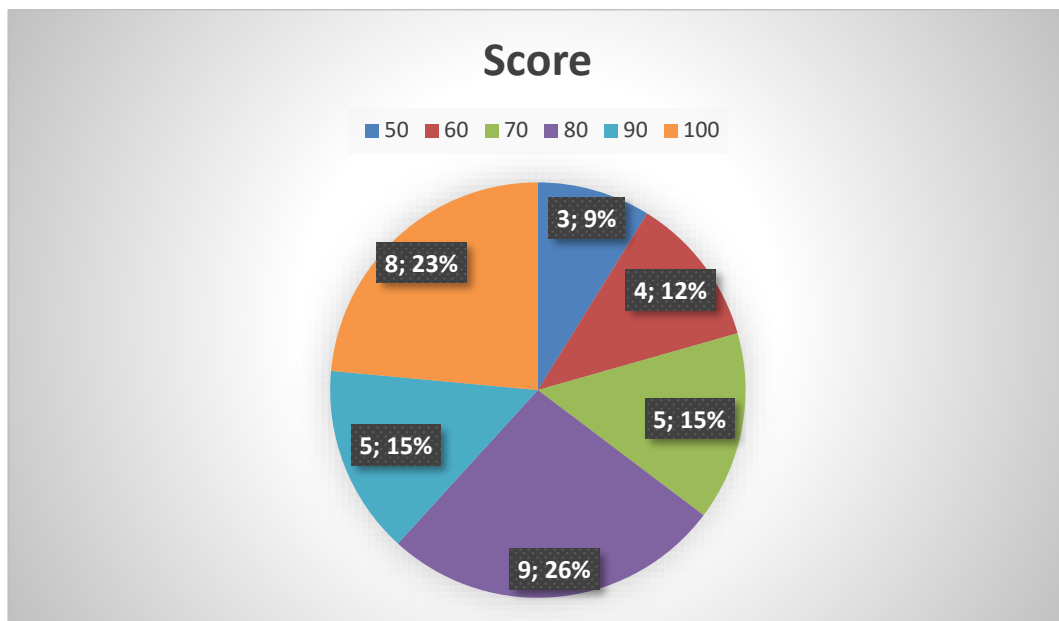


On the chart above, 26% of the students received a score of 80 on the post-test. On the post-test, 26% of the students consist of nine of the students, and this was the most frequently showed score. For the highest score, there was 23% which contain 8 samples and the score was 100. Meanwhile, the lowest score with the score of 50 had 5 samples and the percentage was 15%. Comparing to the pre-test before, in this post-test, the students' score has improved significantly. It can be seen from the lowest score which was no less than 50.

b. **Control Class**

In the control class, the average or the mean score of pre-test was 61,17, whereas, the mean score of post-test score was 69,70. From the pre-test to the post-test, the average or mean score increased by 8,53. The median for pre-test score was 65 and 70 for post-test. Then, the mode in pre-test score was 70 however the mode in post-test score was also 70.

The detail of scores gained by the students of the experimental class can be comprehended on the following chart:

**Chart 4. 3 Students' Pre-Test Score of Control Class**



According to the chart above, 20% of the students received a score of 70 on the pre-test. On the pre-test, 20% of the students consist of seven of the students, and this was the most frequently showed score. For the highest score, there was 12% which contain 4 samples and the score was 90. Meanwhile, the lowest score with the score of 10 had 1 sample and the percentage was 3%.The data has been organized from lowest to greatest score. The following chart will provide data from the post-test scores of students.
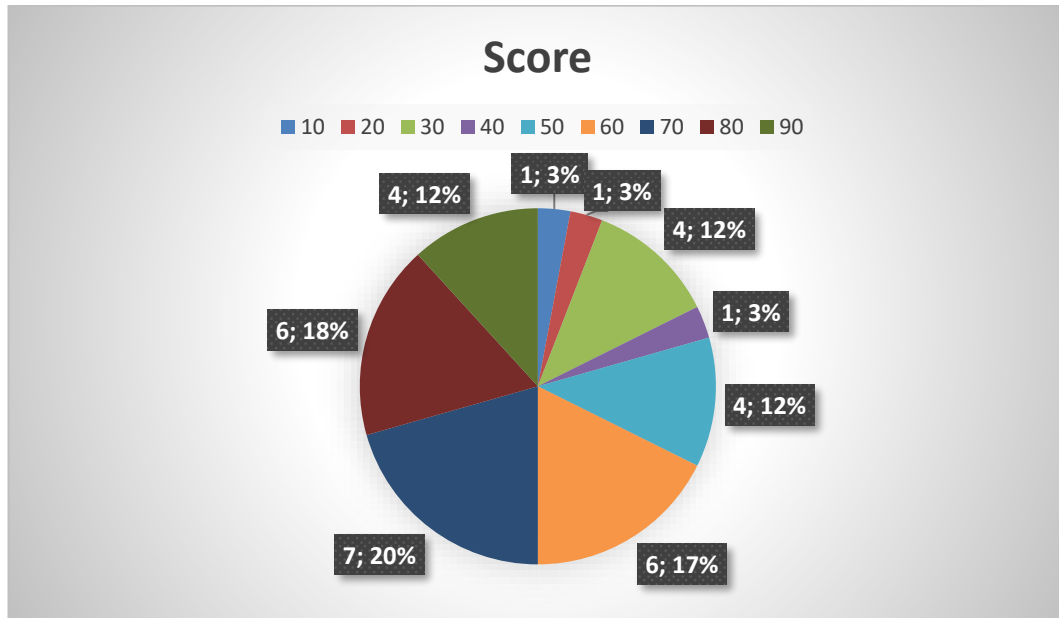
**Chart 4. 4 Students' Post-Test Score of Control Class**
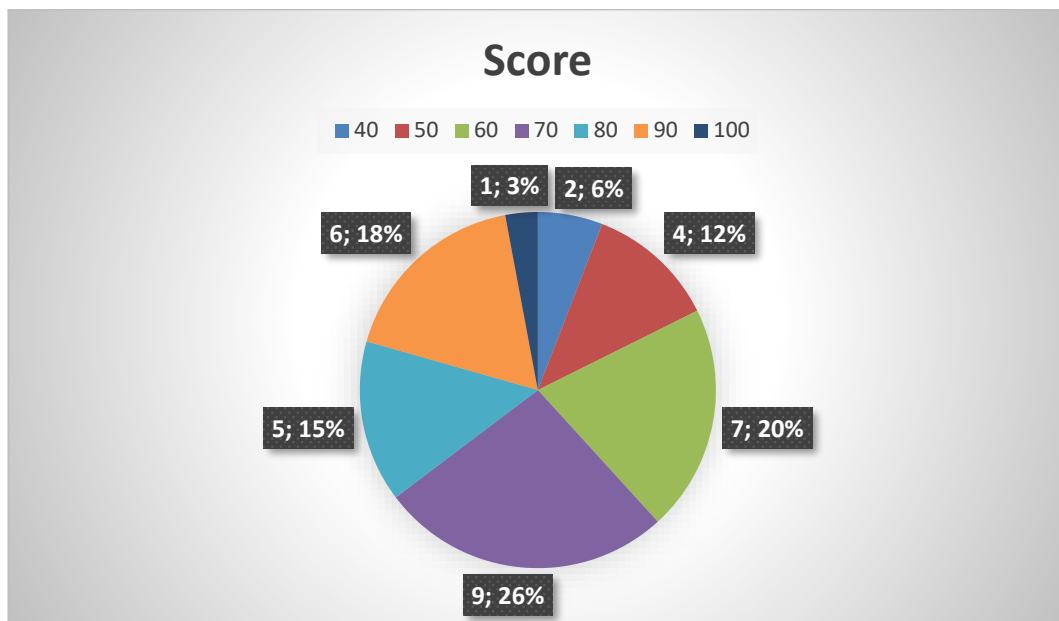


Based on the chart in the control class, 26% of the students received a score of 70 on the post-test. On the post-test, 26% of the students consist of nine of the students, and this was the most frequently showed score. For the highest score, there was 3% which contain 1 sample and the score was 100. Meanwhile, the lowest score with the score of 40 had 2 samples and the percentage was 6%. Comparing to the pre-test before, in this post-test, some of the students' score has improved but there were still students with the score bellow 50.

In addition, the following chart will show the differences in mean scores between the experimental and control class.

**Chart 4. 5 The Mean Score of Experimental Class and Control Class**
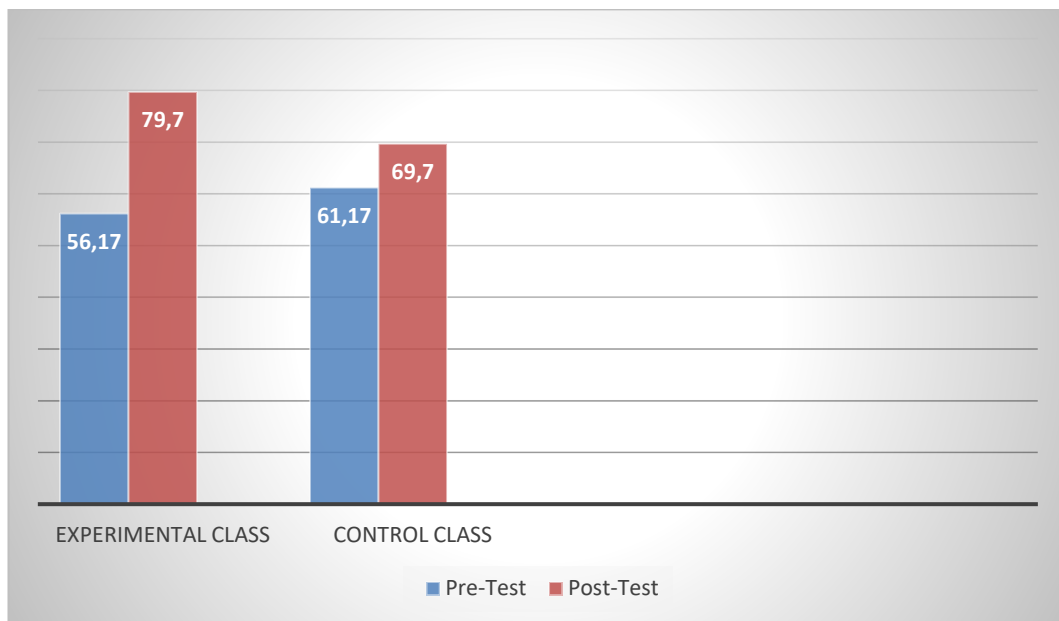


The chart above shows that there was a considerable enhancement in the experimental class which used Lingohack YouTube video on the learning process. It can be noticed from the pre-test which was 56,17 increased to 79,7 on the post-test. Meanwhile, in the control class which employed the usual approach, the pre-test which was 61,17 increased to 69,7 on the post-test. It did not reveal as much progress as the experimental group.

It can be observed from the data that there was a substantial difference between the experimental and control class. Students in the experimental class were taught utilizing Lingohack YouTube videos. There are 34 students in the class, and they were given 10 multiple choice questions as the pre-test before the treatment. The subject of discussion was report text. As a result, the students' mean score on the pretest was 56,17, which was rather low. The students were then given the Lingohack videos to watch throughout the treatment. They were then separated into groups and asked to work together to comprehend and answer

questions based on the videos. They were producing a video about the video and explaining the answers to each question. The video featured all of the students' contributions.

The control class, on the contrary, was using a conventional method. The control class' students were taught about report text that used a teacher-centered method. The average score of the students was 61.17, which was better than the experimental class. The students received a post-test following the treatment, which consisted of ten multiple-choice questions. The findings revealed that the experimental class outperformed the control class by a substantial difference. The experimental class had a mean score of 79,7 on the post-test, whereas the control class had a score of 69,7.

Additionally, on the pre-test, the experimental class' most often repeated score was 40. After that, 26% of the students scored 80 on the post-test. The pre-test median score was 50, while the post-test median score was 80. However, in the control class, the median score was 70, based on data from the students' pre-test scores, since 20% of the students achieve this level. After that, 26% of the students scored 70 on the post-test. The students' median pre-test score was 65, while their post-test score was 70.

According to the results of this study, utilizing Lingohack YouTube videos in the learning process was better than using the conventional method. Students were more motivated and trained in comprehending the content connected to report text after watching Lingohack YouTube videos. They could also expand their vocabulary to include words that might appear in the report text. As a result, when Lingohack YouTube videos are included in the learning process, students'

reading comprehension of report text improves.

2. **Data Analysis**

a. **Normality Test**

The normality test was performed in this study using the statistical form of the Liliefors test and the result was calculated utilizing Microsoft Excel 2019. The goal of a normality test is to determine whether or not all of the pre-tests and post-tests data are normally distributed. The following table shows the results of the normality test:

**Table 4. 1 Normality Test Results**

|  |  | Liliefors Test ($\alpha = 0,05$) | | Result |
|---|---|---|---|---|
|  |  | Lo | Lt |  |
| Experimental Class | Pre-Test | 0,142 | 0,151 | **Normal** |
|  | Post-Test | 0,110 | 0,151 | **Normal** |
| Control Class | Pre-Test | 0,103 | 0,151 | **Normal** |
|  | Post-Test | 0,139 | 0,151 | **Normal** |

For the pre-test in the experimental class, it shows that the Liliefors observation $L_o = 0,142$. And for the Liliefors table, with n = 34 and a significant level of 0,05 from the critical value of Liliefors table value $L_t = 0,151$. It is known that the coefficient of $L_o$ (0,142) < $L_t$ (0,151). It indicates that the coefficient of Liliefors observation of pre-test in experimental class is smaller than Liliefors table. As a result, the data distribution can be determined to be normally distributed.

For the post-test in the experimental class, it shows that the Liliefors

observation $L_o$= 0,110. And for the Liliefors table, with n = 34 and a significant level of 0,05 from the critical value of Liliefors table value $L_t$ = 0,151. It is known that the coefficient of $L_o$ (0,110) < $L_t$ (0,151). It indicates that the coefficient of Liliefors observation of post-test in experimental class is smaller than Liliefors table. As a result, the data distribution can be determined to be normally distributed.

For the pre-test in the control class, it shows that the Liliefors observation $L_o$= 0,103. And for the Liliefors table, with n = 34 and a significant level of 0,05 from the critical value of Liliefors table value $L_t$ = 0,151. It is known that the coefficient of $L_o$ (0,103) < $L_t$ (0,151). It indicates that the coefficient of Liliefors observation of pre-test in control class is smaller than Liliefors table. As a result, the data distribution can be determined to be normally distributed.

For the post-test in the control class, it shows that the Liliefors observation $L_o$= 0,139. And for the Liliefors table, with n = 34 and a significant level of 0,05 from the critical value of Liliefors table value $L_t$ = 0,151. It is known that the coefficient of $L_o$ (0,139) < $L_t$ (0,151). It indicates that the coefficient of Liliefors observation of post-test in control class is smaller than Liliefors table. As a result, the data distribution can be determined to be normally distributed.

b. **Homogeneity Test**

The homogeneity test was carried out after the normality test was already completed. The goal of the test is to see if the variances in the data from both groups are the same. Simply, the purpose of this test is to see how identical the samples are in both groups. The homogeneity test was conducted in this research

with the help of Microsoft Excel 2019 using the f-test two-sample for variances.

The table bellow shows the outcomes of the homogeneity test:

**Table 4. 2 Homogeneity Test Results**

|  | Levene Test ($\alpha$ = 0,05) | | Result |
|---|---|---|---|
|  | Fo | Ft | |
| Pre-Test | 1,003 | 1,78 | **Homogenous** |
| Post-Test | 1,07 | 1,78 | **Homogenous** |

In the pre-test, it indicates that the coefficient of $F_{observed}$ = 1,003 was compared with $F_{table}$, where $F_{table}$ is settle on significant level $\alpha$ = 0,05 and the numerator df = N = 34 and the denominator dk = 33. Then, the $F_{table}$ was 1,78. So it could be determined that the data were homogenous because $F_{observed} < F_{table}$ (1,003 < 1,78).

In the post-test, it shows that the coefficient of $F_{observed}$ = 1,07 was compared with $F_{table}$, where $F_{table}$ is settle on significant level $\alpha$ = 0.05 and the numerator df = N = 34 and the denominator dk = 33. Then, the $F_{table}$ was 1,78. So it could be determined that the data were homogenous because $F_{observed} < F_{table}$ (1,07 < 1,78).

c. **The Calculation of t-test**

The t-test is the next stage in formulating a hypothesis after checking the data for normality and homogeneity. The t-test is calculated in this study utilizing statistical formulation. The t-test is applied to determine the significance of utilizing a Lingohack YouTube video as a learning medium. Before doing the t-test, the mean, median, mode, variation, and standard deviation of the students'

post-test scores in both classes must be calculated first.

Mean, Median, Mode, and Variant of Post-Test Score in Experimental Class.

### a. Mean

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$ = Mean

$\sum x$ = Total of scores

$$\bar{x} = \frac{2710}{34} = 79{,}70$$

### b. Median

$$Me = \frac{1}{2}\left(x\left(\frac{n}{2}\right) + x\left(\frac{n}{2}+1\right)\right) = \frac{1}{2}\left(x\left(\frac{34}{2}\right) + x\left(\frac{34}{2}+1\right)\right)$$

$$Me = \frac{1}{2}(x17 + x18) = 70$$

### c. Mode

The value of the data that appears the most frequently is known as the mode. The mode that appears frequently is 80.

### d. Variant

$S^2 = 257{,}4866$

Mean, Median, Mode, and Variant of Post-Test Score in Experimental Class.

### a. Mean

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$ = Mean

$\sum x$= Total of scores

$$\bar{x} = \frac{2370}{34} = 69{,}70$$

### b. Median

$$Me = \frac{1}{2}\left(x\left(\frac{n}{2}\right) + x\left(\frac{n}{2} + 1\right)\right) = \frac{1}{2}\left(x\left(\frac{34}{2}\right) + x\left(\frac{34}{2} + 1\right)\right)$$

$$Me = \frac{1}{2}(x17 + x18) = 70$$

### c. Mode

The value of the data that appears the most frequently is known as the mode.

The mode that appears frequently is 70.

### d. Variant

$S^2 = 239{,}3048$

Then the calculation of the t-test is:

$$t_{observed} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t_{observed} = \frac{79{,}7 - 69{,}7}{\sqrt{\frac{(34-1)257{,}48 + (34-1)239{,}3}{34+34-2}\left(\frac{1}{34} + \frac{1}{34}\right)}}$$

$$t_{observed} = \frac{10}{\sqrt{\frac{8496,84+7896,9}{66}}(0,058)}$$

$$t_{observed} = \frac{10}{\sqrt{\frac{8496,84+7896,9}{66}}(0,058)} = \frac{10}{\sqrt{14,4}} = \frac{10}{3,79} = 2,63$$

The statistical data of experimental class and control class in post-test revealed that $t_{observed}$ was greater than $t_{table}$ (2,63 > 1,66 ; p = 0,05). It can be deduced that the Alternative Hypothesis (Ha) was approved.

3. **Testing Hypothesis**

The following were the fundamental hypothesis tests used in this study:

1. If $t_{observed} > t_{table}$, the hypothesis will be approved.

2. If $t_{observed} < t_{table}$, the hypothesis will be refused.

According to the calculation above, it showed that $t_{observed}$ was higher than $t_{table}$. It can be seen bellow:

$t_{observed} > t_{table}$ (p = 0,05; df = 66) 2,63>1,66 (p = 0,05; df = 66)

As a result, the alternative hypothesis (H$_a$) is approved at the level of the significance 0,05 for two tailed test and the degree of freedom (df) 66, (gotten from, N1 + N2 -2 = 34 + 34 - 2 = 66). It is possible to deduce that "There is a significant effect of Lingohack YouTube video on the students' ability to comprehend report text at MAS Plus Al-Ulum Medan".

**B. Discussion**

Referring to the data above, it appears that using Lingohack YouTube videos had a significant impact on students' reading comprehension of report text in MAS Plus Al-Ulum Medan eleventh-grade students. It was demonstrated by the

experimental class's score in the post-test, which was superior to the control class's score. A prior study on the impact of YouTube videos on students' reading comprehension was done by another researcher. In her paper "Using YouTube to Improve EFL Reading Comprehension Among Vocational Students," Nuramah Hayikaleng (2016) stated that using YouTube videos raised the average reading comprehension score.

Another research by Luqman Al Hakim (2019) titled "Improving the Understanding of Content on Reading for TOEFL Through Youtube Videos". The pre-test mean score was 38.7, which increased to 72.5 in the first cycle, according to the findings. In the end, the average score in the second cycle was 73.2. His study also shown that students can recognize and comprehend values such as professionalism, creativity, cooperation, and nationalism in video and text.

The last research conducted by Nurmahyuni Asrul et. al. (2020) titled "The Effect of Audio-Visual Media On Students' Reading Comprehension". According to the findings students who received audiovisual media treatment scored higher than students who did not receive audiovisual media treatment, with a value of $t_{table} = 2.0000$; $t_{observed} = 6.1851$. As a result, the null hypothesis ($H_o$) was rejected. It should be emphasized that audio-visual media has a significant impact on students' reading comprehension abilities.

So, from the previous researches above, the results are comparable. According to the similarities, YouTube videos or audio-visual media can help students improve their reading comprehension. The pre-test and post-test scores of the students reveal a significant impact. After utilizing the Lingohack YouTube video on the learning procedure, the students' scores improved. The differences,

on the other hand, can be seen in the subject's different levels and the text's type being taught in the previous study. In a conclusion, the Lingohack YouTube video improves students' reading comprehension in the report text.

Apart from the successful use of *lingohack* YouTube video to improve students' reading comprehension skills, this media also has shortcomings in its application. The weakness is that in the application of *lingohack* video media, it is possible that there are obstacles in accessing the video which requires an internet data connection which is certainly not free. In addition, not all students have adequate gadgets to access them. In this case, to overcome this, the teacher can prepare the *lingohack* video media in advance so that it can be accessed more easily using limited data connections and gadgets.

Meanwhile, the advantages of this *lingohack* video media are that it can make learning interesting and exciting for students so that students become more interested and enthusiastic in participating on the learning process. Then, because at the end of *lingohack* video there is a list of vocabulary explanations mentioned in the video, students can improve their vocabulary mastery. With this media, students can improve their reading comprehension skills with questions that have been prepared before the video starts. Besides, they also use their listening skills and it is possible that this *lingohack* video media can also practice their listening skills.

## C. Recommendation

Through doing this research, the researcher had learned many valuable lessons, and the researcher thought that the findings of this research may

contribute to the literature. This study may add to the body of knowledge on the effect of Lingohack YouTube videos on students' reading comprehension skills, particularly in the report text. This study may also provide insights to the next researcher who wishes to perform a study on the usage of YouTube videos in report text materials. The researcher was recognized, however, that this study had significant limitations. Therefore, some research projects for additional research may be undertaken.

More study is needed to uncover certain strategies to improve pupils' reading comprehension abilities. The further researcher may broaden their aim and subject of the research that would be done. They might select another type of text rather than report text since there were multiple types of text in English that might be used in teaching reading comprehension by using YouTube or other audiovisual media.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

According to the study and data analysis mentioned previously, it is possible to infer that the Lingohack YouTube video has a substantial impact on students' reading comprehension in the report text. The average pre-test score in the experimental class was 56,17, and after treatment, the post-test score was 79,7. Whereas the control class's mean score of pre-test was 61,17, and the post-test score was 69,7. At the significant level of 0,05, $t_{observed}$ was greater than $t_{table}$ (2,63 > 1,66). As a result, the alternative hypothesis ($H_a$) was approved and the null hypothesis ($H_o$) was dismissed. In a conclusion, the question research of this study has already been answered, and the Lingohack YouTube video was a success in improving students' reading comprehension in the report text.

## B. Suggestion

The researcher would like to provide the following recommendations based on this research:

1. For the school, MAS Plus Al-Ulum Medan:

   a) It is good to encourage teachers, particularly English teachers;

   b) It is advisable to educate students utilizing Lingohack YouTube videos because it is beneficial since it improves students' reading comprehension in report content.

2. For the English teacher:

   a) It will be good if the teachers can use a variety of strategies to engage students in the classroom activities, particularly in an online class;

   b) For teaching report text reading comprehension, a Lingohack YouTube video may be utilized to inspire students to participate in the learning process while also improving their reading comprehension skills.

3. For the next researchers:

   a) They can try to use YouTube videos or audio-visual media to teach other English skills and can be used to improve the teaching-learning process.

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**APPENDIX I**

**LESSON PLAN (Experimental Class)**

School          : **MAS Plus Al Ulum Medan**

Subject         : **English**

Class           : **XI IPS-1 (Experimental Class)**

Time Allocation : **4 x 30 minutes**

Topic           : **Report Text**

A. **Standard Competency**

Understanding the meaning of short functional text and essay in a form of report text accurately and accepted in context of daily life.

B. **Basic Competencies**

3.9 Analyzing the structure of text and linguistic elements to carry out the social functions of factual report text by stating and asking about factual scientific texts about people, animals, objects, symptoms and natural and social events, simply, in accordance with the context of learning in other lessons in Class XI.

4.13 Capturing meaning in factual report texts, oral and written, simple, about people, animals, objects, symptoms and natural and social events, related to other subjects in Class XI.

C. **Indicators of Achievement**

1. Describes the structure of the text and the linguistic elements used in

factual report text with the context of its use.

2. Identify information from the report text.

3. Identify the word reference in the report text.

4. Identify the main idea of the paragraph from the report text.

D. **Learning Objectives**

After learning the topic, the students are expected to be able to:

1. Students can describe the structure of the text and the linguistic elements used in factual report text with the context of its use.

2. Students can identify information from the report text.

3. Students can identify the word reference in the report text.

4. Students can identify the main idea of the paragraph from the report text.

E. **Teaching Strategy**

Video Based Learning Strategy

F. **Steps of Activity**

1. Opening

- Greeting students with kindness as they enter the classroom

- Checking students' attendance

- Praying together

- Motivating and reviewing content

2. Core Activities

1) Meeting I

- Teacher explains about the definition, general classification, and language features of report text

- Teacher show the example of report text

- Teacher send Lingohack YouTube videos and ask the students to watch and comprehend it

- Teacher ask students randomly to answer the question based on the videos

- Teacher discuss the answer together with students

- Teacher allow the students to ask about what they don't understand

2) Meeting II

- Teacher asks the students whether they have known about report text or not

- Teacher review the explanation about report text in the last meeting.

- Teacher explains about some technique or strategies in reading comprehension that can be used in report text such as scanning, skimming, and summarizing the text.

- Teacher divide the class into 3 groups

- Teacher give each of groups the lingohack videos and the worksheets based on those videos. The group asked to make a video about the explanation of the answers.

- Teacher discuss the worksheet results of each groups together

with the students

- Teacher allow the students to ask about what they don't understand

3. Closing

- Give the conclusion about today's learning and tell the students about the lesson in the next meeting

- Praying together

- Greet the students

G. **Learning Sources**

1. Internet

2. Students' English textbook

H. **Media**

1. WhatsApp

2. Power point

3. Lingohack YouTube Video

4. Worksheets based on Lingohack YouTube Video

I. **Assessment**

Technique      : Test

Form            : Multiple Choices

**Scoring:**

$$S = \frac{R}{N} \times 100$$

Note:

S: The score

R: The right number

N: The number of test items

English Teacher

Medan, August 25th 2021

The Researcher

**Drs. H. Arifin Karim**

**Dinda Meidilla Br. Bangun**

Nim: 0304172095

Headmaster of MAS Plus Al Ulum Medan

**Nurlida Sari, MA**

**APPENDIX II**

**LESSON PLAN (Control Class)**

School            : **MAS Plus Al Ulum Medan**

Subject           : **English**

Class             : **XI IPS-2 (Control Class)**

Time Allocation   : **4 x 30 minutes**

Topic             : **Report Text**

A. **Standard Competency**

Understanding the meaning of short functional text and essay in a form of report text accurately and accepted in context of daily life.

B. **Basic Competencies**

3.9 Analyzing the structure of text and linguistic elements to carry out the social functions of factual report text by stating and asking about factual scientific texts about people, animals, objects, symptoms and natural and social events, simply, in accordance with the context of learning in other lessons in Class XI.

4.13 Capturing meaning in factual report texts, oral and written, simple, about people, animals, objects, symptoms and natural and social events, related to other subjects in Class XI.

C. **Indicators of Achievement**

1. Describes the structure of the text and the linguistic elements used in factual report text with the context of its use.

2. Identify information from the report text.

3. Identify the word reference in the report text.

4. Identify the main idea of the paragraph from the report text.

D. **Learning Objectives**

After learning the topic, the students are expected to be able to:

1. Students can describe the structure of the text and the linguistic elements used in factual report text with the context of its use.

2. Students can identify information from the report text.

3. Students can identify the word reference in the report text.

4. Students can identify the main idea of the paragraph from the report text.

E. **Teaching Strategy**

Teacher Centered Strategy (Conventional Strategy)

F. **Steps of Activity**

4. Opening

- Greeting students with kindness as they enter the classroom

- Checking students' attendance

- Praying together

- Motivating and reviewing content

5. Core Activities

3) Meeting I

- Teacher explains about the definition, general classification, and language features of report text

- Teacher show the example of report text

- Teacher ask the students to read the text and answer the questions based on the text

- Teacher control the class while the students read the text

- Teacher gives worksheets to the students about report text reading comprehension as a homework to be collected in the next meeting

- Teacher allow the students to ask about what they don't understand

4) Meeting II

- Teacher asks the students whether they have known about report text or not

- Teacher review the explanation about report text in the last meeting

- Teacher ask the students to discuss about their worksheet answers from the last meeting together

- Teacher explains about some technique or strategies in reading comprehension that can be used in report text such as scanning, skimming, and summarizing the text

- Teacher allow the students to ask about what they don't understand

6. Closing

- Give the conclusion about today's learning and tell the students

about the lesson in the next meeting

- Praying together

- Greet the students

G. **Learning Sources**

3. Internet

4. Students' English textbook

H. **Media**

1. WhatsApp

2. Power point

3. Worksheets

I. **Assessment**

Technique        : Test

Form               : Multiple Choices

**Scoring:**

$$S = \frac{R}{N} \times 100$$

Note:

S: The score

R: The right number

N: The number of test items
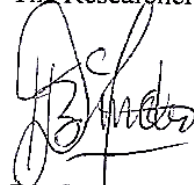
Medan, August 25th 2021

English Teacher

The Researcher

**Drs. H. Arifin Karim**

**Dinda Meidilla Br. Bangun**

Nim: 0304172095

Headmaster of MAS Plus Al Ulum Medan

**Nurlida Sari, MA**

**APPENDIX III**

**The Experimental Class Students' Score of Pre-Test and Post-Test**

| No. | Students' Initial | Students' Name | Pre-Test | Post-Test |
|---|---|---|---|---|
| 1. | AN | Adri Nasution | 70 | 80 |
| 2. | ASP | Anggi Syah Putra | 60 | 80 |
| 3. | AD | Arwingga Dwiyana | 40 | 80 |
| 4. | AZAS | Azzahra Zafira Amara Srg | 80 | 100 |
| 5. | GS | Gendis Syafitri | 10 | 50 |
| 6. | HSPY | Haiqal Suwardana Putra Yunus | 100 | 100 |
| 7. | HWSL | Hani Wulan Sari Lingga | 40 | 50 |
| 8. | IN | Ilham Nicola | 100 | 100 |
| 9. | KAF | Khairunnisa Amanah Fairi | 40 | 70 |
| 10. | MFM | M Fathan Mubin | 40 | 80 |
| 11. | MMAR | M. Muflih Ar Rizqi | 60 | 90 |
| 12. | MRF | M. Rizky Fahlevi | 30 | 60 |
| 13. | MA | Muhammad Azmi | 50 | 80 |
| 14. | MD | Muhammad Delhan | 50 | 80 |
| 15. | MR | Muhammad Rafli | 30 | 70 |
| 16. | MRZ | Muhammad Rizky | 40 | 50 |
| 17. | MWS | Muthiah Widya Sari | 90 | 100 |
| 18. | NA | Nabil Abdurrahman | 60 | 90 |
| 19. | NAD | Nabila Adisa | 50 | 70 |
| 20. | NAZ | Nabila Azri | 90 | 100 |

| 21. | NAM | Naila Amevia | 70 | 100 |
|-----|------|--------------|----|-----|
| 22. | NAA | Naufal Aziz Ananta | 40 | 60 |
| 23. | NAT | Naurah Athirah | 60 | 90 |
| 24. | NAZH | Nayla Azzhura | 50 | 70 |
| 25. | NL | Nayla Layana | 70 | 100 |
| 26. | NK | Nazlah Khumairoh | 60 | 90 |
| 27. | NAZY | Nur Azyzah | 50 | 80 |
| 28. | PA | Putra Abdillah | 40 | 60 |
| 29. | PSA | Putra Sekar Arum | 40 | 60 |
| 30. | PJS | Putri Jihan Salsabila | 50 | 80 |
| 31. | RA | Radja Alfudhaly | 70 | 100 |
| 32. | RZS | Rayhan Zaky Srg | 30 | 70 |
| 33. | SN | Saidatin Niswa | 60 | 80 |
| 34. | SBN | Salwana Balqis Nasution | 90 | 90 |
| | **TOTAL** | | **1910** | **2710** |
| | **MEAN** | | **56,17** | **79,70** |
| | **MEDIAN** | | **50** | **80** |
| | **MODE** | | **40** | **80** |
| | **VARIANCE** | | **460,6951** | **257,4866** |
| | **STANDARD DEVIATION** | | **21,4638** | **16,046** |

**APPENDIX IV**

**The Control Class Students' Score of Pre-Test and Post-Test**

| No. | Students' Initial | Students' Name | Pre-Test | Post-Test |
|-----|-------------------|----------------|----------|-----------|
| 1. | ART | Aidilio Rafles Tanjung | 80 | 90 |
| 2. | ANA | Aisyah Nur Aini | 70 | 70 |
| 3. | ACH | Arifa Chapsa Hrp | 70 | 80 |
| 4. | AF | Arya Fahriza | 90 | 90 |
| 5. | AH | Atikah Hanum | 70 | 80 |
| 6. | CS | Cut Salsabilah | 80 | 80 |
| 7. | DN | Dimas Nahwuramadhan | 30 | 60 |
| 8. | EM | Elvi Manik | 70 | 70 |
| 9. | FFBP | Fajrul Falah Badawi Putra | 60 | 70 |
| 10. | FL | Farhaini Liabawaiha | 70 | 70 |
| 11. | FR | Fathur Rahman | 90 | 100 |
| 12. | HM | Hammima | 70 | 70 |
| 13. | IA | Irma Afriyadani | 50 | 60 |
| 14. | IDP | Irsyad Darmawan Pasya | 50 | 50 |
| 15. | MFR | M. Farhan Rizky | 60 | 70 |
| 16. | MRFL | M. Rizky Fadhilah Lubis | 70 | 70 |
| 17. | MTH | M. Taufik Hidayat | 50 | 60 |
| 18. | MF | Muhammad Fajar | 90 | 90 |
| 19. | MFRM | Muhammad Fauzan Rahman | 80 | 90 |

| | | | | |
|---|---|---|---|---|
| 20. | MI | Muhammad Irfan | 20 | 50 |
| 21. | MRAN | Muhammad Raffi Affandi Nasution | 60 | 60 |
| 22. | MAS | Mutia Alya Surianto | 90 | 90 |
| 23. | NZM | Nabila Zuhra Mubarok | 80 | 90 |
| 24. | NFA | Naira Fazila Aswina | 40 | 60 |
| 25. | NDSA | Nur Djarotu Syifa Azmi | 30 | 50 |
| 26. | NA | Nurunnisa Aini | 30 | 40 |
| 27. | RSS | Raissa Sakira Syaharani | 80 | 80 |
| 28. | RLI | Reshar Lutfhi Ibrahim | 60 | 70 |
| 29. | SAF | Salman Al-Farisi | 30 | 40 |
| 30. | SSL | Shalsa Sabilah Lubis | 80 | 80 |
| 31. | SM | Siti Mardiah | 50 | 60 |
| 32. | WD | Wulan Dari | 10 | 50 |
| 33. | ZA | Zahra Aini | 60 | 70 |
| 34. | ZZ | Zaskia Zhahira | 60 | 60 |
| | **TOTAL** | | **2080** | **2370** |
| | **MEAN** | | **61,17** | **69,70** |
| | **MEDIAN** | | **65** | **70** |
| | **MODE** | | **70** | **70** |
| | **VARIANCE** | | **459,18** | **239,304** |
| | **STANDARD DEVIATION** | | **21,428** | **15,469** |

**APPENDIX V**

**Pre-Test/ Post-Test**

**Read the following text carefully and choose the correct answer by crossing A, B, C, or D!**

**The text is for questions 1-5.**

Remote sensing is the acquisition of information about an object or phenomenon, without making physical contact with the object. In modern usage, the term generally refers to the use of aerial sensor technology to detect and classify objects on Earth (both on the surface, in the atmosphere and oceans) by means of propagated signals (e.g., electromagnetic radiation emitted from aircraft or satellites).

There are two main types of remote sensing: passive remote sensing and active remote sensing. Passive sensors detect natural radiation that's emitted or reflected by the object or surrounding area being observed. Reflected sunlight is the most common source of radiation measured by passive sensors. Examples of passive remote sensors include film photography, infra-red, charge-coupled devices and radiometers. Active collection, on the other hand, emits energy in order to scan objects and areas where upon a sensor then detects and measures the radiation that is reflected or backscattered from the target. RADAR and LIDAR are examples of active remote sensing where the time delay between emission and return is measured, stabilizing the location, height, speed and direction of an object.

1. What is the text about?

    A. The characteristics of passive remote sensing and active remote sensing

    B. The description of remote sensing

    C. Aerial sensor technology

    D. The development of remote sensing

    E. The comparison of passive remote sensing and active remote sensing

2. From the text, we know that remote sensing…..

    A. Is a way to obtain information about an object or phenomenon

    B. Does not difficult to do

    C. Make physical contact with the object

    D. Does not make use of censors

    E. Does not make use propagated signals

3. What is the main idea of the second paragraph?

    A. Active sensing is better than passive sensing

    B. The energy in sunlight is important for remote sensing

    C. Passive sensing is not as strong as active sensing

    D. The source of energy radiated for sensing determines whether it is the active or passive type

    E. Active remote sensing and passive remote sensing are equally useful for the development of knowledge and technology.

4. Based on the text we can say…..

    A. Remote sensing is expensive technology

    B. Remote sensing is useful for transportation

    C. We can apply the technology to study animals

    D. Medical science can be improved through remote sensing

    E. Remote sensing make it possible to collect information of an object in a dangerous area

5. Which of the following statements is mentioned in the text?

    A. Remote sensing is the process of gathering data on an object or phenomena with having physical contact with the object.

    B. The source of radiation detected by active sensors is reflected sunlight.

    C. Passive sensors detect natural radiation released or reflected by the material or environment being observed.

    D. Film photography, infrared, charge-coupled devices, and radiometers are all examples of active remote sensors.

    E. There is only one type of remote sensing

**The text is for questions 6-10.**

**Komodo Dragons**

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizard. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belongs to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land

crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, coloured scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows rows of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes, and rodents. Komodo dragons are cannibals. The adult will prey on the young ones as well as the old and sick dragons.

The lizard digs a cave with its strong claws in the cave at night.

6. The main idea of paragraph 5 is…..

    A. Komodo dragons feed on young dragons

    B. Komodo dragons get their food by hunting

    C. Komodo dragons are carnivorous and also cannibals

    D. Komodo dragons are cannibals because they hunt other animals

    E. Komodo dragons are carnivorous because they eat eggs, meat and rodents

7. Which of the following is not the characteristic of komodo dragon?

    A. Rough skin

B. Strong claws

C. A long heavy tail

D. Short, strong legs

E. Rows of red teeth

8. Komodo dragons are cannibals because…..

A. They hunt deer, wild pigs, water buffaloes and even horses

B. They prey on young ones as well as old and sick dragons

C. They feed on eggs, lizards, snakes and rodents

D. They eat anything they meet

E. They will attack in self-defense

9. The writer's purpose in writing the text is…..

A. To retell the events in Komodo Island

B. To inform about classification of komodo

C. To describe about komodo dragon in general

D. To persuade reader to keep komodo habitat

E. To entertain reader with the story of komodo

10. Which of the following statements are **not** true?

A. Komodo dragons are the biggest lizard in the world

B. Komodo dragons are good at swimming

C. Komodo dragons are the most ancient group of lizards that are still alive

D. Komodo dragons are cannibals, but they don't prey on the young

komodos and old or sick dragons

E.  Komodo dragons hunt their prey during the day

**Answer keys:**

1. B

2. A

3. E

4. E

5. C

6. C

7. E

8. B

9. C

10. D

**APPENDIX VI**

**Normality Test Table**

**1. Frequency Distribution of Pre-Test in Experimental Class**

| No | x | z | F(z) | S(z) | \|F(z)-S(z)\| |
|----|----|-----------|------------|------------|------------|
| 1 | 10 | -2,151364003 | 0,01572374 | 0,029411765 | 0,013688025 |
| 2 | 30 | -1,219563034 | 0,111315283 | 0,117647059 | 0,006331775 |
| 3 | 30 | -1,219563034 | 0,111315283 | 0,117647059 | 0,006331775 |
| 4 | 30 | -1,219563034 | 0,111315283 | 0,117647059 | 0,006331775 |
| 5 | 40 | -0,753662549 | 0,225525938 | 0,352941176 | 0,127415239 |
| 6 | 40 | -0,753662549 | 0,225525938 | 0,352941176 | 0,127415239 |
| 7 | 40 | -0,753662549 | 0,225525938 | 0,352941176 | 0,127415239 |
| 8 | 40 | -0,753662549 | 0,225525938 | 0,352941176 | 0,127415239 |
| 9 | 40 | -0,753662549 | 0,225525938 | 0,352941176 | 0,127415239 |
| 10 | 40 | -0,753662549 | 0,225525938 | 0,352941176 | 0,127415239 |
| 11 | 40 | -0,753662549 | 0,225525938 | 0,352941176 | 0,127415239 |
| 12 | 40 | -0,753662549 | 0,225525938 | 0,352941176 | 0,127415239 |
| 13 | 50 | -0,287762064 | 0,386764439 | 0,529411765 | **0,142647326** |
| 14 | 50 | -0,287762064 | 0,386764439 | 0,529411765 | 0,142647326 |
| 15 | 50 | -0,287762064 | 0,386764439 | 0,529411765 | 0,142647326 |
| 16 | 50 | -0,287762064 | 0,386764439 | 0,529411765 | 0,142647326 |
| 17 | 50 | -0,287762064 | 0,386764439 | 0,529411765 | 0,142647326 |
| 18 | 50 | -0,287762064 | 0,386764439 | 0,529411765 | 0,142647326 |
| 19 | 60 | 0,178138421 | 0,570692865 | 0,705882353 | 0,135189488 |

| 20 | 60 | 0,178138421 | 0,570692865 | 0,705882353 | 0,135189488 |
| 21 | 60 | 0,178138421 | 0,570692865 | 0,705882353 | 0,135189488 |
| 22 | 60 | 0,178138421 | 0,570692865 | 0,705882353 | 0,135189488 |
| 23 | 60 | 0,178138421 | 0,570692865 | 0,705882353 | 0,135189488 |
| 24 | 60 | 0,178138421 | 0,570692865 | 0,705882353 | 0,135189488 |
| 25 | 70 | 0,644038905 | 0,740224897 | 0,823529412 | 0,083304515 |
| 26 | 70 | 0,644038905 | 0,740224897 | 0,823529412 | 0,083304515 |
| 27 | 70 | 0,644038905 | 0,740224897 | 0,823529412 | 0,083304515 |
| 28 | 70 | 0,644038905 | 0,740224897 | 0,823529412 | 0,083304515 |
| 29 | 80 | 1,10993939 | 0,866487427 | 0,852941176 | 0,013546251 |
| 30 | 90 | 1,575839875 | 0,942468645 | 0,941176471 | 0,001292174 |
| 31 | 90 | 1,575839875 | 0,942468645 | 0,941176471 | 0,001292174 |
| 32 | 90 | 1,575839875 | 0,942468645 | 0,941176471 | 0,001292174 |
| 33 | 100 | 2,04174036 | 0,979411353 | 1 | 0,020588647 |
| 34 | 100 | 2,04174036 | 0,979411353 | 1 | 0,020588647 |
| **Mean = 56,176** | | | | $L_o = 0,142$ | |
| **Standard Deviation = 21,463** | | | | $L_t = 0,151$ | |

## 2. Frequency Distribution of Post-Test in Experimental Class

| No | x | z | F(z) | S(z) | \|F(z)-S(z)\| |
|----|-----|--------------|-------------|-------------|-------------|
| 1 | 50 | -1,851551789 | 0,032045106 | 0,088235294 | 0,056190188 |
| 2 | 50 | -1,851551789 | 0,032045106 | 0,088235294 | 0,056190188 |
| 3 | 50 | -1,851551789 | 0,032045106 | 0,088235294 | 0,056190188 |

| | | | | | |
|---|---|---|---|---|---|
| 4 | 60 | -1,228343512 | 0,109659022 | 0,205882353 | 0,096223331 |
| 5 | 60 | -1,228343512 | 0,109659022 | 0,205882353 | 0,096223331 |
| 6 | 60 | -1,228343512 | 0,109659022 | 0,205882353 | 0,096223331 |
| 7 | 60 | -1,228343512 | 0,109659022 | 0,205882353 | 0,096223331 |
| 8 | 70 | -0,605135236 | 0,272544572 | 0,352941176 | 0,080396605 |
| 9 | 70 | -0,605135236 | 0,272544572 | 0,352941176 | 0,080396605 |
| 10 | 70 | -0,605135236 | 0,272544572 | 0,352941176 | 0,080396605 |
| 11 | 70 | -0,605135236 | 0,272544572 | 0,352941176 | 0,080396605 |
| 12 | 70 | -0,605135236 | 0,272544572 | 0,352941176 | 0,080396605 |
| 13 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | **0,110437352** |
| 14 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | 0,110437352 |
| 15 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | 0,110437352 |
| 16 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | 0,110437352 |
| 17 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | 0,110437352 |
| 18 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | 0,110437352 |
| 19 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | 0,110437352 |
| 20 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | 0,110437352 |
| 21 | 80 | 0,01807304 | 0,507209707 | 0,617647059 | 0,110437352 |
| 22 | 90 | 0,641281316 | 0,739330037 | 0,764705882 | 0,025375845 |
| 23 | 90 | 0,641281316 | 0,739330037 | 0,764705882 | 0,025375845 |
| 24 | 90 | 0,641281316 | 0,739330037 | 0,764705882 | 0,025375845 |
| 25 | 90 | 0,641281316 | 0,739330037 | 0,764705882 | 0,025375845 |
| 26 | 90 | 0,641281316 | 0,739330037 | 0,764705882 | 0,025375845 |

| 27 | 100 | 1,264489592 | 0,896972823 | 1 | 0,103027177 |
|---|---|---|---|---|---|
| 28 | 100 | 1,264489592 | 0,896972823 | 1 | 0,103027177 |
| 29 | 100 | 1,264489592 | 0,896972823 | 1 | 0,103027177 |
| 30 | 100 | 1,264489592 | 0,896972823 | 1 | 0,103027177 |
| 31 | 100 | 1,264489592 | 0,896972823 | 1 | 0,103027177 |
| 32 | 100 | 1,264489592 | 0,896972823 | 1 | 0,103027177 |
| 33 | 100 | 1,264489592 | 0,896972823 | 1 | 0,103027177 |
| 34 | 100 | 1,264489592 | 0,896972823 | 1 | 0,103027177 |
| Mean = 79,70 | | | | $L_o$ =0,110 | |
| Standard Deviation =16,046 | | | | $L_t$ = 0,151 | |

## 3. Frequency Distribution of Pre-Test in Control Class

| No | x | z | F(z) | S(z) | \|F(z)-S(z)\| |
|---|---|---|---|---|---|
| 1 | 10 | -2,388244754 | 0,008464532 | 0,029411765 | 0,020947233 |
| 2 | 20 | -1,921576239 | 0,02732955 | 0,058823529 | 0,031493979 |
| 3 | 30 | -1,454907724 | 0,072847405 | 0,176470588 | **0,103623184** |
| 4 | 30 | -1,454907724 | 0,072847405 | 0,176470588 | 0,103623184 |
| 5 | 30 | -1,454907724 | 0,072847405 | 0,176470588 | 0,103623184 |
| 6 | 30 | -1,454907724 | 0,072847405 | 0,176470588 | 0,103623184 |
| 7 | 40 | -0,988239209 | 0,161517755 | 0,205882353 | 0,044364598 |
| 8 | 50 | -0,521570693 | 0,300984636 | 0,323529412 | 0,022544775 |
| 9 | 50 | -0,521570693 | 0,300984636 | 0,323529412 | 0,022544775 |
| 10 | 50 | -0,521570693 | 0,300984636 | 0,323529412 | 0,022544775 |

| | | | | | |
|---|---|---|---|---|---|
| 11 | 50 | -0,521570693 | 0,300984636 | 0,323529412 | 0,022544775 |
| 12 | 60 | -0,054902178 | 0,478108198 | 0,5 | 0,021891802 |
| 13 | 60 | -0,054902178 | 0,478108198 | 0,5 | 0,021891802 |
| 14 | 60 | -0,054902178 | 0,478108198 | 0,5 | 0,021891802 |
| 15 | 60 | -0,054902178 | 0,478108198 | 0,5 | 0,021891802 |
| 16 | 60 | -0,054902178 | 0,478108198 | 0,5 | 0,021891802 |
| 17 | 60 | -0,054902178 | 0,478108198 | 0,5 | 0,021891802 |
| 18 | 70 | 0,411766337 | 0,659744651 | 0,705882353 | 0,046137702 |
| 19 | 70 | 0,411766337 | 0,659744651 | 0,705882353 | 0,046137702 |
| 20 | 70 | 0,411766337 | 0,659744651 | 0,705882353 | 0,046137702 |
| 21 | 70 | 0,411766337 | 0,659744651 | 0,705882353 | 0,046137702 |
| 22 | 70 | 0,411766337 | 0,659744651 | 0,705882353 | 0,046137702 |
| 23 | 70 | 0,411766337 | 0,659744651 | 0,705882353 | 0,046137702 |
| 24 | 70 | 0,411766337 | 0,659744651 | 0,705882353 | 0,046137702 |
| 25 | 80 | 0,878434852 | 0,810146111 | 0,882352941 | 0,07220683 |
| 26 | 80 | 0,878434852 | 0,810146111 | 0,882352941 | 0,07220683 |
| 27 | 80 | 0,878434852 | 0,810146111 | 0,882352941 | 0,07220683 |
| 28 | 80 | 0,878434852 | 0,810146111 | 0,882352941 | 0,07220683 |
| 29 | 80 | 0,878434852 | 0,810146111 | 0,882352941 | 0,07220683 |
| 30 | 80 | 0,878434852 | 0,810146111 | 0,882352941 | 0,07220683 |
| 31 | 90 | 1,345103367 | 0,910704072 | 1 | 0,089295928 |
| 32 | 90 | 1,345103367 | 0,910704072 | 1 | 0,089295928 |
| 33 | 90 | 1,345103367 | 0,910704072 | 1 | 0,089295928 |

| 34 | 90 | 1,345103367 | 0,910704072 | | 1 | 0,089295928 |

| Mean = 61,17 | $L_o$ = 0,103 |
|---|---|
| Standard Deviation = 21,428 | $L_t$ = 0,151 |

**4. Frequency Distribution of Post-Test in Control Class**

| No | x | z | F(z) | S(z) | |F(z)-S(z)| |
|---|---|---|---|---|---|
| 1 | 40 | -1,920289646 | 0,027410662 | 0,058823529 | 0,031412868 |
| 2 | 40 | -1,920289646 | 0,027410662 | 0,058823529 | 0,031412868 |
| 3 | 50 | -1,273855508 | 0,101357314 | 0,176470588 | 0,075113274 |
| 4 | 50 | -1,273855508 | 0,101357314 | 0,176470588 | 0,075113274 |
| 5 | 50 | -1,273855508 | 0,101357314 | 0,176470588 | 0,075113274 |
| 6 | 50 | -1,273855508 | 0,101357314 | 0,176470588 | 0,075113274 |
| 7 | 60 | -0,627421369 | 0,265191532 | 0,382352941 | 0,117161409 |
| 8 | 60 | -0,627421369 | 0,265191532 | 0,382352941 | 0,117161409 |
| 9 | 60 | -0,627421369 | 0,265191532 | 0,382352941 | 0,117161409 |
| 10 | 60 | -0,627421369 | 0,265191532 | 0,382352941 | 0,117161409 |
| 11 | 60 | -0,627421369 | 0,265191532 | 0,382352941 | 0,117161409 |
| 12 | 60 | -0,627421369 | 0,265191532 | 0,382352941 | 0,117161409 |
| 13 | 60 | -0,627421369 | 0,265191532 | 0,382352941 | 0,117161409 |
| 14 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | **0,139474283** |
| 15 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | 0,139474283 |
| 16 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | 0,139474283 |
| 17 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | 0,139474283 |

| 18 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | 0,139474283 |
|----|-----|-------------|-------------|-------------|-------------|
| 19 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | 0,139474283 |
| 20 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | 0,139474283 |
| 21 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | 0,139474283 |
| 22 | 70 | 0,019012769 | 0,50758454 | 0,647058824 | 0,139474283 |
| 23 | 80 | 0,665446907 | 0,747117654 | 0,794117647 | 0,046999993 |
| 24 | 80 | 0,665446907 | 0,747117654 | 0,794117647 | 0,046999993 |
| 25 | 80 | 0,665446907 | 0,747117654 | 0,794117647 | 0,046999993 |
| 26 | 80 | 0,665446907 | 0,747117654 | 0,794117647 | 0,046999993 |
| 27 | 80 | 0,665446907 | 0,747117654 | 0,794117647 | 0,046999993 |
| 28 | 90 | 1,311881045 | 0,905219863 | 0,970588235 | 0,065368372 |
| 29 | 90 | 1,311881045 | 0,905219863 | 0,970588235 | 0,065368372 |
| 30 | 90 | 1,311881045 | 0,905219863 | 0,970588235 | 0,065368372 |
| 31 | 90 | 1,311881045 | 0,905219863 | 0,970588235 | 0,065368372 |
| 32 | 90 | 1,311881045 | 0,905219863 | 0,970588235 | 0,065368372 |
| 33 | 90 | 1,311881045 | 0,905219863 | 0,970588235 | 0,065368372 |
| 34 | 100 | 1,958315183 | 0,97490348 | 1 | 0,02509652 |
| **Mean = 69,70** | | | | **$L_o = 0,139$** | |
| **Standard Deviation = 15,469** | | | | **$L_t = 0,151$** | |

**APPENDIX VII**

**Homogeneity Test Table**

**1. F-Test Two-Sample for Variances of Pre-Test**

|  | Experimental | Control |
|---|---|---|
| Mean | 56,17647059 | 61,17647059 |
| Variance | 460,6951872 | 459,1800357 |
| Observations | 34 | 34 |
| df | 33 | 33 |
| F | 1,003299689 | |
| P(F<=f) one-tail | 0,496253735 | |
| F Critical one-tail | 1,787821747 | |

**2. F-Test Two-Sample for Variances of Post-Test**

|  | Experimental | Control |
|---|---|---|
| Mean | 79,70588235 | 69,70588235 |
| Variance | 257,486631 | 239,3048128 |
| Observations | 34 | 34 |
| df | 33 | 33 |
| F | 1,075977654 | |
| P(F<=f) one-tail | 0,41733109 | |
| F Critical one-tail | 1,787821747 | |

**APPENDIX VIII**

**Documentation of Research**



**Picture 1. The Researcher Explain the Lesson to the Students**
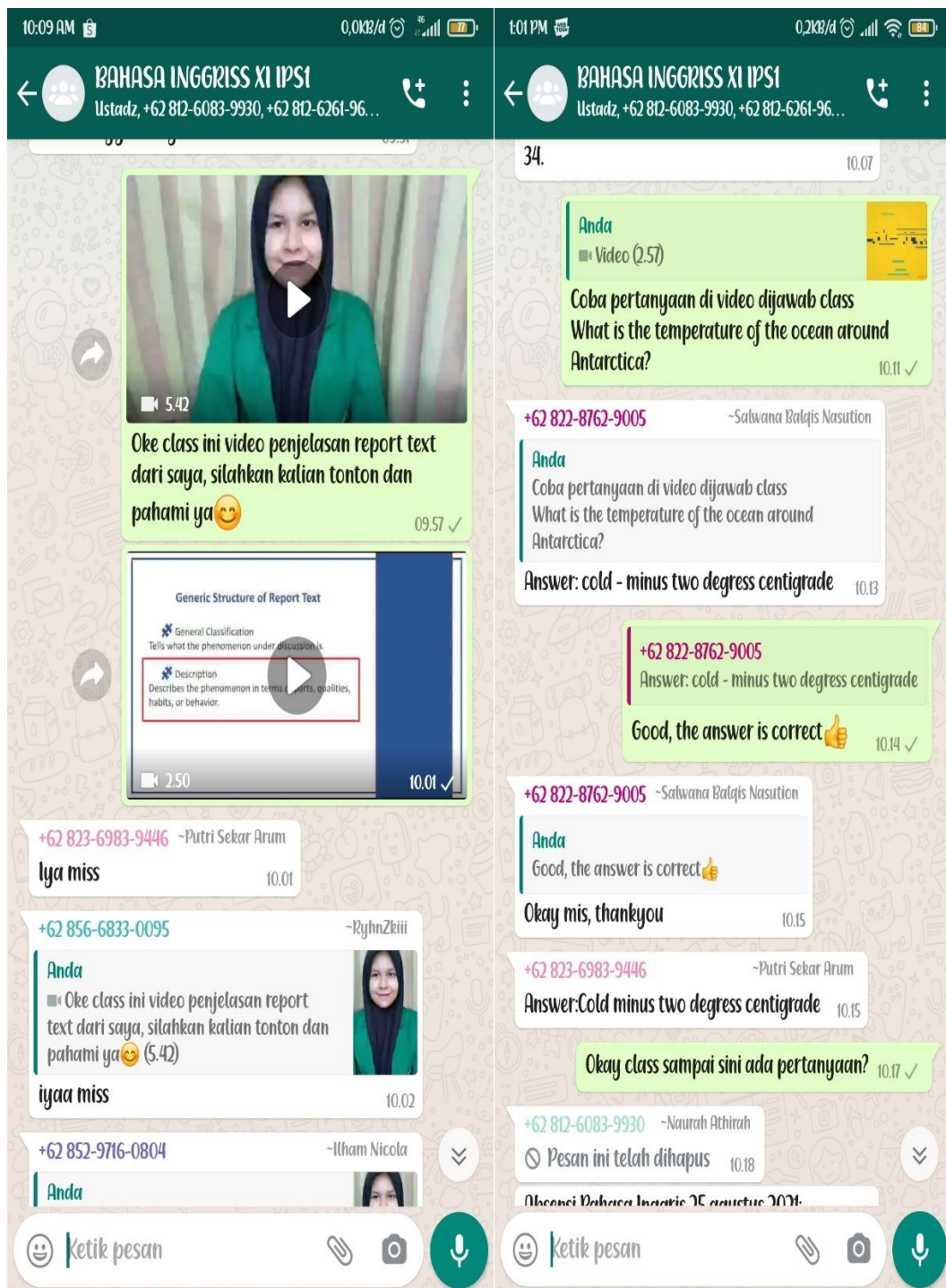
**Picture 2. The Learning Process in Experimental Class**
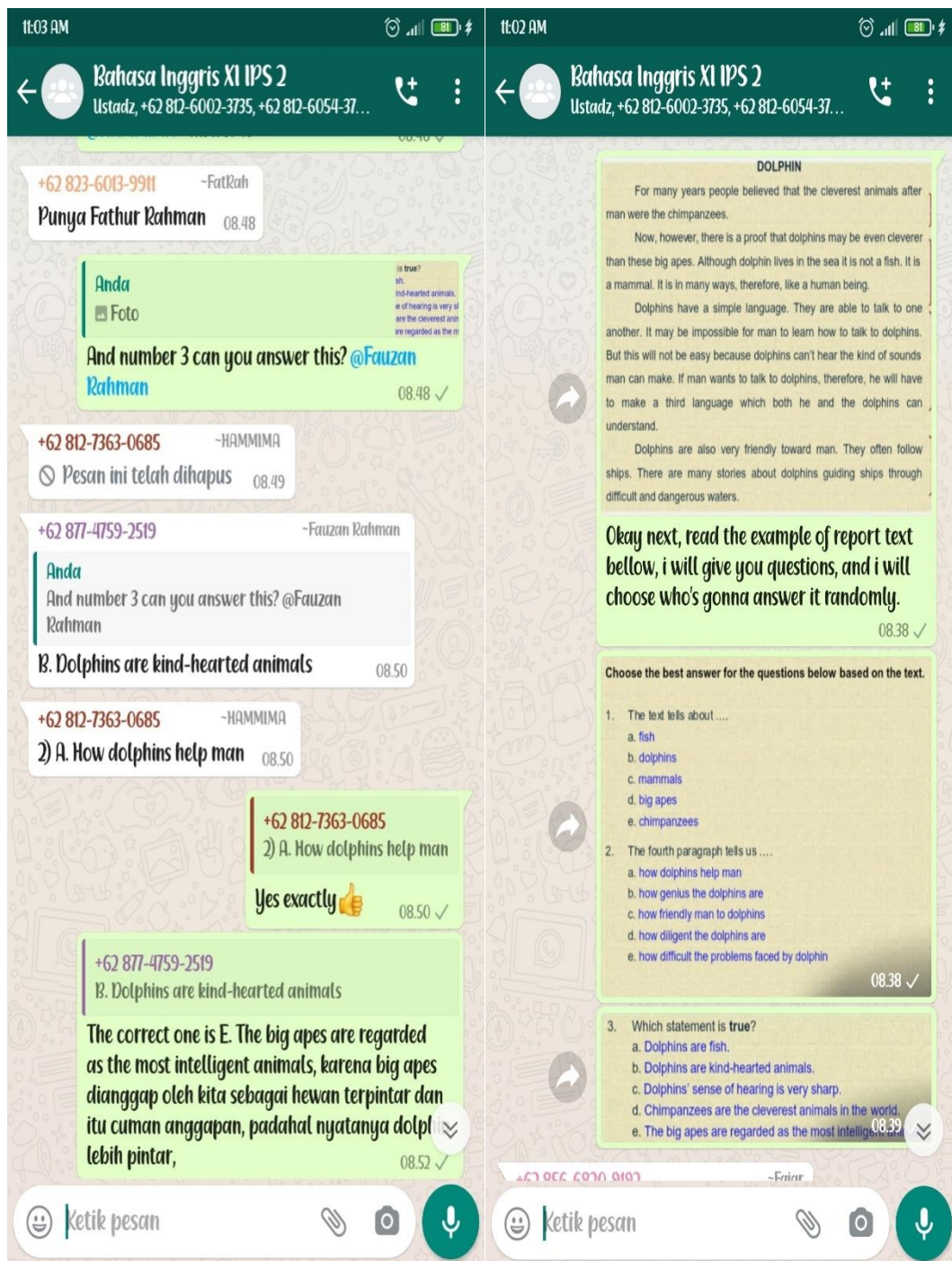
**Picture 3. The Learning Process in Control Class**

**Picture 4. The Students of Experimental Class Explaining the Answer of Worksheet**

**Picture 5. The Worksheet Answer from Control Class Students**

# Pre-Test Experimental Class (XI IPS-1)

Fill your full name bellow

**Full Name** *

Muhammad DELHAN

**50**

Text 1

Remote sensing is the acquisition of information about an object or phenomenon, without making physical contact with the object. In modern usage, the term generally refers to the use of aerial sensor technology to detect and classify objects on Earth (both on the surface, in the atmosphere and oceans) by means of propagated signals (e.g., electromagnetic radiation emitted from aircraft or satellites).

There are two main types of remote sensing: passive remote sensing and active remote sensing. Passive sensors detect natural radiation that's emitted or reflected by the object or surrounding area being observed. Reflected sunlight is the most common source of radiation measured by passive sensors. Examples of passive remote sensors include film photography, infra-red, charge-coupled devices and radiometers. Active collection, on the other hand, emits energy in order to scan objects and areas where upon a sensor then detects and measures the radiation that is reflected or backscattered from the target. RADAR and LIDAR are examples of active remote sensing where the time delay between emission and return is measured, stabilizing the location, height, speed and direction of an object.

This text is for questions 1-5

**1. What is the text about?** *  10 poin

○ A. The characteristics of passive remote sensing and active remote sensing

○ B. The description of remote sensing

○ C. Aerial sensor technology

○ D. The development of remote sensing

○ E. The comparison of passive remote sensing and active remote sensing

**2. From the text, we know that remote sensing.....** *  10 poin

● A. Is a way to obtain information about an object or phenomenon

○ B. Does not difficult to do

○ C. Make physical contact with the object

○ D. Does not make use of censors

○ E. Does not make use propagated signals

**3. What is the main idea of the second paragraph?** *  10 poin

○ A. Active sensing is better than passive sensing

○ B. The energy in sunlight is important for remote sensing

○ C. Passive sensing is not as strong as active sensing

○ D. The source of energy radiated for sensing determines whether it is the active or passive type

● E. Active remote sensing and passive remote sensing are equally useful for the development of knowledge and technology.

**4. Based on the text we can say.....** *  10 poin

○ A. Remote sensing is expensive technology

○ B. Remote sensing is useful for transportation

○ C. We can apply the technology to study animals

○ D. Medical science can be improved through remote sensing

● E. Remote sensing make it possible to collect information of an object in a dangerous area

**5. Which of the following statements is mentioned in the text?** *  10 poin

○ A. Remote sensing is the process of gathering data on an object or phenomena with having physical contact with the object.

○ B. The source of radiation detected by active sensors is reflected sunlight.

● C. Passive sensors detect natural radiation released or reflected by the material or environment being observed.

○ D. Film photography, infrared, charge-coupled devices, and radiometers are all examples of active remote sensors.

○ E. There is only one type of remote sensing

Text 2

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizard. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belongs to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, coloured scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows rows of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes, and rodents. Komodo dragons are cannibals. The adult will prey on the young ones as well as the old and sick dragons.

The lizard digs a cave with its strong claws in the cave at night.

This text is for questions 5-10.

**6. The main idea of paragraph 5 is.....** *  10 poin

○ A. Komodo dragons feed on young dragons

○ B. Komodo dragons get their food by hunting

○ C. Komodo dragons are carnivorous and also cannibals

● D. Komodo dragons are cannibals because they hunt other animals

○ E. Komodo dragons are carnivorous because they eat eggs, meat and rodents

**7. Which of the following is not the characteristic of komodo dragon?** *  10 poin

○ A. Rough skin

○ B. Strong claws

● C. A long heavy tail

○ D. Short, strong legs

○ E. Rows of red teeth

**8. Komodo dragons are cannibals because.....** *  10 poin

○ A. They hunt deer, wild pigs, water buffaloes and even horses

○ B. They prey on young ones as well as old and sick dragons

● C. They feed on eggs, lizards, snakes and rodents

○ D. They eat anything they meet

○ E. They will attack in self-defense

**9. The writer's purpose in writing the text is..... *** 10 poin

○ A. To retell the events in Komodo Island

◉ B. To inform about classification of komodo

○ C. To describe about komodo dragon in general

○ D. To persuade reader to keep komodo habitat

○ E. To entertain reader with the story of komodo

**10. Which of the following statements are not true? *** 10 poin

○ A. Komodo dragons are the biggest lizard in the world

○ B. Komodo dragons are good at swimming

○ C. Komodo dragons are the most ancient group of lizards that are still alive

◉ D. Komodo dragons are cannibals, but they don't prey on the young komodos and old or sick dragons

○ E. Komodo dragons hunt their prey during the day

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## Post-Test Experimental Class (XI IPS-1)

Fill your full name bellow

**Full Name ***

Salwana Balqis Nasution

*90*

Text 1

Remote sensing is the acquisition of information about an object or phenomenon, without making physical contact with the object. In modern usage, the term generally refers to the use of aerial sensor technology to detect and classify objects on Earth (both on the surface, in the atmosphere and oceans) by means of propagated signals (e.g., electromagnetic radiation emitted from aircraft or satellites).

There are two main types of remote sensing: passive remote sensing and active remote sensing. Passive sensors detect natural radiation that's emitted or reflected by the object or surrounding area being observed. Reflected sunlight is the most common source of radiation measured by passive sensors. Examples of passive remote sensors include film photography, infra-red, charge-coupled devices and radiometers. Active collection, on the other hand, emits energy in order to scan objects and areas where upon a sensor then detects and measures the radiation that is reflected or backscattered from the target. RADAR and LIDAR are examples of active remote sensing where the time delay between emission and return is measured, stabilizing the location, height, speed and direction of an object.

This text is for questions 1-5

**1. What is the text about? *** 10 poin

◉ A.The characteristics of passive remote sensing and active remote sensing

○ B. The description of remote sensing

○ C. Aerial sensor technology

○ D. The development of remote sensing

○ E. The comparison of passive remote sensing and active remote sensing

---

**2. From the text, we know that remote sensing..... *** 10 poin

◉ A. Is a way to obtain information about an object or phenomenon

○ B. Does not difficult to do

○ C. Make physical contact with the object

○ D. Does not make use of censors

○ E. Does not make use propagated signals

**3. What is the main idea of the second paragraph? *** 10 poin

○ A. Active sensing is better than passive sensing

○ B. The energy in sunlight is important for remote sensing

○ C. Passive sensing is not as strong as active sensing

○ D. The source of energy radiated for sensing determines whether it is the active or passive type

◉ E. Active remote sensing and passive remote sensing are equally useful for the development of knowledge and technology.

**4. Based on the text we can say..... *** 10 poin

○ A. Remote sensing is expensive technology

○ B. Remote sensing is useful for transportation

○ C. We can apply the technology to study animals

○ D. Medical science can be improved through remote sensing

◉ E. Remote sensing make it possible to collect information of an object in a dangerous area

**5. Which of the following statements is mentioned in the text? *** 10 poin

○ A. Remote sensing is the process of gathering data on an object or phenomena with having physical contact with the object.

○ B. The source of radiation detected by active sensors is reflected sunlight.

◉ C. Passive sensors detect natural radiation released or reflected by the material or environment being observed.

○ D. Film photography, infrared, charge-coupled devices, and radiometers are all examples of active remote sensors.

○ E. There is only one type of remote sensing

Text 2

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizard. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belongs to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, coloured scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows rows of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes, and rodents. Komodo dragons are cannibals. The adult will prey on the young ones as well as the old and sick dragons.

The lizard digs a cave with its strong claws in the cave at night.

This text is for questions 6-10.

6. The main idea of paragraph 5 is….. *    10 poin

○ A. Komodo dragons feed on young dragons

○ B. Komodo dragons get their food by hunting

◉ C. Komodo dragons are carnivorous and also cannibals

○ D. Komodo dragons are cannibals because they hunt other animals

○ E. Komodo dragons are carnivorous because they eat eggs, meat and rodents

9. The writer's purpose in writing the text is….. *    10 poin

○ A. To retell the events in Komodo Island

○ B. To inform about classification of komodo

◉ C. To describe about komodo dragon in general

○ D. To persuade reader to keep komodo habitat

○ E. To entertain reader with the story of komodo

7. Which of the following is "not" the characteristic of komodo dragon? *    10 poin

○ A. Rough skin

○ B. Strong claws

○ C. A long heavy tail

○ D. Short, strong legs

◉ E. Rows of red teeth

10. Which of the following statements are "not" true? *    10 poin

○ A. Komodo dragons are the biggest lizard in the world

○ B. Komodo dragons are good at swimming

○ C. Komodo dragons are the most ancient group of lizards that are still alive

◉ D. Komodo dragons are cannibals, but they don't prey on the young komodos and old or sick dragons

○ E. Komodo dragons hunt their prey during the day

8. Komodo dragons are cannibals because….. *    10 poin

○ A. They hunt deer, wild pigs, water buffaloes and even horses

◉ B. They prey on young ones as well as old and sick dragons

○ C. They feed on eggs, lizards, snakes and rodents

○ D. They eat anything they meet

○ E. They will attack in self-defense

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**Picture 6. Students' Pre-Test and Post-Test Answer Sheet from Experimental Class**

# Pre-Test Control Class (XI IPS-2)

Fill your full name bellow

Full Name *
M farhan rizqy

**60**

Text 1

Remote sensing is the acquisition of information about an object or phenomenon, without making physical contact with the object. In modern usage, the term generally refers to the use of aerial sensor technology to detect and classify objects on Earth (both on the surface, in the atmosphere and oceans) by means of propagated signals (e.g., electromagnetic radiation emitted from aircraft or satellites).

There are two main types of remote sensing: passive remote sensing and active remote sensing. Passive sensors detect natural radiation that's emitted or reflected by the object or surrounding area being observed. Reflected sunlight is the most common source of radiation measured by passive sensors. Examples of passive remote sensors include film photography, infra-red, charge-coupled devices and radiometers. Active collection, on the other hand, emits energy in order to scan objects and areas where upon a sensor then detects and measures the radiation that is reflected or backscattered from the target. RADAR and LIDAR are examples of active remote sensing where the time delay between emission and return is measured, stabilizing the location, height, speed and direction of an object.

This text is for questions 1-5

**1. What is the text about? ***    10 poin

○ A. The characteristics of passive remote sensing and active remote sensing
◉ B. The description of remote sensing
○ C. Aerial sensor technology
○ D. The development of remote sensing
○ E. The comparison of passive remote sensing and active remote sensing

**2. From the text, we know that remote sensing..... ***    10 poin

◉ A. Is a way to obtain information about an object or phenomenon
○ B. Does not difficult to do
○ C. Make physical contact with the object
○ D. Does not make use of censors
○ E. Does not make use propagated signals

**3. What is the main idea of the second paragraph? ***    10 poin

◉ A. Active sensing is better than passive sensing
○ B. The energy in sunlight is important for remote sensing
○ C. Passive sensing is not as strong as active sensing
○ D. The source of energy radiated for sensing determines whether it is the active or passive type
○ E. Active remote sensing and passive remote sensing are equally useful for the development of knowledge and technology.

**4. Based on the text we can say..... ***    10 poin

○ A. Remote sensing is expensive technology
○ B. Remote sensing is useful for transportation
○ C. We can apply the technology to study animals
○ D. Medical science can be improved through remote sensing
◉ E. Remote sensing make it possible to collect information of an object in a dangerous area

**5. Which of the following statements is mentioned in the text? ***    10 poin

◉ A. Remote sensing is the process of gathering data on an object or phenomena with having physical contact with the object.
○ B. The source of radiation detected by active sensors is reflected sunlight.
○ C. Passive sensors detect natural radiation released or reflected by the material or environment being observed.
○ D. Film photography, infrared, charge-coupled devices, and radiometers are all examples of active remote sensors.
○ E. There is only one type of remote sensing

Text 2

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizard. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belongs to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, coloured scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows rows of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes, and rodents. Komodo dragons are cannibals. The adult will prey on the young ones as well as the old and sick dragons.

The lizard digs a cave with its strong claws in the cave at night.

This text is for questions 6-10.

**6. The main idea of paragraph 5 is..... ***    10 poin

○ A. Komodo dragons feed on young dragons
○ B. Komodo dragons get their food by hunting
◉ C. Komodo dragons are carnivorous and also cannibals
○ D. Komodo dragons are cannibals because they hunt other animals
○ E. Komodo dragons are carnivorous because they eat eggs, meat and rodents

**7. Which of the following is not the characteristic of komodo dragon? ***    10 poin

◉ A. Rough skin
○ B. Strong claws
○ C. A long heavy tail
○ D. Short, strong legs
○ E. Rows of red teeth

**8. Komodo dragons are cannibals because..... ***    10 poin

○ A. They hunt deer, wild pigs, water buffaloes and even horses
○ B. They prey on young ones as well as old and sick dragons
○ C. They feed on eggs, lizards, snakes and rodents
○ D. They eat anything they meet
◉ E. They will attack in self-defense

**9. The writer's purpose in writing the text is..... ***     10 poin

○ A. To retell the events in Komodo Island
○ B. To inform about classification of komodo
◉ C. To describe about komodo dragon in general
○ D. To persuade reader to keep komodo habitat
○ E. To entertain reader with the story of komodo

**10. Which of the following statements are not true? ***     10 poin

○ A. Komodo dragons are the biggest lizard in the world
○ B. Komodo dragons are good at swimming
○ C. Komodo dragons are the most ancient group of lizards that are still alive
◉ D. Komodo dragons are cannibals, but they don't prey on the young komodos and old or sick dragons
○ E. Komodo dragons hunt their prey during the day

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# Post-Test Control Class (XI IPS-2)

Fill your full name bellow

**Full Name ***

Fajrul falah badawi putra

*70*

**Text 1**

Remote sensing is the acquisition of information about an object or phenomenon, without making physical contact with the object. In modern usage, the term generally refers to the use of aerial sensor technology to detect and classify objects on Earth (both on the surface, in the atmosphere and oceans) by means of propagated signals (e.g., electromagnetic radiation emitted from aircraft or satellites).

There are two main types of remote sensing: passive remote sensing and active remote sensing. Passive sensors detect natural radiation that's emitted or reflected by the object or surrounding area being observed. Reflected sunlight is the most common source of radiation measured by passive sensors. Examples of passive remote sensors include film photography, infra-red, charge-coupled devices and radiometers. Active collection, on the other hand, emits energy in order to scan objects and areas where upon a sensor then detects and measures the radiation that is reflected or backscattered from the target. RADAR and LIDAR are examples of active remote sensing where the time delay between emission and return is measured, stabilizing the location, height, speed and direction of an object.

This text is for questions 1-5

**1. What is the text about? ***     10 poin

○ A. The characteristics of passive remote sensing and active remote sensing
◉ B. The description of remote sensing
○ C. Aerial sensor technology
○ D. The development of remote sensing
○ E. The comparison of passive remote sensing and active remote sensing

---

**2. From the text, we know that remote sensing..... ***     10 poin

◉ A. Is a way to obtain information about an object or phenomenon
○ B. Does not difficult to do
○ C. Make physical contact with the object
○ D. Does not make use of censors
○ E. Does not make use propagated signals

**3. What is the main idea of the second paragraph? ***     10 poin

○ A. Active sensing is better than passive sensing
○ B. The energy in sunlight is important for remote sensing
○ C. Passive sensing is not as strong as active sensing
○ D. The source of energy radiated for sensing determines whether it is the active or passive type
◉ E. Active remote sensing and passive remote sensing are equally useful for the development of knowledge and technology.

**4. Based on the text we can say..... ***     10 poin

○ A. Remote sensing is expensive technology
○ B. Remote sensing is useful for transportation
○ C. We can apply the technology to study animals
◉ D. Medical science can be improved through remote sensing
○ E. Remote sensing make it possible to collect information of an object in a dangerous area

---

**5. Which of the following statements is mentioned in the text? ***     10 poin

○ A. Remote sensing is the process of gathering data on an object or phenomena with having physical contact with the object.
○ B. The source of radiation detected by active sensors is reflected sunlight.
◉ C. Passive sensors detect natural radiation released or reflected by the material or environment being observed.
○ D. Film photography, infrared, charge-coupled devices, and radiometers are all examples of active remote sensors.
○ E. There is only one type of remote sensing

**Text 2**

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizard. It grows to be 10 feet (3 meters) long and weighs up to 125 kg and belongs to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rince, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, coloured scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows rows of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes, and rodents. Komodo dragons are cannibals. The adult will prey on the young ones as well as the old and sick dragons.

The lizard digs a cave with its strong claws in the cave at night.

This text is for questions 5-10.

**6. The main idea of paragraph 5 is..... ***   10 poin

○ A. Komodo dragons feed on young dragons

○ B. Komodo dragons get their food by hunting

● C. Komodo dragons are carnivorous and also cannibals

○ D. Komodo dragons are cannibals because they hunt other animals

○ E. Komodo dragons are carnivorous because they eat eggs, meat and rodents

**7. Which of the following is "not" the characteristic of komodo dragon? ***   10 poin

○ A. Rough skin

● B. Strong claws

○ C. A long heavy tail

○ D. Short, strong legs

○ E. Rows of red teeth

**8. Komodo dragons are cannibals because..... ***   10 poin

○ A. They hunt deer, wild pigs, water buffaloes and even horses

● B. They prey on young ones as well as old and sick dragons

○ C. They feed on eggs, lizards, snakes and rodents

○ D. They eat anything they meet

○ E. They will attack in self-defense

**9. The writer's purpose in writing the text is..... ***   10 poin

○ A. To retell the events in Komodo Island

○ B. To inform about classification of komodo

● C. To describe about komodo dragon in general

○ D. To persuade reader to keep komodo habitat

○ E. To entertain reader with the story of komodo

**10. Which of the following statements are "not" true? ***   10 poin

● A. Komodo dragons are the biggest lizard in the world

○ B. Komodo dragons are good at swimming

○ C. Komodo dragons are the most ancient group of lizards that are still alive

○ D. Komodo dragons are cannibals, but they don't prey on the young komodos and old or sick dragons

○ E. Komodo dragons hunt their prey during the day

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

**Picture 7. Students' Pre-Test and Post-Test Answer Sheet from Control Class**



**Picture 8. The Researcher's Picture Together with the English Teacher**

# APPENDIX IX

# Research Permission Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
**Jl.Willicm Iskandar Pasar V Mcdan Estatc 20371**
**Telp. (061) 6615683-6622925 Fax. 6615683**

| | | |
|---|---|---|
| Nomor | : B-14800/ITK.V.3/PP.00.9/07/2021 | 29 Juli 2021 |
| Lampiran | : - | |
| Hal | : **Izin Risct** | |

**Yth. Bapak/Ibu Kepala MAS PLUS AL-ULUM MEDAN**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

| | | |
|---|---|---|
| **Nama** | : | **Dinda Meidilla Br. Bangun** |
| **NIM** | : | **0304172095** |
| **Tempat/Tanggal Lahir** | : | **Binjai, 03 Mei 1999** |
| **Program Studi** | : | **Tadris Bahasa Inggris** |
| **Semester** | : | **IX (Sembilan)** |
| **Alamat** | : | **LINGK II AMAL Kelurahan BELA RAKYAT Kecamatan KUALA** |

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Puri No. 154, Kota Matsum II, Medan, Sumatera Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***THE EFFECT OF LINGOHACK YOUTUBE VIDEO ON THE STUDENTS' ABILITY TO COMPREHEND REPORT TEXT AT MAS PLUS AL-ULUM MEDAN***

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 29 Juli 2021
a.n. DEKAN
Ketua Program Studi Tadris Biologi

*Digitally Signed*
**INDAYANA FEBRIANI TANJUNG, M.Pd.**
NIP. 198402232015032003

**Tembusan:**
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

*info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat*

**APPENDIX X**
**Research Response Letter**

**YAYASAN PEMBANGUNAN & PENDIDIKAN JIHADUL ILMI**
**MADRASAH ALIYAH SWASTA PLUS AL – ULUM**
Peringkat Akreditasi : A "Unggul"
Alamat : Jl. Puri No. 154 Medan No. Telp : 061-42902388
Email : masalulum@yahoo.com
KECAMATAN MEDAN AREA 20215

**SURAT KETERANGAN**
Nomor : 236/MAS-AU/E.23/IX/2021

Yang bertanda tangan di bawah ini :

| | |
|---|---|
| Nama | : Nurlida Sari, S.Ag |
| Jabatan | : Kepala Madrasah Aliyah Swasta Plus Al-Ulum Medan |

Menerangkan bahwa :

| | |
|---|---|
| Nama | : Dinda Meidilla Br. Bangun |
| NIM | : 0304172095 |
| Tempat/Tgl. Lahir | : Binjai, 03 Mei 1999 |
| Program Studi | : Tadris Bahasa Inggris |
| Semester | : VIII (Delapan) |
| Alamat | : Link. II Amal Kelurahan Bela Rakyat Kecamatan Kuala |

Benar telah melakukan riset di MAS Plus Al-Ulum Medan mulai tanggal 25 Agustus s/d 09 September 2021 guna penyusunan Skripsi (Karya Ilmiah) yang berjudul *"The Effect Of Lingohack Youtube Video On The Students' Ability To Comprehend Report Text At MAS Plus Al-Ulum Medan"*

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Medan, 09 September 2021
Kepala MAS Plus Al-Ulum

Nurlida Sari, S.Ag