

**THE IMPACT OF USING GADGET IN INCREASING STUDENTS'
READING COMPREHENSION IN ELEVENTH GRADE
AT SMA NEGERI 4 MAKASSAR**

SKRIPSI

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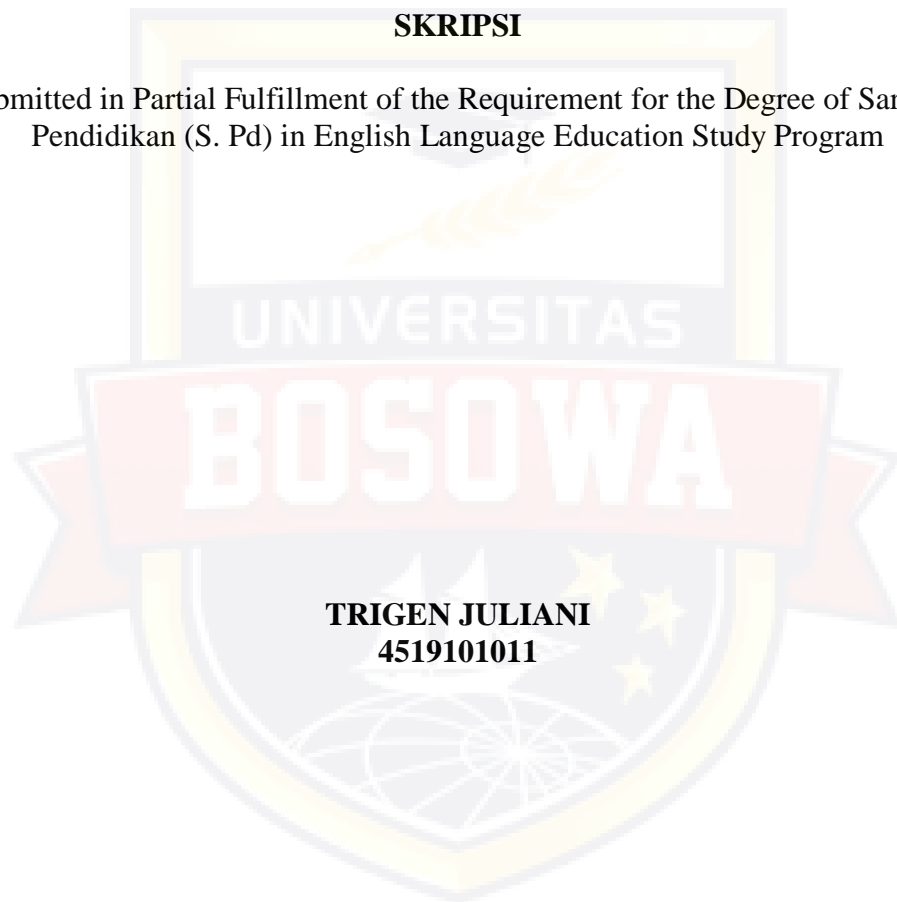


**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND LITERATURE
BOSOWA UNIVERSITY
2023**

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SKRIPSI

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S. Pd) in English Language Education Study Program



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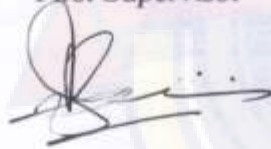
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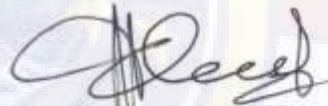
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PERNYATAAN KEASLIAN SKRIPSI

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Judul : The Impact of Using Gadget in Increasing Students' Reading Comprehension in Eleventh Grade at SMA Negeri 4 Makassar

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ABSTRACT

Trigen Juliani. 2023. *The Impact of Using Gadget in Increasing Students' Reading Comprehension in Eleventh Grade at SMA Negeri 4 Makassar.* A thesis for English Language Education Study Program Faculty of Education and Literature Bosowa University. (Supervised by Hj. St. Haliah Batau and Muliati).

The purpose of this study was to find out the use of gadget in increasing students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar in academic year 2023/2024. The sample of this study were 20 students from class XI-8. The method that was used in this study was a quantitative method with a pre-experimental design that use three steps, namely pre-test, treatment, and post-test.

The findings revealed that there is an increase of students' score in pre-test to post-test. The mean of students' score in pre-test was 41,960 and post-test was 68,295. The t-test was used SPSS 18 and the result is 0,000 ($<0,50$) which means that there is a significant difference between students' score in pre-test to post-test. Therefore, it can be concluded that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

Keywords : Gadget, Reading comprehension, Narrative text

ABSTRAK

Trigen Juliani. 2023. *The Impact of Using Gadget in Increasing Students' Reading Comprehension in Eleventh Grade at SMA Negeri 4 Makassar.* Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan dan Sastra Universitas Bosowa. (Dibimbing oleh Hj. St. Haliah Batau dan Muliati).

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan gawai dapat meningkatkan pemahaman membaca siswa di kelas sebelas di SMA Negeri 4 Makassar tahun ajar 2023/2024. Sampel yang digunakan dalam penelitian ini adalah 20 siswa dari kelas XI-8. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain pre-eksperimental dengan menggunakan tiga tahap, yaitu pre-test, perlakuan, dan post-test.

Hasil penelitian menunjukkan bahwa nilai siswa meningkat dari pre-test ke post-test. Nilai rata-rata pre-test siswa adalah 41,960 dan nilai rata-rata post-test adalah 69,295. T-test dihitung menggunakan SPSS 18 dan hasilnya adalah 0,000 ($<0,50$), yang artinya ada perbedaan signifikan dari nilai siswa di pre-test dan post-test. Dengan demikian, dapat disimpulkan bahwa penggunaan gawai dapat meningkatkan pemahaman membaca siswa kelas sebelas di SMA Negeri 4 Makassar.

Kata Kunci : Gawai, Pemahaman membaca, Teks naratif

ACKNOWLEDGEMENTS

Praise to Lord. A great grateful the writer expresses to the almighty Jesus for His grace, love, blessing, guidance, healthy, and strength so that the writer could finally complete this thesis.

The writer's deepest appreciation were addressed to Prof. Dr. Ir. Batara Surya, S.T., M.Sc. as the Rector of Bosowa University and Dr. Asdar, M.Pd. as the Dean of the Faculty of Education and Literature.

Huge thanks and deepest gratitude are addressed to the supervisors, Hj. St. Haliah Batau, S.S., M. Hum. and Dr. Muliati, S.Pd., M.Hum., M.Ed., and also for the examiners, Dra. Dahlia D. Moelier, M.Hum. and Dr. Rampeng, S.Pd., M.Pd. who had given the best comments, corrections, suggestions, advices, time, and patient to help the writer finish this thesis.

The writer also appreciate the Head of English Education Study Program Asyafunnisa, S.S., M. Hum. and all staffs of Bosowa University, especially from Faculty of Education and Literature. The writer also thanking all lectures of English Language Education Study Program of Bosowa University who had shared their knowledge, help, and encouragement in the writer's academic process.

Special thanks to the writer's beloved parents. Her father, Piter and her mother Osiana Ombo' who always give support in every aspect whether in good or bad condition. Their never ending love is the biggest contribution for the writer's whole life. To writer's four sisters, Inez Gita Vivian, Jesika Viorella, Karisma Datu, Irene novita, and her lovely brother, Gabriezel Gian Suara' who also give full support and motivation, thank you. This thesis will never be completed without their pray.

The writer expresses her deepest gratitude to Drs. Supardin, M.Pd as The Head of UPT SMA Negeri 4 Makassar who has allowed the writer to conduct the research at UPT SMA Negeri 4 Makassar. Huge thanks also expressed to Hj. Herawati Abuhaer, S.Pd., MM. M.Pd. who has helped the writer during the research process.

The writer also expresses her thanks to her beloved friends from Kapurung Square who always stay and been supportive by sharing information and time in her campus live, namely Ippi, Rian, Dora, Mail, Ewing, Tere, Theo, and Wani.

Special thanks also expressed to all 8 members of EXO, Park Chanyeol, Oh Sehun, Kim Jongin, Byun Baekhyun, Do Kyungsoo, Kim Minseok, Kim Junmyeon, and Kim Jongdae who has accompanied and cheered up writer's days with all their charm and sweet melodies through their music. Especially for Cahyo who will always be the writers' dream husband.

In addition, the writer also like to thank KBS World and SBS for their masterpieces shows such as "The Return of Superman" and "The Law of The Jungle" which used to accompanied and entertained the writer during her rest time while she working on this thesis. Thank you to Kim Byungman Jukjangnim as the part of LOTJ. And thanks to the families of Song Ilguk, Lee Hwijae, Choo Sunghoon, Lee Bumsoo, Sam Hammington, and Lee Dongguk for sharing their moments with their cute children which made the writer more enthusiastic about completing this thesis and hopping that one day she will have a lovely family as theirs.

Finally, the writer realizes that without those people, this thesis would not be finished. The writer also realizes that this thesis is not perfect, if there are same words to the other writers, the writer can only say that we have all access the same truth. May Lord Jesus always blesses all of us.

Makassar, October 2023

Trigen Juliani

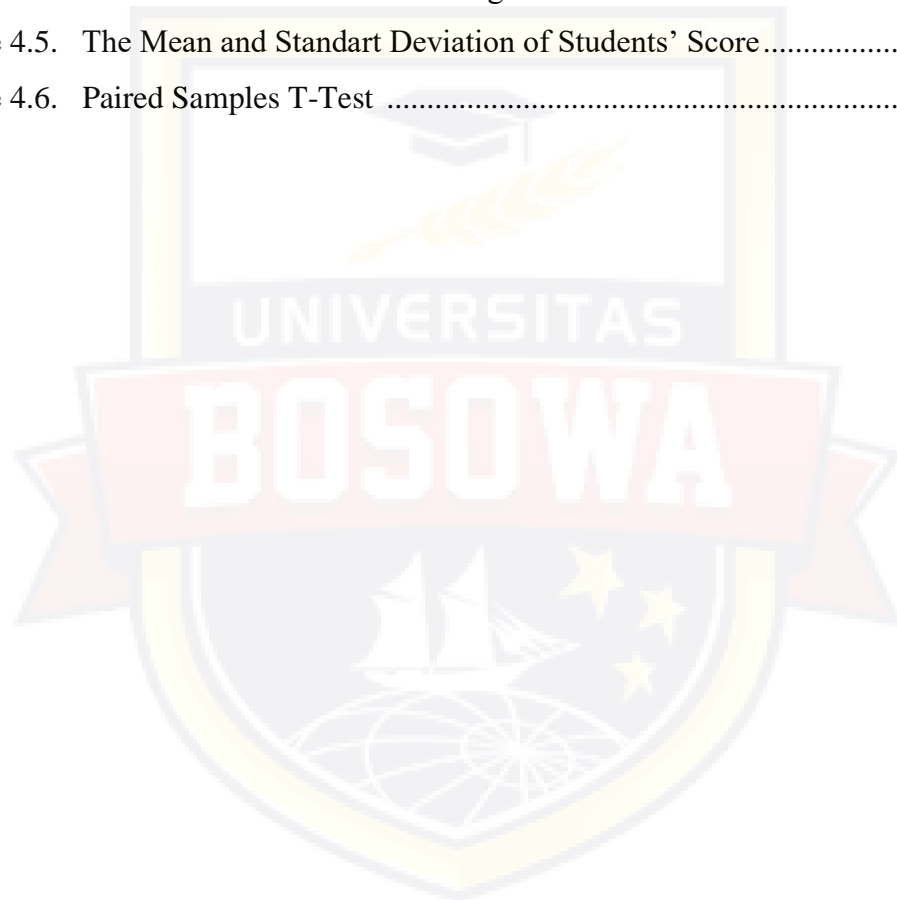
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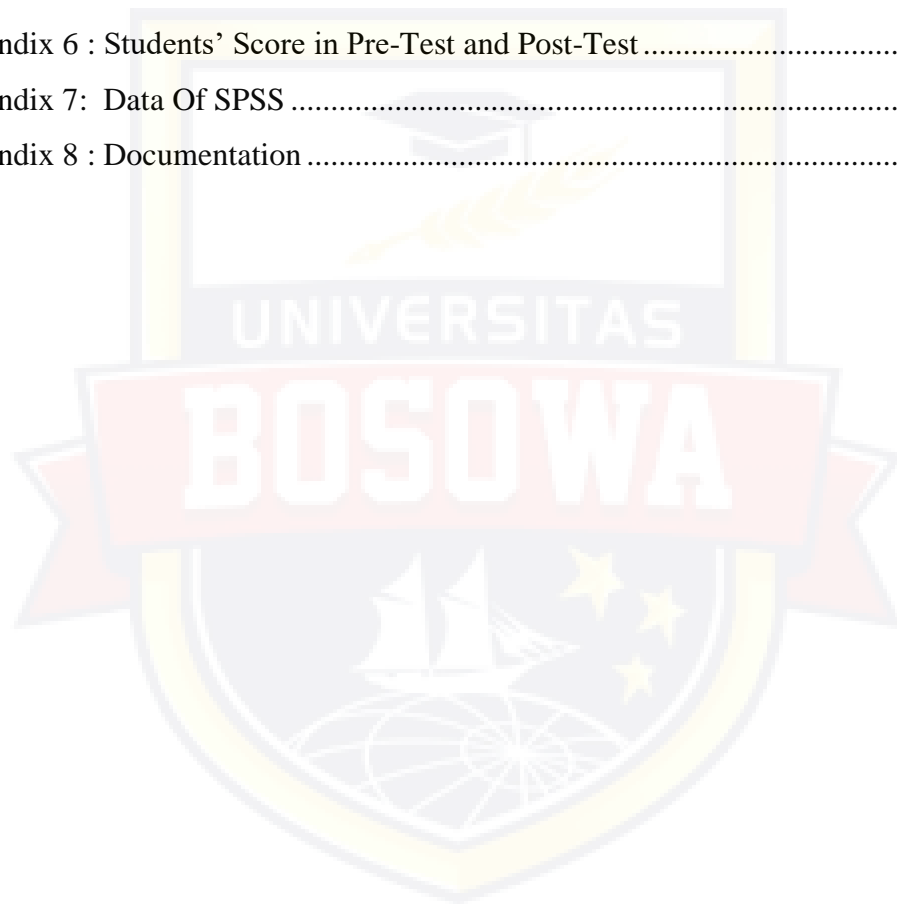


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CHAPTER 1

INTRODUCTION

The introduction contains background, identification of the problem, scope of the problem, research question, objective of the research, and significance of the research.

A. Background

The increasing of human needs such as clothing, food and shelter continue to soar, just like the soaring advances in technology and information. Nowadays where the connection and interaction of humans with technology has been like a basic need and a necessity any time. One of the impacts of today's technological advances is the existence of gadget.

Gadget is an electronic tool that is use as an information media, learning media, also entertainment. Another benefit of the gadget is it able to connect to the internet (Rozalia, 2017: 724). Simply put, gadgets are electronic devices or devices that are relatively small in size that have certain functions in their use. This device is portable because it can be use without being plugged into an electrical outlet.

Some examples of gadgets include smartphones such as Android and iPhone, computer/laptop, digital camera, tablet, headphone. Among these types of gadgets, the most widely use is smartphone.

The development of gadget technology is currently very extraordinary. The reach of its users has even reached remote villages. This of course makes it easier for users to get access of information about what is happening in the outside world. However, to realize this they still need an adequate internet connection. With gadgets and an internet connection, mothers can access a collection of recipes online, farmers can find out about the latest developments in food technology, teachers and students can interact and carry out the teaching and learning process without meet face to face, and much more. However, behind all the conveniences provided, there are also various negative impacts that can arise from using gadgets such as health, social, financial, and academic problems. It depends on how wise the user is in utilizing the existing features and application in their gadgets.

Tambunan and Batubara (2020: 543) in their journals say that Gadgets with various applications can present a variety of social media, so they can be used by students as a learning resource. Not only academic-based applications, but applications in general can also be uses as learning media indirectly if the user knows how to use the application.

In a study that was conducted by Sultan (2018: 36) about The Implementation of Gadget Application in Learning English Vocabulary, he found that almost all of the respondents holding their gadgets when being interviewed. And one respondet even said that his life was inseparable from gadget. He always holds gadget everyehere and feels something is missing when he is not holding his gadget.

Applications and features contained in gadgets are generally designed using English as the first language. If it continues to be used, it can affect the development of students' English skills, especially their reading skill since there are many content using text in it. In a journal by Monalisa (2021 : 31) it says that the highest frequency of respondents spending time reading was around one hour a day. The period of time to have the habit of reading is since elementary school. While the type of text that is mostly consumed is fiction. The findings regarding the most common purpose of reading is to improve language skills, followed by reading for pleasure/enjoyment.

Reading is the most necessary way to expand knowledge. In learning other language, reading skill is also very necessary. We learn language by understanding what other people say or when we understand what we read, Therefore, if we want to know more words and vocabulary in English, we need to read more texts in English.

Nowadays, there are many schools, especially high schools, which allow their students to bring gadgets to school. Therefore, it is crucial for students to know how to use gadgets as possible as they can as a helping tool especially to increase their academic skills including their reading comprehension in English lesson.

Based on the description of the background, the writer feels the need to carry out an action in the form of research on the impact of using gadget in increasing students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

B. Identification of the Problem

Based on the background described above, the following problems can be identified:

1. Gadgets can be a very effective medium to read and learn English, but there are still many students who don't realize it
2. There are many students who are not interested in learning English
3. Students are less interested in reading
4. Students prefer to read fiction stories

C. Scope of the Problem

In line with problem identification, research is focused on analyzing students' learning outcomes when they are allowed to use gadget to read in the classroom and when they are not allowed to use it. In this case students use gadget to access Youtube Application and a website namely English Academy by Ruangguru which are consist narrative text material. This was decided by considering the use of gadget which is now an important part of students life and there are already many schools that allow their students to bring their gadgets to school.

D. Research Question

Based on the identification and scope of the problems, the writer formulates the research question : Does the use of gadget increase students' reading comprehension?

E. Objective of the Research

Based on the research question, the objective of this research is to find out the impact of using gadget in inceasing students' reading comprehension.

F. Significance of the Research

1. Theoretical Benefits

This research is expected to be able to reproduce and become a reference for the development of further research related to the impact of using gadget in inceasing students' reading comprehension.

2. Practical Benefits

The practical use of this research is to have the following benefits:

- a. For Researchers, to broaden insight and add experience in conducting research.
- b. For teachers, as an information about the impact of using gadget in inceasing students' reading comprehension.
- c. For students, the writer hope that students will be wiser in using gadget as a media in learn reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains previous studies, gadget, nature of reading, conceptual framework, and hypothesis.

A. Previous Study

There are some previous studies that is relevant with this study. The first study that is relevant is a researchentiteled “Applying Wattpad Application to Improve Students’ Reading Comprehension of Narrative Text” by Sulisty. In his research, he use Wattpad Applicatioon to improve students’ reading comprehension and the results is students performance of reading comprehension is improved.

The second study is by Lutfiansyah (2016) with the title "Use of Android English Learning Mobile Applications in English Learning (Observation of Android-Based Learning Resources Through Mobile Smartphone Media)". Through his research, Lutfiansyah explained how the impact of using gadget (smartphone) applications on students' motivation in learning English. The final result of his study is that the use of smartphone applications in the learning process can attract students' attention so that they are more enthusiastic to learn English.

The third research is conducted by Setiyadi, et al entiteled “Learning of Reading Comprehension through Reading Workshop in the Industry 4.0” In this

research, they analyse the effect of online magazine-based reading workshop model on primary school students' reading comprehension skills.

The fourth study that is relevant is the research by Sultan (2018) entitled "The Implementation Of Gadget Application In Learning English Vocabulary". In his research, the researcher collects the necessary data by observing, interviewing, and documenting. The results of his research show how students use gadgets in their daily life and how it relates to learning English, especially students' vocabulary skills. In the daily lives of students outside of class, they mostly use their gadgets for entertainment, such as playing games, watching videos, and taking photos. Meanwhile, when learning English in class, they use their gadgets to open online dictionaries to help them when there are words in English that they don't know.

Another relevant research is research conducted by Khusniyah (2019) with the title "Implementation of Online Reading Strategies in English Reading Comprehension Skills". The results of this study indicate that electronic facilities can assist students in improving their reading comprehension skills. Researchers believe that if parents pay more attention to how their children use their gadgets as learning facilities, the results will improve.

B. Gadget

1. Definition of Gadget

Many people think that gadgets are only limited to headphones, even though a headphone is one type of gadget, there are various kinds of other gadgets,

including computer, laptop, tablet, digital camera, and headphone. There are experts define gadget as follows:

According to Rozila (2017: 724), “Gadget is an electronic tool that is used as an information media, learning media and as entertainment. Another benefit of the gadget is that it can connect to the internet.”

Tambunan & Batubara (2020:542) in their journal stated that “gadgets are not just a communication tool, at this time it has become something of a need for learning and lifestyle.” Furthermore, Tambunan explained that “Gadgets are technological objects such as devices or tools that have certain functions and are often considered new things. Gadget is a very interesting mechanical tool, because it is always new so it raises new joy to its users.”

Meanwhile, according to Fitriana, et al (2020:184) “gadget is a mini mechanical device or tool or an interesting tool because it is relatively new so it will provide a lot of new joy for its users even though it may not be practical in its use.”

Furthermore, Ramadhani, et al, (2021:154) added explanation that “Gadgets are mechanical devices that are constantly being updated (upgraded) in addition to help and facilitate human activities, gadgets have also become a lifestyle for today's modern society.”

Initially, gadgets were created to facilitate long-distance communication. However, nowadays gadgets can not only be use a communication tools. Whith the features it contains, gadgets provide comfort and makes it easy for users to access the various applications provided.

In this era, gadget has developed. It can be concluded that gadgets are relatively small long-distance communication tools that have developed over time and already have various features that make it easier for users.

2. Function of Gadget

Basically, gadgets are made to make human life easier. Gadgets are designed in such a way as to provide benefits to each user. Smartphones are generally used as a media of information that can add insight and knowledge.

According to Putra (2017: 8), the function of the gadget is divided into five namely as a communication tool; accessing information; entertainment media; increasing insight; and lifestyle.

a. As communication tool

The communication function is a very useful function of the gadget. Gadgets that can provide communication access make it very easy for people who want to communicate but are hindered by distance. Ancient people still had to use letters to be able to communicate with their colleagues who were far away and they still have to wait days, even weeks for a reply.

With the existence of gadgets at this time, we only need to type the message we want to convey and then send it and just wait a few minutes or even seconds for a message reply that we can receive. Of course this depends on the network speed.

b. Accessing information

Apart from being a communication tool, gadgets can also be used to access various information, both within the country and throughout the world. The technological change indirectly requires everyone to be ready to face various technological changes. Technological changes in the current era of modernization have made humans dependent on technology. This makes every person's needs cover all aspects of life, so that along with the development of technology, it is also followed by the development of science and the development of information that is so fast as well.

To be able to access information on the gadget, users only need to type the keywords of the desired information through the browser. For example, when we want to know the weather forecast in Makassar today, we only need to type the word "weather Makassar today", the weather forecast will be displayed immediately.

c. Entertainment media

Gadgets are not only used as a communication tool with the outside world, but can also be used as a friend to fill your spare time, such as using the internet, playing games, listening to music/radio, keeping memories via photos/videos (Fitriana, et al, 2020: 184).

Some types of gadgets are specially designed for entertainment purposes. For example playstation (PS) to play games, tv to watch videos, and iPod to listen to music. Besides that, as one of the gadgets that have

multifunction is a mobile phone. Currently, mobile phones can be used to access various kinds of entertainment, both online and offline. There are various kinds of applications that can be accessed on mobile phones as a medium of entertainment. With mobile phones, users can watch videos, see pictures, listen to music, and play games. That way mothers can easily get food recipes just by watching video tutorials, a lover who misses their partner can see photos of their partner by simply opening Instagram even through the album that came with their cellphone, people who are sad can listen to music, play games in their free time, and many more.

d. Increasing Knowlange

Increased knowlange is the benefit of the gadget from the combination of fast communication and easy information to get. We know that communication and information are one of the elements that can increase your knowlange. Like to find school or campus assignments, we can look for various reference materials to add knowlange and we can find thousands or even millions of books online. However, sometimes not a few people become dependent by looking for answers from assignments given by teachers and lecturers, not studying the process of getting these answers.

With the speed of communication and information which is the main service aspect of the gadget, users will find it easier to increase their knowlange. With gadget people can access any e-book, journal, and even now people can access many short quote by experts easily.

e. Lifestyle

Lifestyle is assumed as an ideology, it will shape self-identity that is individual or group and distinguishes it from others. (Sari, 2020 : 10).

In this era, gadgets have become an important part of life. Besides being used to support work, many people who buy gadgets only function as a lifestyle. Besides being used to support work, many people who buy gadgets only function as a lifestyle. In some circles, having gadgets such as smartphones and tablets is considered to be able to support the lifestyle of its users, even though they themselves do not know how to use the features contained in the gadgets they use.

For example, a student who buys an expensive smartphone, like the iPhone 11 pro max just to look cool and wants to get more attention from his friends even though he himself did not understand how to use the device. Even though he can use it as a learning tool. This example shows that these students only make gadgets as a lifestyle, but do not use them as a support for learn/work.

3. The Impact of Gadget

The existence of gadgets is expected to provide convenience for humans. However, behind the benefits provided, if the user is not wise in using it, the gadget can also harm the user.

There are the positive and negative impacts that can arise from using gadgets:

a. Positive Impact

According to Chusna (2017: 324), the positive impact of using gadgets is divided into four, namely; facilitating communication, increasing knowledge, adding friends and emergence of new learning methods.

1) Facilitating Communication

The function of the gadget most widely felt by its users is as a medium of communication. Only by being close to a gadget can someone communicate with other gadget users even though they are not in the same place.

2) Increasing Knowledge

With the ease with which we access information from gadgets, it means that we are a little more advanced and add to our knowledge. smooth communication, easy information will certainly increase knowledge.

3) Adding Friends

By using gadgets, we can easily access social media such as Instagram, Facebook, Twitter, YouTube, etc. where application users are spread all over the world. therefore, by accessing these applications we can add friends.

4) Emergence of New Learning Methods

Gadgets have many features that can be used as learning media. With the emergence of new features and demands for

teachers to maximize the use of technology in teaching, new learning methods using gadgets will also increase.

b. Negative Impact

According to Munir, Himpong, Thaib (2020: 6), the negative impacts caused by the use of gadgets are seen from a health, cultural, social and economic perspective.

1) Impact on Health

In the midst of today's technological advances, we can do everything using a device called a gadget or better known as a mobile phone. Helping ease in communicating, doing work to looking for entertainment, making gadgets a tool that is very desirable and important to have to make human life easier.

This convenience causes us to use gadget more than interact with the surrounding environment. Excessive use of gadgets can have a negative impact on the body, for example exposure to the rays of gadgets that is very dangerous for eyes' health. In addition, some of the negative effects of using gadgets that are used for too long include headaches, soreness in the area around the eyebrows, temples, forehead or neck, tired eyes and double/shadowed vision.

According to Cahyani, et al (2021: 1111), the use of gadgets in early childhood for too long makes development not optimal because gadgets are used without any physical activity. Besides that some of the negative effects of using gadgets that are

used for too long include headaches, soreness in the area around the eyebrows, temples, forehead or neck, tired eyes and double/shadowed vision.

2) Cultural Impact

By using gadgets, users can learn new things and get to know different cultures through the use of applications and the internet. With gadgets, we can learn about various cultures in the country and abroad. In the other side, this can make bad culture easier to spread. One example is the use of harsh words which is currently a trend among young people.

3) Social Impact

Gadgets have many features and applications that make users tend to be addicted so that users spend more time playing with their gadgets. This makes users less likely to interact with people around them and prefer to make gadgets as friends. In other words, gadget distance people who are close and and bring far people closer. With gadget, direct interaction tends to decrease. It makes people addicted and causing conflict, privacy problems, and being vulnerable to the bad influence of other people.

4) Economic impact

Gadgets have become part of the lifestyle nowadays. In some circles, having gadgets such as smartphones and tablets is considered to be able to support the lifestyle of its users, even

though they themselves do not know how to use the features contained in the gadgets they use. This problem often makes the money we spend not suitable for its purpose. Even children who don't have income tend to force their will until they end up doing things they shouldn't, like stealing, and so on.

If using a gadget is only based on lifestyle, it is likely that the use of gadgets will only lead to things that are not too important such as playing games, opening social media such as Tiktok and Facebook, and can be misused in a negative direction such as accessing prohibited websites.

There's nothing wrong if you want to buy a gadget or not, because basically everyone's needs are different. Because, whatever gadget you want to buy, it will certainly greatly facilitate communication and help access information quickly.

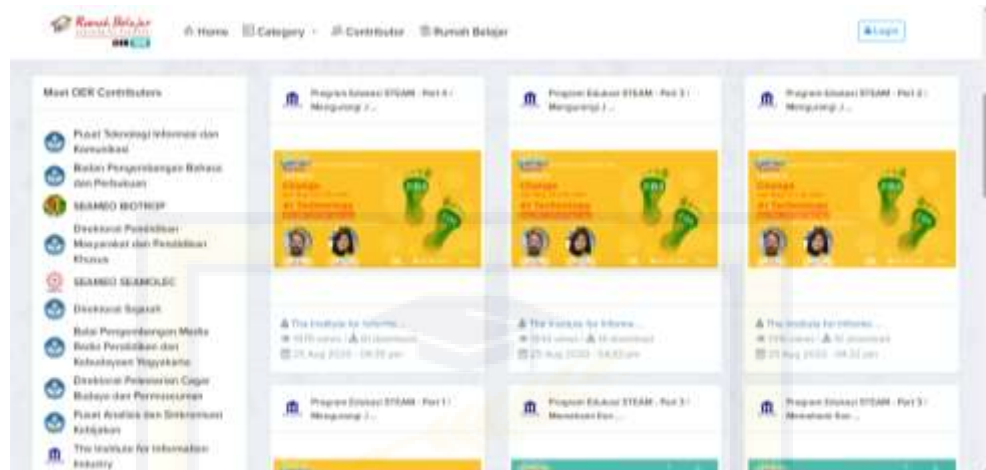
4. Application in Gadget

In the era of globalization, the development of information and communication technology has shown its identity. Technological efficiency in various fields, especially in terms of time, effort and cost through the speed and accuracy of information. This situation makes application makers compete to create a useful mobile-based application.

Several application in gadget that are mostly used nowadays that can also help students in learning are as follows :

a. Rumah Belajar

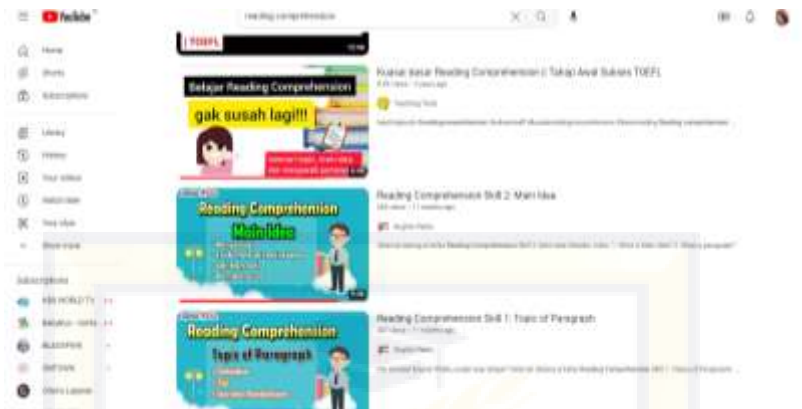
Picture 2.1. Rumah Belajar Application



Rumah Belajar is an online learning portal developed by the Ministry of Education and Culture of the Republic of Indonesia. Learning content is delivered based on audio, video, images and animations that are presented interactively. Users of this application are divided in two, namely external users and internal users of the Ministry of Education and Culture. External users consist of students, educators or teaching staff, education staff, lecturers, education practitioners, and all level of society. Meanwhile, the internal users include researcher, Learning Technology Developers, Production Technicians and Learning Technology Analysis.

There are features in this application such as learning resources, virtual labs, virtual classrooms, cultural maps, and others that can be accessed to support the learning process of teachers and students. However, many users still complain about difficulties in creating a study account.

b. YouTube

Picture 2.2. Youtube Application

Only by going through YouTube can the online learning process be more practical by including the URL of the video on the YouTube site to be selected. Users can create accounts to be displayed in front of YouTube classes and offer timely alternative educational resources, but they have a very unique challenge, namely the limitations in the availability of these videos.

c. Brainly

Picture 2.3. Brainly Application

Brainly is a community-based social learning Q&A platform where students from elementary to high school and educators can ask and answer questions to solve homework problems. (Choi, et al, 2015: 1). This app is available for free on Android and iOS, or even on the web. The choice of subjects is quite a lot, there are at least about 25 types of subjects for elementary to high school using the one on one method. Through this application, users will help each other answer questions asked by other user..

d. Quipper

Picture 2.4. Quipper Application



Quipper is an online learning startup that you can use for learning activities, at home and at school. At school, Quipper is often used as a companion in formal learning activities, such as a vehicle for doing student homework, assessment activities or daily tests and semester exams. Quipper comes from London, England and has filled in in various other

countries including Japan, Mexico, the Philippines, and others. Unfortunately, as an online teaching material, Quipper doesn't reach areas with minimal internet access.

To get the more out of using gadget as a learning media, we must first know a few things, namely:

1) What application to use

Without knowing what application we will use, we will not be maximal in its use. Therefore, beforehand we must know what application will be used, whether it is in accordance with the material we need to support our learning process or not so that the use of the application can be maximized.

2) The usability of the application

We obviously have to know what the applications we use are used so that we can use them to the fullest. If we don't know the usefulness of the application that we will use, we will only encounter confusion and result in confusion in learning.

3) How to operate the application

If we are going to use a media, the most important thing is to know how to operate the media that will be used. We can imagine if we don't know how to operate a media that will be used in learning, maybe the teacher will be laughed at by his students.

4) The advantages and disadvantages of Application

The advantages and disadvantages of the application used must be known to people who will use the application for learning so that learning is effective and can reduce the negative impact arising from the application used.

5) Is the application easy or not to use

Good learning media is media that can be easily operated so that we don't feel confused and don't waste a lot of time. Because it cannot be denied that many applications or learning media are difficult to operate. It will interfere with learning and learning objectives.

6) Is the application effective and efficient or not

We should be able to choose media that will make learning effective and efficient. If learning is effective and efficient, learning objectives will be easily achieved and students can more quickly understand the material presented. So before using an application for learning, you must know in advance whether the media or application used is effective and efficient.

5. Gadget as Media in Learning

According to Nurrita (2018: 1) argues that learning media is a tool that can help the teaching and learning process so that the meaning of the message

conveyed becomes clearer and the goals of education or learning can be achieved effectively and efficiently.

Learning media in general is a tool for teaching and learning process. In addition, learning media is anything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of the learner so that it can encourage the learning process. (Ekayani, 2017: 2). Meanwhile, according to Alwi (2017: 184). learning media is a tool that is used or utilized so that teaching can take place properly, to make the path closer to the goals that have been planned.

Based on the understanding mentioned above, the definition of learning media is a tool or intermediary that can be used to facilitate the learning process so that students can more easily understand the material provided. With interesting learning media such as impressions or views produced from learning media, students will easily remember and absorb the learning material delivered by the teacher (Ekayani, 2017: 2).

Aghni (2018: 101) in his journal says that learning media is generally divided into several types, namely Audio Media, Visual Media, Audio-Visual Media, and Multimedia.

- a. Audio media, media that can be applied using the sense of hearing. For example radio, cassette, tape recorder, etc.
- b. Visual Media, media that can be enjoyed by using the sense of sight. Visual media is the most dominant type of media in its use in the learning process in the classroom. Both very simple visual media to complex visual

media such as the use of blackboards, presentation media, textbooks, and teaching aids. (Aghni, 2018: 106).

- c. Audio-Visual Media, which is a type of media that besides containing sound elements also contains image elements that can be seen, such as video recordings, various film sizes, sound slides (Utami, et al, 2020: 104).
- d. Multimedia, which is the most complex media type of all existing media types. The main character of multimedia is the interaction and opportunity for users to control the media using the control tools available on the media. In learning accounting, the use of multimedia is widely used in the form of computer-based or Android-based game applications. (Aghni, 2018: 106).

C. Nature of Reading

As a student or teacher, reading is an activity that is usually done in everyday life. Reading is a process that involves the ability of the human brain to manage a written text. The ability to read is needed to know the various information contained in a written text. By reading, the reader can find out any messages the writer wants to convey.

1. Definition of Reading

According to Syofianis, et al (2014: 1), reading is a prevalent ways to get the insight and information. Through reading we can increase our knowledge and getting access to new idea in many aspects of life.

Generally, most learning media are made in form of reading. Printed school books, newspapers, and journals are some examples of learning media that contain reading material. Even, in daily life we can find a lot of information, ideas, and new knowledge through reading. When we are in travel, the direction sign can be our source of information about which way to go. When we watching foreign films, the text on the video will be very helpful so that we can understand what the casts saying. Therefore, it can be said that reading is the main key in gaining new knowledge.

Meanwhile, Irdawati, et al (2019: 2) stated that reading is one of the receptive written language skills. It is called receptive because by reading someone will get information, knowledge, and new experiences. Everything that is obtained through reading will enable the person to be able to enhance his mind power, sharpen his views, and broaden his horizons. Therefore, learning to read in schools has an important role. In learning to read, the teacher can choose discourses related to national figures, heroism, archipelago, and tourism.

Furthermore, Syofianis et al (2014: 1) in their journal stated that the aim of the reading is to make student understand the meaning of the word. The process of learning and education will not goes well if the students are lazy to read (Chadijah, et al, 2023:60)

Based on definition above, it can be conclude that reading is a process where a reader get any information and knowledge from written text.

2. The Importance of Reading

Reading has a very important position and role in human life, especially in the information and communication era as it is today. by reading, people can more easily get information and even broaden knowledge.

Reading books is very good as a brain and mind exercise. Reading can help keep the brain so that it always carries out its functions perfectly. When reading, the brain is required to think, analyze various problems, look for solutions and solutions and discover new things.

Reading is a skill that everyone must have, because it is functional, both for continuing their studies and for getting involved in society. In the context of continuing studies, the ability to read for everyone is like the key to opening a storehouse of knowledge. With that key, they will experience the world of scientific developments, and will be able to take advantage of these various knowledges, so that their studies will run smoothly and be successful. For the need to plunge into the community, the ability to read for someone is like a microscope that helps them examine various life events accurately, thoroughly and thoroughly. Thus, it is clear that reading has an important role in all aspects of life. (Fauziah, 2013:273).

Reading ability is strongly influenced by their reading habits. So to strengthen students' reading comprehension it is very necessary to improve reading habits. The benefits of reading habits are very large for students in learning English. By reading students can open new worlds and broaden their

perspectives. In addition, reading habits will also greatly help students to speak confidently. Getting used to reading as a routine activity will help students to understand various English speaking texts quickly and precisely. Apart from that, having good reading habits makes a person smarter and improves analysis in understanding a text

There are seven importance of reading are as follows:

a. Adding Insights and Knowledge

By reading, someone can add insight and knowledge. An example is when someone is on a trip abroad, they don't know anything about that country. But if he reads information about that country on the internet he can broaden his horizons so he doesn't do anything that is prohibited in that country.

In this digital era, more people read statuses on social media than read books. In fact, reading books opens up insight and knowledge. Every time we read, we will get new facts and information. This new information and facts can be known through reading so that by reading we directly increase our insight through the book.

b. Increase Intellectual and Emotional Intelligence

Reading is not only increases intellectual intelligence but also emotional intelligence. Intellectual intelligence is a person's ability to use reason, logic, language, to problem solving. This ability is related to the thought process. Meanwhile, emotional intelligence is defined as a

person's ability to manage emotions. This intelligence relates to how a person accepts, understands, and controls the emotions of himself and others.

c. Increase Concentration and Focus

When we are read, the brain will be stimulated to think systematically. We will try to find ways of information written in a book, journal, newspaper or news portal. In order to understand what is meant and find the message contained, we must apply the mind to what is read. This process encourages us to concentrate and focus. By reading, the ability to concentrate and focus is increasing automatically.

d. Improve Memory

Another benefit of reading is that our ability to remember also increases. When we read, we will find information and other details in writing. The brain will record what we get. Reading also triggers short term memory. It helps us remember memories because every new memory always strengthens the existing memory. The example is when we make notes in the wall. With these notes, we can remember things easily.

e. Adding New Vocabulary

By reading a lot, we can add our vocabulary. The easiest way to add new vocabulary is to read a lot. The more vocabulary we understand and have, the more we can position ourselves in front of other people according to our needs.

f. **Improve Analysis Ability**

Reading activity makes our brains think. There is a process of managing the information found. Find the relationship of each information and look for solutions to problems. Indirectly, our analytical skills are strengthened. And now in 2023, the government is starting to include literacy assessments at the senior high school level, selection to enter campuses and also for the students themselves. The goal is that future children will begin to be able to analyze through existing words and sentences.

g. **Expert in Writing**

We can observe a person's writing style when reading his writing. Knowledge of writing styles is increasing and we can learn about writing styles. In addition, we get a lot of information when reading and this information can be used for writing materials.

3. Reading Comprehension

One of the elements contained in learning English is reading comprehension. Reading comprehension is not just reading English texts, but reading with the aim of gaining a deep and thorough understanding. Therefore learning and mastering Reading Comprehension requires maximum effort.

Meanwhile, according to Matara (2016: 217), Reading comprehension is a skill to find the writer's idea in the form of text that is stated or unstated. It can be refers to the ability to relations between the words in the text, to understand the

ideas and the connection between ideas conveyed in a text. In another hand, Susilo (2015: 82) stated that reading comprehension is a series of activities or process carried out by the reader to gain an understanding of what he has read and the aim is to obtain the information that the reader needs.

4. Technique of Reading

Suitable technique in reading are needed so that the reading process can be affective and easier. There are for kinds of reading. They are extensive reading and intensive reading, skimming, and scanning.

a. Extensive Reading

According to Lindawati (2021: 890), extensive reading is an approach to language learning in which long text and a large amount of material that is read by the students for general understanding.

Extensive Reading itself is the activity of reading long texts with interesting content and has vocabulary that is easy to say. For example reading novel.

b. Intensive Reading

Intensive reading is also known as careful and thorough reading. The goal is to have a detailed and comprehensive understanding of the text we read.

According to Yusnan, et al (2022: 63), Intensive Reading is a reading method where learners are need to read a short text carefully and deeply to get maximum understanding. In intensive reading activities,

students understand reasonable statements, rhetorical sequences or symbolic patterns, different tones of an emotional and social nature, patterns of attitude and goals of the author. Through intensive reading activities, students will be able to develop reading skills such as skimming and identifying the main ideas of the text. Intensive reading activities can help grow and sharpen reading and critical thinking skills.

There are 5 characteristics of intensive reading. These characteristics are as follow:

- 1) Reading with the aim of achieving high understanding and the hope of remembering in the long term.
- 2) Read in depth the contents and parts of the text as a whole.
- 3) Reading is not with a single technique, but with a variety of techniques including scanning, comprehending, skimming, and others.
- 4) Reading skills in detail include understanding words, developing vocabulary, sentences, to the whole content.
- 5) It takes high concentration and accuracy in order to get the structure of the text

c. Skimming

Skimming is reading that prioritizes reading speed without forgetting the understanding and knowledge that the author wants to convey. skimming is done by adjusting to the interests and needs of the

reader, and adapted to the aspects of the text being read. For example, the reading is easy or difficult.

Skimming is a technique with speed reading to get some information from what we read. Skimming is done to do general speed reading in a reading material. In skimming, the reading process is done in jumps by looking at the main ideas in the reading material while understanding the main theme. Skimming is done to get information regardless of the type of reading.

d. Scanning

Scanning technique is a fast and accurate reading technique to get specific information from a long reading. Usually this technique is used when we already know the reading and want to reconfirm it (such as reading a dictionary or telephone book).

According to Matara (2016: 217), Scanning is a technique reading in fast speed in order to get specific information from a written text and used to design the process locating quickly a particular word, phrase, sentence, and fact of figure with a selection.

- 1) Choose keywords: The most important thing from the scanning technique is to think about the keywords you want to search for. Of course, when you have determined these keywords, finding information will be easier.

- 2) Flexible : Even if you focus on finding keywords, don't focus too much on those words. It could be that the information obtained is around these keywords. For example, if the keyword is in the form of a noun, then try searching for the same word in the form of an adjective or another form.
- 3) Take a quick look: Reading at a glance means simply looking at each line of the reading. So you are not required to understand or digest word for word and sentences that you see until you find keywords.
- 4) Read the information around the keywords: If you have found the keywords, then you can read the entire sentence carefully. You can mark these keywords if you feel they are important enough, such as using a highlighter.

5. Components of Reading

There are 4 componets of reading, those are ohonemic awareness, phonics, fluency, and vocabulary.

a. Phonemic awareness

Phonemic awareness or sound awareness is the ability to listen and correctly pronounce a word based on its sound. Phonemic awareness includes activities that focus on phonemes, syllables, and words.

b. Phonics

Phonics is the relationship between the sounds and the letters that are made. The process of producing sounds in words into written words is

a very important reading skill. Children first decompose words into sounds and encode sounds into words as they write and spell.

c. Fluency

Fluency is an ability to read a text with understanding, accuracy, and speed. This skill needed for good reading comprehension. People who fluent in reading know how to read smoothly, at a good pace, using proper tone, and without making many mistakes.

d. Vocabulary

Vocabulary is a very important component in reading. Each word is of course formed from several vocabularies. when someone reads and gets vocabulary that is difficult to understand, it can cause that person to finally have difficulty knowing the meaning of the text he is reading.

6. Models of Reading Process

Gilakjani (2016: 231) in his journal stated that there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

a. The bottom-up model

The bottom-up model in reading starts from the process of understanding the text from the lowest language to the highest. This reading process model starts with the introduction of letters, syllables, words and then sentences. This model can be implemented in early reading learning.

b. The top-down model

According to Syofianis, et al (2014: 1), top-down reading is a process that begins with the reader focusing on the main ideas of the text and other information that they can understand immediately.

The top-down model is reading strategy where the reader read the background or the main idea of the text which would make the reader understand the whole information of the text. Shortly, the top-down model is a process in reading that happen when the reader read the background information in a text to predict the whole information of the text.

c. The Interactive model

The interactive reading model is a combination of bottom-up and top-down reading model. This reading model is based on the idea that readers do not just read words or sentences make predictions as well. This prediction process involves both bottom-up model, where readers try to determine the text's meaning based on their knowledge of single letters and how they are arranged into words, and top-down model, where readers use their experiences in the past with similar situations in order to understand the new information.

7. Purpose of reading

There are 7 purpose of reading. Those are; Reading for understanding, Reading for detail of fact, Reading for enjoyment, Reading

for main ideas, Reading for inference, Reading for classification, and Reading for evaluation.

a. Reading for understanding

Reading is one activity that can help to get various kinds of information. The reader read the written text in order to understand the meaning of the text.

Factors that support the reader's ability to understand a text are background or knowledge of a particular topic, vocabulary, understanding of language, and concentration or focus.

b. Reading for detail of fact

This reading is to find the information from a written text. To find detailed facts, readers need to find several reading sources to find out whether the reading is relevant. For example when we read a profil of an artist, we will find detail information such as where she live, how old is she, etc. Another example is when a researcher is collecting data for his research. Before writing, of course, the researcher first needs to collect references that are relevant to the research that will be carried out and not only one reference is needed.

c. Reading for enjoyment

As the name, reading for enjoyment is a reading for having fun. Some people reading for their hobby. People who enjoy reading usually have some spesific time that they can use for reading They also usually

have several collections of books or any reading material else to accompany their free time. For example reading novel, fiction, or short story.

d. Reading for main ideas

Reading for main ideas is the reading where the reader read the written text to find out what is the text about.

To find the main idea of a text, the reader must have focus and use the right reading technique. The technique used in finding the main idea is skimming. With this technique, the reader does not need to read the book word for word, but jumps from one section to another to see the main points of the topic being read.

e. Reading for inference

The reader read the entire text to find out the ideas of the text and from there they will be able to make a conclusion from the text. In concluding a reading text, the reader needs to know the contents of the reading text first. after that, then the reader can draw conclusions from the reading text.

f. Reading for classification

The reader read the text to classify some information in a written text. The example is when the reader is reading a fairy tale that has several characters with various personality. In this case, the reader can classify

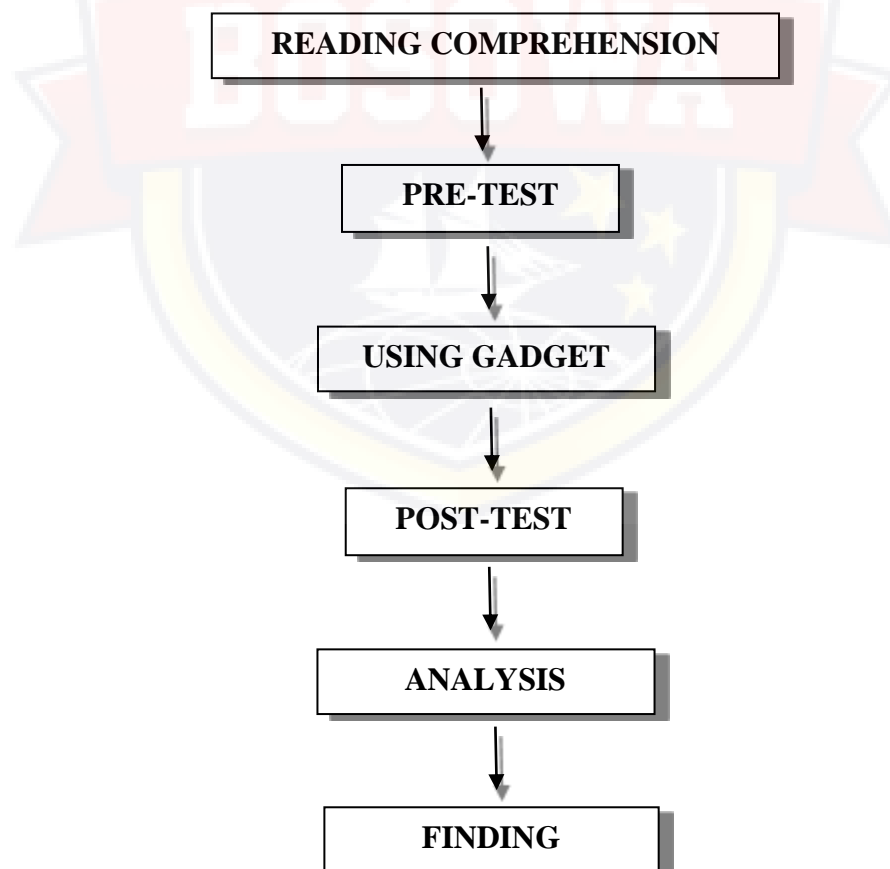
which is the antagonists characters, protagonists, and additional characters in a fairy tale.

g. Reading for evaluation

Reading for evaluation is when the reader could take the value or moral from the written text so that they can be better. The example is a motivational book. people usually read this types of books to get advice for living a better life.

D. Conceptual Framework

Picture 2.5. Chart of Conceptual Framework



Reading comprehension is the ability to understand written text. In today's modern world there are many reading texts that can be accessed easily, even to learn reading comprehension material, students can also access various applications through their gadgets easily.

In this study, based on the conceptual framework, the writer tested the students' prior skills in reading comprehension using a pre-test. In this session, students were not allowed to use a gadget. After the pre-test, the writer gave the treatment of using a gadget to access any reading comprehension materials and texts. And after the treatment, a post-test was given to students to know the difference between students' pre-test and post-test.

E. Hypothesis

The hypothesis in this study is that the use of a gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter contains research design, time and location of the research, population and sample, research variable and operational definition, research instrument, procedure of collecting data, and technique of analysis data.

A. Research Design

The method used in this study was a quantitative method with a pre-experimental design that examines how the use of gadgets can affect students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

The research began with a pre-test in the form of multiple choice questions with narrative text material which was given to 20 students in class XI-8 at SMA Negeri 4 Makassar to see their prior ability before being given treatment of using a gadget. At this stage students were not allowed to use a gadget before working on the test given.

Furthermore, when the treatment was carried out, the students were allowed to use a gadget to read any narrative text from an application and website, namely YouTube application and English Academy by Ruangguru. After the treatment, the writer was purposed to analyze by comparing the results of the pre-test and post-test. It found out how the use of gadgets in increasing students' comprehension in eleventh grade at SMA Negeri 4 Makassar..

The following research design used:

Pre-test	Treatment	Post-test
O₁	X	O₂

Description: **O₁** = Pre-test

X = Treatment

O₂ = Post-test

B. Time and Location of the Research

This research conducted in class XI-8 at SMA Negeri 4 Makassar which located in Cakalang Street, No.3, Totaka, Makassar city, South Sulawesi. And the research carried out in odd semester of 2023/2024 from August 8, 2023 to August 16, 2023.

C. Population and Sample

In this research, the writer has determined the population and sample. The population and sample that was used in this research are as follows:

1. Population

The population used in this research was the students of eleventh grade at SMA Negeri 4 Makassar, academic year 2023/2024 which consist of 11 classes.

2. Sample

The sampling technique in this study used a purposive sampling technique, which was a sampling technique using certain considerations. The sample used in this research were 20 students from class XI-8 SMA Negeri 4 Makassar.

D. Research Variable and Operational Definition

Research variable and operational definition of this research were as follows:

1. Research Variable

This study has two kinds of variables, namely the independent variable (X) and the dependent variable (Y). The independent variable (X) in this research is gadget, while the dependent variable (Y) was students' reading comprehension.

2. Operational Definition of Variable

To avoid differences in perceptions regarding the variables contained in this study, the following are the operational definitions of the variables:

- a. Gadgets are all relatively small electronic devices that can be connected to the internet. In this case, most students already have smartphone of their own. Because of that, the writer focused with the use of smartphone as one kind of gadget.
- b. Reading comprehension in this study referred to students' ability to understand the written text and how they can answer the questions based on the text.
- c. The words Increasing in this research refers to how students' outcomes in English lesson can be better than before and how they improve their skill in understanding written text.

E. Research Instrument

The instrument were used in this study was gadget and written test in form of multiple choice test which consist of pre-test and post-test to measure the comparison of student learning outcomes in reading comprehension after using gadget.

F. Procedure of Collecting Data

The procedure of collecting data in this research used three steps, namely pre-test, treatment, and post-test.

1. Pre-test

In this step, the writer gave a prior test about students' reading comprehension skills using Narrative text material. Students were given 50 minutes to complete the test questions and they was not allowed to use gadget during the test.

2. Treatment

The writer was maximize used of gadgets to improve students' reading skills. In this stage, there were two media in gadget used, namely YouTube and a website namely English Academy by Ruangguru.

Firstly, Students accessed the material video about reading comprehension from Youtube application that sent via WhatsApp group. The first material is about "topic of paragraph" which has duration for 8 minutes, and the second material is about "main idea." which has duration for 9 minutes.

After watched the video, students allowed to ask questions about the video and the writer answered by explain more about the material on the video. After that, another link of YouTube application was send via WhatsApp group and the students watched a video From Gloxiana Room Channel contain narrative text with duration for 5 minutes entiteled “Kisah Moana dalam Bahasa Inggris | Dongeng Anak Bahasa Inggris”. After watched the video, students asked for explain what they have got from the video.

After that, students watched more videos from Gloxinia Room Channel in YouTube Application and they could also access the link of English Academy by Ruangguru. They were divided into 4 groups to explain what they have got from the text and they were allowed to choose any narrative text from any websites or application else. In the next meeting, they should presented what they got from the text.

3. Post-test

The post-test wasgiven after the treatment. In this step, the writer gave the same test as in pre-test to see whether the use of gadget can increase students’ reading comprehension. In this test, students have 50 minutes to answer the questions.

G. Technique of Analysis Data

In this study, the technique was used in analysing data are as follows:

1. Using Test Paper

The test paper in this study were used at the pre-test and post-test stages. The test paper contains 15 numbers test in form multiple choice contain Narrative Text Material.

2. Scoring

To determine the score to be given to students, the writer provides the following score classification:

Table. 3.1. Students Score Classification

No.	Classification	Score
1.	Excellent	91-100
2.	Good	76-90
3.	Average	61-75
4.	Poor	51-60
5.	Very Poor	<50

Depdiknas (2017 : 13)

To determine the scores for both pre-test and post-test, the writer used the following formula:

$$Score = \frac{\text{the total of students'correct answer}}{\text{total number of items in test}} \times 100$$

To calculate the maximum score, minimum score, mean score, standart deviation, total, and comparative analysis before and after treatment, the writer used SPSS 18.

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter contain the result of the research that has been done by the writer regarding The Impact of Using Gadget in Increasing Students' Reading Comprehension in Eleventh Grade at SMA Negeri 4 Makassar.

A. Findings

The research begun with a pre-test in the form of multiple choice questions with narrative text material which was given to 20 students in class XI-8 at SMA Negeri 4 Makassar. The aim of pre-test was to see students' prior reading comprehension ability. In the pre-test, students are not allowed to use gadget.

After giving the treatment, the post-test was given to see whether the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar.

1. Students' Score in Pre-Test

Students' score in pre-test can be seen in the table below:

Table 4.1

Students' Score in Pre-Test

NO.	Srudents' Initial	Pre-Test Score	Classification
1.	ACNS	46,6	Very Poor
2.	AK	53,3	Poor

3.	AMB	46,6	Very Poor
4.	ANS	46,6	Very Poor
5.	ARM	53,3	Poor
6.	ASC	0	Very Poor
7.	ATAH	26,6	Very Poor
8.	FAM	40	Very Poor
9.	GPJ	60	Poor
10.	IZA	53,3	Poor
11.	MFSI	46,6	Very Poor
12.	MRM	33,3	Very Poor
13.	MRRS	53,3	Poor
14.	MSPM	33,3	Very Poor
15.	NH	40	Very Poor
16.	NT	20	Very Poor
17.	ROP	66,6	Average
18.	RPS	26,6	Very Poor
19.	S	26,6	Very Poor
20.	YS	66,6	Average
TOTAL :		839,2	

Table 4.1 shows that the lowest score in pre-test is 0 which is categorized as very poor classification and the highest score is 66,6 which is categorized as average classification. It also showed that there are no students got excellent and good score classification,. Meanwhile, the total of students score is 839,2.

Furthermore, the percentage of students' score classification in pre-test can be seen in the following table :

Table 4.2
The Classification and Percentage of Students' Score in Pre-Test

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0%
Good	76-90	0	0%
Average	61-75	2	10%
Poor	51-60	5	25%
Very Poor	<50	13	65%

Table 4.2 shows that out of total 20 students from calss XI-8, none of the students get excellent and good score classification in the pre-test. The percentage of students who get average score is 10%, the poor score is 25%, and the very poor classification is 65%.

2. Students' Score in Post-Test

The students' score in post-test and post-test can be seen in the table4.3 as follows::

Table 4.3
Students' Score in Post-Test

NO.	Srudents' Initial	Post-Test Score	Classification
1.	ACNS	60	Poor
2.	AK	66,6	Average
3.	AMB	80	Good
4.	ANS	73,3	Average
5.	ARM	66,6	Average
6.	ASC	20	Very Poor
7.	ATAH	73,3	Average
8.	FAM	66,6	Average
9.	GPJ	66,6	Average
10.	IZA	100	Excellent
11.	MFSI	66,6	Average
12.	MRM	66,6	Average
13.	MRRS	73,3	Average
14.	MSPM	60	Poor
15.	NH	86,6	Good
16.	NT	53,3	Poor

17.	ROP	93,3	Excellent
18.	RPS	33,3	Very Poor
19.	S	73,3	Average
20	YS	86,6	Good
TOTAL :		1365,9	

Table 4.3 revealed that in the post-test, the lowest score is 20 which is categorized as very poor classification and the highest score is 100 which is categorized as an excellent classification. There are 2 students with excellent score classification which is in the range of number 91-100 and there are 2 students with very poor score classification which is in the range of number <50. Meanwhile, the total of students score is 1365,9.

Bassed on the explanation above, the percentage of students' score classification in post-test can be seen in the following table :

Table 4.4

The Classification and Percentage of Students' Score in Post-Test

Classification	Score	Frequency	Percentage
Excellent	91-100	2	10%
Good	76-90	3	15%
Average	61-75	10	50%
Poor	51-60	3	15%

Very Poor	<50	2	10%
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Table 4.4 showed that in the post test, the percentage of students score in post-test with excellent classification was 10%, the percentage of students who get good score classification was 15%, the percentage of students who get average score classification was 50%,

3. The Mean and Standard Deviation of Students' Score

The result of mean and standard deviation that students get in the pre-test and post-test can be presented in the table below :

Table 4.5

The Mean and Standard Deviation of Students' Score

	Mean	Standard Deviation
Pre-Test	41,960	16,6205
Post-Test	68,295	18,4599

Table 4.5 shows that the mean of students score in pre-test is classified as very poor classification with the value 41,960 and the standard deviation 16.6205.

Meanwhile, in the post-test, table 4.5 shows that there was an increase of students' mean score after the treatment from very poor to average classification and the value of mean score in post-test is 68,295 and the standard deviation is 18,4599.

4. Test of Significance (T-Test)

To know whether or there was a significance enhancement of students' reading comprehension skill after the treatment, the writer using T-Test for

hypothesis test to measure the difference between students' score in pre-test and post-test. To make the process of calculating data easier to do, the writer used SPSS 18 to analyse the data.

Lolang (2014 : 686) in his journal stated that Null Hypothesis (H_0) is the hypothesis that will be tested. Usually, this hypothesis is a statement that shows that a population parameter has a certain value. The null hypothesis is usually stated with the words "no difference." Meanwhile, the Alternative Hypothesis (H_1) is the same statement with the same population parameters as those used in the null hypothesis. Usually this hypothesis is a statement that states that the population parameter has a different value from the statement stated in the null hypothesis.

The Null Hypothesis (H_0) of this study was that the use of gadget does not increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar academic year 2023/2024. While the Alternative Hypothesis (H_1) was that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar academic year 2023/2024.

When the Sig. (2-tailed) $< 0,50$, it shows that there was a significant difference between prior test (pre-test) and the final test (post-test). It means that there was a significant impact that given to each variable. So, if the Sig. (2-tailed) less than $0,05$ ($p < 5$), the null hypothesis is rejected and the alternative hypothesis accepted.

The t-test value of result can be seen in the following table:

Table 4.6
Paired Samples T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest PostTest	-26,3350	13,0685	2,9222	-32,4513	-20,2187	-9,012	19	,000

Table 4.6 showed the result of the t-test. From there, it can be concluded that the result of Sig. 2 or sig. (2-tailed) was 0,000 ($<0,5$). It means that the Sig. (2-tailed) table was lower than the level of significance. Therefore, alternative hypothesis (H1) is accepted and the null hypothesis (H0) was rejected and the conclusion is the use of gadget can increase students' reading comprehension in Eleventh grade at SMA Negeri 4 Makassar academic year 2023/2024.

B. Discussion

The findings show that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar academic year 2023/2024. The sample was 20 students of class XI-8. This research was conducted in three session. These session are pre-test, treatment, and post-test.

1. The Result of Pre-Test

The pre-test was given to 20 students in class XI-8 in the very first meeting to know students initial ability before being given the treatment. Students given 50 minutes to complete the test but the test ended in just 30 minutes since students finish the test earlier.

The data showed that there were 13 students got score <50 which means more than half students got very poor score classification in pre test. Meanwhile the rest get poor and average score classification. Unfortunately, there were none of them got excellent and good score classification. The maximum score that they got in pre test was just 66,6 which is classified as good score and the minimum score was 0 which is classified as very poor score.

After analyzed the data, it showed that the mean score that students got in pre-test was 41,960 which means that students score in pre-test categorized as very poor. Thus, the researcher can conclude that students' reading comprehension skill in class XI-8 at SMA Negeri 4 Makassar before the treatment was still categorized as very poor.

2. The Treatment of using gadget

Since there was still a lot of time left in the first meeting, the treatment conducted on the same day as the pre-test. The treatment was done by letting students used gadget to access any applications or websites that contain narrative text. In this case, the writer gave 2 application/website as the media to access the narrative texts namely YouTube Application and English Academy by RuangGuru. Beside that, students allowed to use any other applications to learn and read narrative text. In the end of class, the students divided into 4 groups and

the writer gave them a homework to read more narrative text from gadget. Each group choose one text and present what they got from the text in the 2nd meeting.

3. The Result of Post-Test

To measure the increaseing after the treatment, the post-test was conducted. The material in the post-test was in the same form as the pre-test. The Post-test was given in the 3rd meeting to 20 students in class XI-8 that had completed the pre-test and treatment. In this session, students has 50 minutes to complete the test.

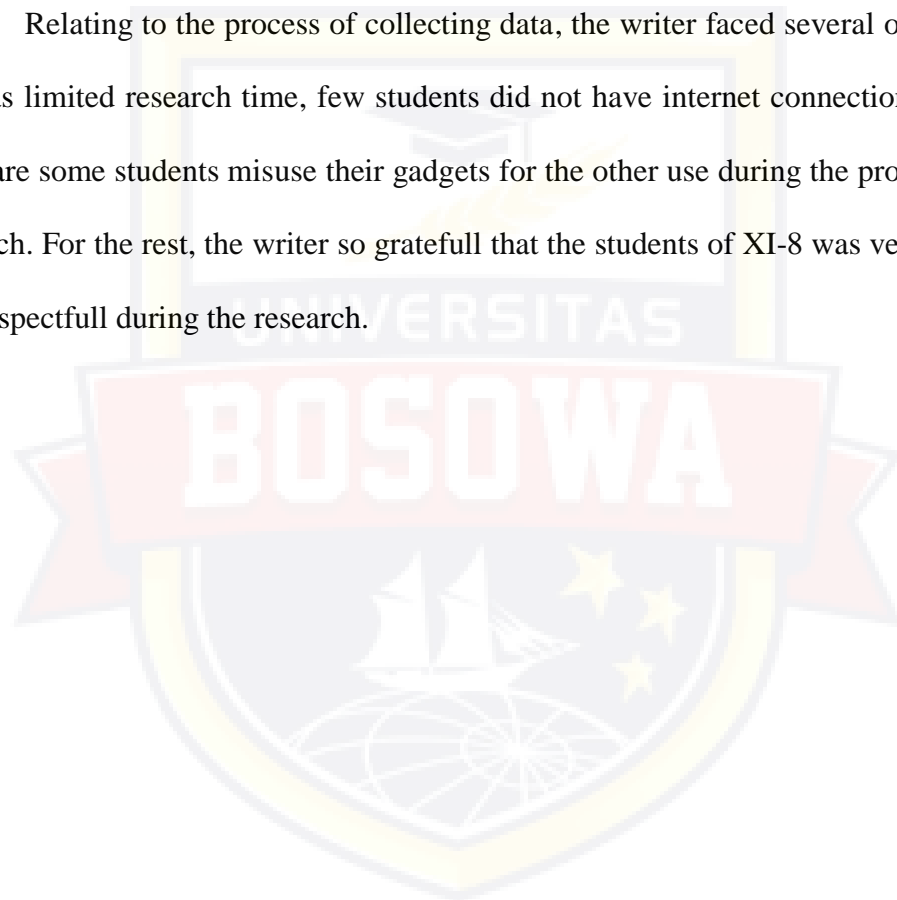
From the data, it can be seen that the maximum score of students' post-test was 100 which categhorized as excellent classification that the students did not get in the pre-test. The data also showed that the minimum score was 20. Although the score is categhorized as a very poor classification, it still has an improvement than the lowest score in the pre-test. Meanwhile, the mean of the score has increased to 68,295 which categorized as an average classification.

The result of t-test that has analysed using SPSS 18 showed that the Sig. (2-tailed) was 0,000 which is lower than the significance level (0,50). It means that there is a significant difference in between students' score in pre-test and post-test. in the other words, the treatment by using gadget to increase students' reading comprehension succeeded.

From the data, it can be seen that there were some students whose scores did not increase much, but there were also some students whose scores increased significantly. In the other words, the useof gadget can increase students' reading comprehension skills, but the extent of the improvement is determined by

students' own learning motivation. Even so, overall it can be concluded that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar. The result of research proved that the X variable (gadget) has any contribution to the Y variable (Students' reading comprehension).

Relating to the process of collecting data, the writer faced several obstacle such as limited research time, few students did not have internet connections, and there are some students misuse their gadgets for the other use during the process of research. For the rest, the writer so grateful that the students of XI-8 was very nice and respectful during the research.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This Chapter contain the conclusions and suggestions based on research result regarding The Impact of Using Gadget in Increasing Students' Reading Comprehension in Eleventh Grade at SMA Negeri 4 Makassar.

A. Conclusion

The findings and discussion revealed that that students' score in pre-test was classified as very poor in reading comprehension. Students' highest score in pre test was 66,6 which means the highest score was just in average classification. After being given the treatment of using gadget, students' score increased to average score in pre test. And the good thing is that students highest sore in post-test was also increased to 100 which classified as excellent score. The data showed that each students has an improvement from pre-test to post-test. Therefore, it can be concluded that the use of gadget can increase students' reading comprehension in eleventh grade at SMA Negeri 4 Makassar in academic year 2023/2024.

The writer can finally draw the conclusion that the success of learning was depends on how both students and teacher make the good atmosphere in learning process and how they use the media around them as much as possible. Sometimes, we already have the tool around us, but we do not know how to use it and even we have already knew but we just refuse.

B. Suggestions

After conducted the reasearch, the writer feels the need to give suggestions as follows:

1. For teachers, the use of gadget as media in learning is recommended to increase students reading comprehension also an effective tool to build students interest in learning. Teacher shall use the application that match with students interest.
2. For students, nowadays gadget is an object that almost in hand every time. Therefore, students should wiser in using gadget and maximise the use of gadget as a learning tool.
3. For further researchers, hopefully this research can be a reference for the future research regarding the impact of using gadget in increasing students' reading comprehension.
4. For readers, hopefully this research can expand readers' knowledge regarding the impact of using gadget in increasing students' reading comprehension and hopefully the readers could be wiser in using their gadget for useful things.

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APPENDIX 1 : PRE-TEST

RESEARCH INSTRUMENT

PRE-TEST

Name	:	
Class	:	
NO. ABSEN	:	

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following test is for question 1-4

Once upon a time an owl and a pigeon met and talked.
“There are more owls than pigeons,” said Owl.
“No, way,” said Pigeon, “There are many more pigeons.”
“Let’s count!” answered Owl, “We will meet in the big wood a week from today.”
On that day. the owls came first. The trees were full of them. The owls laughed and said, ”
OOwah-wah-wah!”

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.
In the meantime, the pigeons were shouting to each other, celebrating their victory . Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?
 - A. The owl feels defeated
 - B. to describe owls and pigeons.
 - C. to relate the writer’s experience.
 - D. to explain how owls have big, flat eyes.
2. The writer’s purpose of writing the text is
 - A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer’s experience.
 - D. to explain how owls have big, flat eyes.
3. How could you describe the owl?
 - A. Smart
 - B. Humble
 - C. Patient
 - D. Arrogant
4. From the test we can learn that
 - A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
 - A. Two brothers is dispute.
 - B. Two brothers having continuously bad crops.
 - C. Two brothers competing with each other.
 - D. Two brothers fighting for the carpenter's services.
6. Which statement is FALSE about the carpenter?
 - A. He made the brothers hate each other
 - B. He brought peace to the brothers
 - C. He made good bridge
 - D. He worked for the elder brother
7. "You are really kind and **humble**, my brother!"
What is the synonym of the bolded word?
 - A. Honest
 - B. Modest
 - C. Diligent
 - D. Courageous
8. How the carpenter helped the brothers reconcile?
 - A. By finished his job from the elder brother
 - B. By making a bridge
 - C. By understanding the situation
 - D. By working

The following test is for question 10-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
 A. Two different, but special plants.
 B. A beautiful, but arrogant rose.
 C. Two plants in a beautiful garden.
 D. A beautiful rose and an ugly cactus.
10. From the story, we know that the cactus was ...
 A. brave
 B. wise
 C. patient
 D. humble
11. The rose ignored other plants' advice to change its attitude because ...
 A. It believed it was the prettiest.
 B. It could change others to do so.
 C. It thought that it was right.
 D. It didn't trust other plant.
12. What can you learn from the story?
 A. Don't allow others influence your life.
 B. Never judge the others by the way they look.
 C. Respect others and they may respect you either.
 D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?"
 The word "there" refers to
- A. A high cliff
 B. Sheltered area
 C. Grass
 D. Ground
14. From the text we can learn that one should not be
 A. Cunning
 B. Arrogant
 C. Dishonest
 D. Temperament
15. From the story we know that
- A. The wolf was a helpful animal.
 B. The goat was very hungry.
 C. The wolf was eager to eat the goat.
 D. The goat was going to fight with the wolf.

APPENDIX 2 : POST-TEST

RESEARCH INSTRUMENT

PRE-TEST

Name	:	
Class	:	
NO. ABSEN	:	

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following test is for question 1-4

Once upon a time an owl and a pigeon met and talked.
“There are more owls than pigeons,” said Owl.
“No, way,” said Pigeon, “There are many more pigeons.”
“Let’s count!” answered Owl, “We will meet in the big wood a week from today.”
On that day, the owls came first. The trees were full of them. The owls laughed and said, ”
OOwah-wah-wah!”

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.
In the meantime, the pigeons were shouting to each other, celebrating their victory . Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?
 - A. The owl feels defeated
 - B. to describe owls and pigeons.
 - C. to relate the writer’s experience.
 - D. to explain how owls have big, flat eyes.
2. The writer’s purpose of writing the text is
 - A. to entertain the readers.
 - B. to describe owls and pigeons.
 - C. to relate the writer’s experience.
 - D. to explain how owls have big, flat eyes.
3. How could you describe the owl?
 - A. Smart
 - B. Humble
 - C. Patient
 - D. Arrogant
4. From the test we can learn that
 - A. Boasting will do more harm to others.
 - B. Friendship is very easy to build.
 - C. We can do anything if we are together.
 - D. Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
 - A. Two brothers is dispute.
 - B. Two brothers having continuously bad crops.
 - C. Two brothers competing with each other.
 - D. Two brothers fighting for the carpenter's services.
6. Which statement is FALSE about the carpenter?
 - A. He made the brothers hate each other
 - B. He brought peace to the brothers
 - C. He made good bridge
 - D. He worked for the elder brother
7. "You are really kind and **humble**, my brother!"
What is the synonym of the bolded word?
 - A. Honest
 - B. Modest
 - C. Diligent
 - D. Courageous
8. How the carpenter helped the brothers reconcile?
 - A. By finished his job from the elder brother
 - B. By making a bridge
 - C. By understanding the situation
 - D. By working

The following test is for question 10-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
 A. Two different, but special plants.
 B. A beautiful, but arrogant rose.
 C. Two plants in a beautiful garden.
 D. A beautiful rose and an ugly cactus.
10. From the story, we know that the cactus was ...
 A. brave
 B. wise
 C. patient
 D. humble
11. The rose ignored other plants' advice to change its attitude because ...
 A. It believed it was the prettiest.
 B. It could change others to do so.
 C. It thought that it was right.
 D. It didn't trust other plant.
12. What can you learn from the story?
 A. Don't allow others influence your life.
 B. Never judge the others by the way they look.
 C. Respect others and they may respect you either.
 D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?"
 The word "there" refers to
- A. A high cliff
 B. Sheltered are
 C. Grass
 D. Ground
14. From the text we can learn that one should not be
 A. Cunning
 B. Arrogant
 C. Dishonest
 D. Temperament
15. From the story we know that
- A. The wolf was a helpful animal.
 B. The goat was very hungry.
 C. The wolf was eager to eat the goat.
 D. The goat was going to fight with the wolf.

ANSWER KEY

1. A

2. A

3. D

4. D

5. A

6. A

7. B

8. B

9. D

10. C

11. A

12. B

13. D

14. B

15. C



APPENDIX 3 : LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 4 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/ Ganjil
Materi Pokok : Narrative Text
Tema : Reading Comprehension
Alokasi Waktu : 3x Pertemuan

A. Kompetensi Inti

Memaksimalkan penggunaan teknologi *gadget* dalam mengakses teks naratif.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

1. Memahami isi dari suatu teks naratif.
2. Mampu mengidentifikasi unsur-unsur yang terdapat dalam teks naratif seperti tokoh, waktu, dan tempat.
3. Peserta didik diharapkan mampu menangkap informasi dalam teks.

C. Media Pembelajaran

1. *Gadget*.
2. Buku cetak sekolah.

D. Materi Pembelajaran

Cerita dongeng dan legend dalam bahasa Inggris.

E. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran		
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	1. Guru memberikan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Guru menanyakan kabar para siswa dan mengabsen para siswa. 3. Guru menjelaskan judul materi pembelajaran, dan tujuan pembelajaran.	
Kegiatan Inti	1. Guru mempersiapkan materi yang akan diajarkan. 2. Guru membagikan tautan melalui aplikasi	

	WhatsApp yang berisi materi teks naratif. 3. Guru meminta siswa untuk memperhatikan dan membaca teks naratif melalui <i>gadget</i> mereka. 4. Guru mempersilakan siswa bertanya mengenai teks yang sudah mereka baca.	
Kegiatan Penutup	1. Peserta didik dan guru merefleksi kegiatan pembelajaran. 2. Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran. 3. Guru membagi siswa dalam beberapa kelompok dan memberikan pekerjaan rumah. 4. Guru memberikan salam	

F. Penilaian

1. Teknik : Tes tulis
2. Bentuk : Tes Pilihan Ganda
3. Instrumen : Choose the correct answer by crossing (X) a, b, c, or d

Makassar, 31 Juli 2023

Mengetahui,

Guru Mata Pelajaran

Observer

Hj. Herawati Abuhaer, S.Pd., MM. M.Pd.
NIP. 197909282008012010

Trigen Juliani
NIM. 4519101011

APPENDIX 4 : LETTERS

A. Surat Izin Penelitian



UNIVERSITAS BOSOWA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN..

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>

Nomor : A.461/FKIP/Unibos/VII/2023

Lampiran : -

Perihal : Permohonan Izin Penelitian

Kepada Yth,
Kepala Sekolah SMA Negeri 4 Makassar
di -
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Trigen Juliani
NIM : 4519101011
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

The Impact of Using Gadget in Increasing Students' Reading Comprehension in Eleventh Grade at SMA Negeri 4 Makassar

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 31 Juli 2023

Dekan

Dr. Asdar, S.Pd., M.Pd.

NIDN : 0922097001

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.

B. Surat Keterangan Penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 MAKASSAR
Jln. Cakalang No. 3 Telp. (0411) 3623441 Kode Pos 90164



SURAT KETERANGAN PENELITIAN

Nomor : 423.A/277/UPT-SMAN.4/Mks.1/DISDIK/VIII/2023

Yang bertanda tangan di bawah ini :

Nama : Drs. SUPARDIN, M.Pd.
NIP. : 19690311 199203 1 011
Pangkat/Gol.Ruang : Pembina Utama Muda/IV.c
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : TRIGEN JULIANI
NIM : 4519101011
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Adalah benar telah melakukan Penelitian di UPT SMA Negeri 4 Makassar mulai tanggal, 08 Agustus s/d 16 Agustus 2023 dengan Judul Penelitian **'The Impact of Using Gadget In Increasing Students Reading Comprehension in Eleventh Grade at UPT SMA Negeri 4 Makassar'**

Demikian surat keterangan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 09 Agustus 2023
Kepala Sekolah,



Drs. SUPARDIN, M.Pd
Pangkat : Pembina Utama Muda
NIP : 19690311.199203 1 011

APPENDIX 5 : THE RESULT OF STUDENTS' PRE-TEST AND POST-TEST

A. Highest Score

15 Benar
100

**RESEARCH INSTRUMENT
POST-TEST**

Name	:	Ikhrah Zainal Abidin
Class	:	XI. 8
NO. ABSEN	:	13

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following test is for question 1-4

Once upon a time an owl and a pigeon met and talked.
"There are more owls than pigeons," said Owl.
"No, way," said Pigeon, "There are many more pigeons."
"Let's count!" answered Owl, "We will meet in the big wood a week from today."
On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.
In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?
 A. The owl feels defeated
 B. to describe owls and pigeons
 C. to relate the writer's experience.
 D. to explain how owls have big, flat eyes.
2. The writer's purpose of writing the text is
 A. to entertain the readers.
 B. to describe owls and pigeons
 C. to relate the writer's experience.
 D. to explain how owls have big, flat eyes.
3. How could you describe the owl?
 A. Smart
 B. Humble
 C. Patient
 D. Arrogant
4. From the text we can learn that
 A. Boasting will do more harm to others.
 B. Friendship is very easy to build.
 C. We can do anything if we are together.
 D. Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
- A. Two brothers is dispute.
 - B. Two brothers having continuously bad crops.
 - C. Two brothers competing with each other.
 - D. Two brothers fighting for the carpenter's services.
6. Which statement is FALSE about the carpenter?
- A. He made the brothers hate each other
 - B. He brought peace to the brothers
 - C. He made good bridge
 - D. He worked for the elder brother
7. "You are really kind and **humble**, my brother!"
- What is the synonym of the bolded word?
- A. Honest
 - B. Modest
 - C. Diligent
 - D. Courageous
8. How the carpenter helped the brothers reconcile?
- A. By finished his job from the elder brother
 - B. By making a bridge
 - C. By understanding the situation
 - D. By working

The following test is for question 9-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
A. Two different, but special plants.
B. A beautiful, but arrogant rose.
C. Two plants in a beautiful garden.
D. A beautiful rose and an ugly cactus.

10. From the story, we know that the cactus was ...
A. brave
B. wise
C. patient
D. humble

11. The rose ignored other plants' advice to change its attitude because ...
A. It believed it was the prettiest.
B. It could change others to do so.
C. It thought that it was right.
D. It didn't trust other plant.

12. What can you learn from the story?
A. Don't allow others influence your life.
B. Never judge the others by the way they look.
C. Respect others and they may respect you either.
D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?"
The word "there" refers to
- A. A high cliff
B. Sheltered are
C. Grass
D. Ground

14. From the text we can learn that one should not be
A. Caring
B. Arrogant
C. Dishonest
D. Temperament

15. From the story we know that
A. The wolf was a helpful animal.
B. The goat was very hungry.
C. The wolf was eager to eat the goat.
D. The goat was going to fight with the wolf.

14 Benar

93.3

RESEARCH INSTRUMENT

POST-TEST

Name	: Ravhoko Odink
Class	: XI.8
NO. ABSEN	: 26 27

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following test is for question 1-4

Once upon a time an owl and a pigeon met and talked.
"There are more owls than pigeons," said Owl.
"No, way," said Pigeon, "There are many more pigeons."
"Let's count!" answered Owl, "We will meet in the big wood a week from today."
On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the owls took off, fled into the sky. In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?
 A. The owl feels defeated
 B. to describe owls and pigeons.
 C. to relate the writer's experience.
 D. to explain how owls have big, flat eyes.
2. The writer's purpose of writing the text is
 A. to entertain the readers.
 B. to describe owls and pigeons.
 C. to relate the writer's experience.
 D. to explain how owls have big, flat eyes.
3. How could you describe the owl?
 A. Smart
 B. Humble
 C. Patient
 D. Arrogant
4. From the text we can learn that
 A. Boasting will do more harm to others.
 B. Friendship is very easy to build.
 C. We can do anything if we are together.
 D. Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younget brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
 A. Two brothers is dispute.
 B. Two brothers having continuously bad crops.
 C. Two brothers competing with each other.
 D. Two brothers fighting for the carpenter's services.
6. Which statement is FALSE about the carpenter?
 A. He made the brothers hate each other
 B. He brought peace to the brothers
 C. He made good bridge
 D. He worked for the elder brother
7. "You are really kind and humble, my brother!"
What is the synonym of the bolded word?
 A. Honest
 B. Modest
 C. Diligent
 D. Courageous
8. How the carpenter helped the brothers reconcile?
 A. By finished his job from the elder brother
 B. By making a bridge
 C. By understanding the situation
 D. By working

The following test is for question 9-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
 A. Two different, but special plants.
 B. A beautiful, but arrogant rose.
 C. Two plants in a beautiful garden.
 ✓ D. A beautiful rose and an ugly cactus.
10. From the story, we know that the cactus was ...
 A. brave
 ✓ B. wise
 C. patient
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11. The rose ignored other plants' advice to change its attitude because ...
 ✓ A. It believed it was the prettiest.
 B. It could change others to do so.
 C. It thought that it was right.
 D. It didn't trust other plant.
12. What can you learn from the story?
 A. Don't allow others influence your life.
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The following test is for question 13-15

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13. "Aren't you cold up there in wind?"
 The word "there" refers to
- ✓ A. A high cliff
 B. Sheltered are
 C. Grass
 D. Ground
14. From the text we can learn that one should not be
 A. Cunning
 ✓ B. Arrogant
 C. Dishonest
 D. Temperament
15. From the story we know that
- ✓ A. The wolf was a helpful animal.
 B. The goat was very hungry.
 C. The wolf was eager to eat the goat.
 D. The goat was going to fight with the wolf.

13 Benar

86.6

RESEARCH INSTRUMENT

POST-TEST

Name	: Yulita Salsabila
Class	: XI.8
NO. ABSEN	: 32

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following text is for question 1-4

Once upon a time an owl and a pigeon met and talked.

"There are more owls than pigeons," said Owl.

"No, way," said Pigeon, "There are many more pigeons."

"Let's count!" answered Owl, "We will meet in the big wood a week from today."

On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.

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 A. Smart
 B. Humble
 C. Patient
 D. Arrogant
4. From the text we can learn that
 A Boasting will do more harm to others.
 B Friendship is very easy to build.
 C We can do anything if we are together.
 D Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

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The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
- A. Two brothers is dispute.
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6. Which statement is FALSE about the carpenter?
- A. He made the brothers hate each other
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7. "You are really kind and **humble**, my brother!"
What is the synonym of the bolded word?
- A. Honest
 - B. Modest
 - C. Diligent
 - D. Courageous
8. How the carpenter helped the brothers reconcile?
- A. By finished his job from the elder brother
 - B. By making a bridge
 - C. By understanding the situation
 - D. By working

The following test is for question 9-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
- A. Two different, but special plants.
 - B. A beautiful, but arrogant rose.
 - C. Two plants in a beautiful garden.
 - D. A beautiful rose and an ugly cactus.

10. From the story, we know that the cactus was ...
- A. brave
 - B. wise
 - C. patient
 - D. humble

11. The rose ignored other plants' advice to change its attitude because ...
- A. It believed it was the prettiest.
 - B. It could change others to do so.
 - C. It thought that it was right.
 - D. It didn't trust other plant.

12. What can you learn from the story?
- A. Don't allow others influence your life.
 - B. Never judge the others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following text is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?"
The word "there" refers to
- A. A high cliff
 - B. Sheltered area
 - C. Grass
 - D. Ground

14. From the text we can learn that one should not be
- A. Cunning
 - B. Arrogant
 - C. Dishonest
 - D. Temperament

15. From the story we know that
- A. The wolf was a helpful animal.
 - B. The goat was very hungry.
 - C. The wolf was eager to eat the goat.
 - D. The goat was going to fight with the wolf.

Source : <http://englishadmin.com/>

B. Middle Score

8 Benar

53,3

RESEARCH INSTRUMENT

PRE-TEST

Name	: MUH. PENALDI RAMADHANA	KATA 2.A
Class	: XI - D	
NO. ABSEN	: 39	

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following test is for question 1-4

Once upon a time an owl and a pigeon met and talked.
"There are more owls than pigeons," said Owl.
"No, way," said Pigeon, "There are many more pigeons."
"Let's count!" answered Owl, "We will meet in the big wood a week from today."
On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.
In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?

- A. The owl feels defeated
- B. to describe owls and pigeons.
- C. to relate the writer's experience.
- D. to explain how owls have big, flat eyes.

2. The writer's purpose of writing the text is

- A. to entertain the readers.
- B. to describe owls and pigeons.
- C. to relate the writer's experience
- D. to explain how owls have big, flat eyes.

3. How could you describe the owl?

- A. Smart
- B. Humble
- C. Patient
- D. Arrogant

4. From the test we can learn that

- A. Boasting will do more harm to others.
- B. Friendship is very easy to build.
- C. We can do anything if we are together.
- D. Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younget brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
 A. Two brothers is dispute.
 B. Two brothers having continuously bad crops.
 C. Two brothers competing with each other.
 D. Two brothers fighting for the carpenter's services.
6. Which statement is FALSE about the carpenter?
 A. He made the brothers hate each other
 B. He brought peace to the brothers
 C. He made good bridge
 D. He worked for the elder brother
7. "You are really kind and humble, my brother!"
What is the synonym of the bolded word?
 A. Honest
 B. Modest
 C. Diligent
 D. Courageous
8. How the carpenter helped the brothers reconcile?
 A. By finished his job from the elder brother
 B. By making a bridge
 C. By understanding the situation
 D. By working

The following test is for question 9-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
- A. Two different, but special plants.
 - B. A beautiful, but arrogant rose.
 - C. Two plants in a beautiful garden.
 - D. A beautiful rose and an ugly cactus.

10. From the story, we know that the cactus was ...
- A. brave
 - B. wise
 - C. patient
 - D. humble

11. The rose ignored other plants' advice to change its attitude because ...
- A. It believed it was the prettiest.
 - B. It could change others to do so.
 - C. It thought that it was right.
 - D. It didn't trust other plant.

12. What can you learn from the story?
- A. Don't allow others influence your life.
 - B. Never judge the others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?" The word "there" refers to
- A. A high cliff
 - B. Sheltered are
 - C. Grass
 - D. Ground

15. From the story we know that
- A. The wolf was a helpful animal.
 - B. The goat was very hungry.
 - C. The wolf was eager to eat the goat.
 - D. The goat was going to fight with the wolf.

14. From the text we can learn that one should not be
- A. Cunning
 - B. Arrogant
 - C. Dishonest
 - D. Temperament

8 Benar

53.3

RESEARCH INSTRUMENT

PRE-TEST

Name	:	Ikhsan Zainal Abidin
Class	:	XI. 8
NO. ABSEN	:	13

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following text is for question 1-4

Once upon a time an owl and a pigeon met and talked.
"There are more owls than pigeons," said Owl.
"No, way," said Pigeon, "There are many more pigeons."
"Let's count!" answered Owl, "We will meet in the big wood a week from today."
On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.
In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?

- A. The owl feels defeated
- B. to describe owls and pigeons.
- C. to relate the writer's experience.
- D. to explain how owls have big, flat eyes.

2. The writer's purpose of writing the text is ...

- A. to entertain the readers.
- B. to describe owls and pigeons.
- C. to relate the writer's experience.
- D. to explain how owls have big, flat eyes.

3. How could you describe the owl?

- A. Smart
- B. Humble
- C. Patient
- D. Arrogant

4. From the text we can learn that

- A. Boasting will do more harm to others.
- B. Friendship is very easy to build.
- C. We can do anything if we are together.
- D. Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we dun't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
 A. Two brothers is dispute.
 B. Two brothers having continuously bad crops.
 C. Two brothers competing with each other.
 D. Two brothers fighting for the carpenter's services.
6. Which statement is FALSE about the carpenter?
 A. He made the brothers hate each other
 B. He brought peace to the brothers
 C. He made good bridge
 D. He worked for the elder brother
7. "You are really kind and **humble**, my brother!"
What is the synonym of the bolded word?
 A. Honest
 B. Modest
 C. Diligent
 D. Courageous
8. How the carpenter helped the brothers reconcile?
 A. By finished his job from the elder brother
 B. By making a bridge
 C. By understanding the situation
 D. By working

The following test is for question 9-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
- A. Two different, but special plants.
 - B. A beautiful, but arrogant rose.
 - C. Two plants in a beautiful garden.
 - D. A beautiful rose and an ugly cactus.

10. From the story, we know that the cactus was ...
- A. brave
 - B. wise
 - C. patient
 - D. humble

11. The rose ignored other plants' advice to change its attitude because ...
- A. It believed it was the prettiest.
 - B. It could change others to do so.
 - C. It thought that it was right.
 - D. It didn't trust other plant.

12. What can you learn from the story?
- A. Don't allow others influence your life.
 - B. Never judge the others by the way they look.
 - C. Respect others and they may respect you either.
 - D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?" The word "there" refers to
- A. A high cliff
 - B. Sheltered are
 - C. Grass
 - D. Ground

15. From the story we know that
- A. The wolf was a helpful animal.
 - B. The goat was very hungry.
 - C. The wolf was eager to eat the goat.
 - D. The goat was going to fight with the wolf.

14. From the text we can learn that one should not be
- A. Cunning
 - B. Arrogant
 - C. Dishonest
 - D. Temperament

7 Benar

46.6

RESEARCH INSTRUMENT

PRE-TEST

Name	:	Aulia Cahyani N. Sasada
Class	:	xl-8
NO. ABSEN	:	09

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following text is for question 1-4

Once upon a time an owl and a pigeon met and talked.

"There are more owls than pigeons," said Owl.

"No, way," said Pigeon, "There are many more pigeons."

"Let's count!" answered Owl, "We will meet in the big wood a week from today."

On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.

In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?
A. The owl feels defeated
 B. to describe owls and pigeons.
C. to relate the writer's experience.
D. to explain how owls have big, flat eyes.
2. The writer's purpose of writing the text is
 A. to entertain the readers.
B. to describe owls and pigeons.
C. to relate the writer's experience.
D. to explain how owls have big, flat eyes.
3. How could you describe the owl?
A. Smart
B. Humble
C. Patient
 D. Arrogant
4. From the text we can learn that
A. Boasting will do more harm to others.
B. Friendship is very easy to build.
C. We can do anything if we are together.
 D. Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
 A. Two brothers is dispute.
 B. Two brothers having continuously bad crops.
 C. Two brothers competing with each other.
 D. Two brothers fighting for the carpenter's services.
6. Which statement is FALSE about the carpenter?
 A. He made the brothers hate each other
 B. He brought peace to the brothers
 C. He made good bridge
 D. He worked for the elder brother
7. "You are really kind and **humble**, my brother!"
What is the synonym of the bolded word?
 A. Honest
 B. Modest
 C. Diligent
 D. Courageous
8. How the carpenter helped the brothers reconcile?
 A. By finished his job from the elder brother
 B. By making a bridge
 C. By understanding the situation
 D. By working

The following test is for question 9-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
 A. Two different, but special plants.
 B. A beautiful, but arrogant rose.
 C. Two plants in a beautiful garden.
 D. A beautiful rose and an ugly cactus.

10. From the story, we know that the cactus was ...
 A. brave
 B. wise
 C. patient
 D. humble

11. The rose ignored other plants' advice to change its attitude because ...
 A. It believed it was the prettiest.
 B. It could change others to do so.
 C. It thought that it was right.
 D. It didn't trust other plant.

12. What can you learn from the story?
 A. Don't allow others influence your life.
 B. Never judge the others by the way they look.
 C. Respect others and they may respect you either.
 D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?"
The word "there" refers to
- A. A high cliff
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- A. The wolf was a helpful animal.
 B. The goat was very hungry.
 C. The wolf was eager to eat the goat.
 D. The goat was going to fight with the wolf.

14. From the text we can learn that one should not be
- A. Cunning
 B. Arrogant
 C. Dishonest
 D. Temperament

Source : <http://englishadmin.com/>

C. Lowest Score

4 Benar

26.6

RESEARCH INSTRUMENT

PRE-TEST

Name	: Resty Purnama Sari
Class	: XI.8
NO. ABSEN	: 28

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following test is for question 1-4

Once upon a time an owl and a pigeon met and talked.

- 1 "There are more owls than pigeons," said Owl.
 "No, way," said Pigeon, "There are many more pigeons."
 "Let's count!" answered Owl, "We will meet in the big wood a week from today."
 2 On that day, the owls came first. The trees were full of them. The owls laughed and said, "Oowah-wah-wah!"

- 3 Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

- 4 The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.

- 5 In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?

- A. The owl feels defeated
 B. to describe owls and pigeons.
 C. to relate the writer's experience.
 D. to explain how owls have big, flat eyes.

2. The writer's purpose of writing the text is

- A. to entertain the readers.
 B. to describe owls and pigeons.
 C. to relate the writer's experience.
 D. to explain how owls have big, flat eyes.

3. How could you describe the owl?

- A. Smart
 B. Humble
 C. Patient
 D. Arrogant

4. From the text we can learn that

- A. Boasting will do more harm to others.
 B. Friendship is very easy to build.
 C. We can do anything if we are together.
 D. Being too proud does not make us noble.

The following text is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviqur," the younger brother said as he hugged his elder brother"

5. What is the text about?
A. Two brothers is dispute.
B. Two brothers having continuously bad crops.
C. Two brothers competing with each other.
D. Two brothers fighting for the carpenter's services.
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A. He made the brothers hate each other
B. He brought peace to the brothers
C. He made good bridge
D. He worked for the elder brother
7. "You are really kind and **humble**, my brother!"
What is the synonym of the bolded word?
A. Honest
B. Modest
C. Diligent
D. Courageous
8. How the carpenter helped the brothers reconcile?
A. By finished his job from the elder brother
B. By making a bridge
C. By understanding the situation
D. By working

The following text is for question 10-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
A. Two different, but special plants.
B. A beautiful, but arrogant rose.
C. Two plants in a beautiful garden.
D. A beautiful rose and an ugly cactus.

10. From the story, we know that the cactus

- was ...
A. brave
B. wise
C. patient
D. humble

11. The rose ignored other plants' advice to change its attitude because ...

- A. It believed it was the prettiest.
B. It could change others to do so.
C. It thought that it was right.
D. It didn't trust other plant.

12. What can you learn from the story?

- A. Don't allow others influence your life.
B. Never judge the others by the way they look.
C. Respect others and they may respect you either.
D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?"

The word "there" refers to

- A. A high cliff
B. Sheltered area
C. Grass
D. Ground

15. From the story we know that

- A. The wolf was a helpful animal.
B. The goat was very hungry.
C. The wolf was eager to eat the goat.
D. The goat was going to fight with the wolf.

14. From the text we can learn that one should not be

- A. Cunning
B. Arrogant
C. Dishonest
D. Temperament

3 Benar

20

RESEARCH INSTRUMENT

PRE-TEST

Name	: NURALIM. T
Class	: XI. 8
NO. ABSEN	: 26.

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following test is for question 1-4

Once upon a time an owl and a pigeon met and talked.
"There are more owls than pigeons," said Owl.
"No, way," said Pigeon, "There are many more pigeons."
"Let's count!" answered Owl, "We will meet in the big wood a week from today."
On that day, the owls came first. The trees were full of them. The owls laughed and said, "OOwah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.
In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

1. What is the main idea of paragraph five?
A. The owl feels defeated
X B. to describe owls and pigeons.
C. to relate the writer's experience.
D. to explain how owls have big, flat eyes.

2. The writer's purpose of writing the text is
A. to entertain the readers.
X B. to describe owls and pigeons.
C. to relate the writer's experience.
D. to explain how owls have big, flat eyes.

3. How could you describe the owl?
X A. Smart
B. Humble
C. Patient
D. Arrogant

4. From the text we can learn that
A. Boasting will do more harm to others.
B. Friendship is very easy to build.
C. We can do anything if we are together.
D. Being too proud does not make us noble.

The following test is for question 5-8

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

5. What is the text about?
A. Two brothers is dispute.
B. Two brothers having continuously bad crops.
C. Two brothers competing with each other.
D. Two brothers fighting for the carpenter's services.
6. Which statement is FALSE about the carpenter?
A. He made the brothers hate each other
B. He brought peace to the brothers
C. He made good bridge
D. He worked for the elder brother
7. "You are really kind and **humble**, my brother!"
What is the synonym of the bolded word?
A. Honest
B. Modest
C. Diligent
D. Courageous
8. How the carpenter helped the brothers reconcile?
A. By finished his job from the elder brother
B. By making a bridge
C. By understanding the situation
D. By working

The following test is for question 9-12

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

9. What is the story about?
 A. Two different, but special plants.
 B. A beautiful, but arrogant rose.
 C. Two plants in a beautiful garden.
 D. A beautiful rose and an ugly cactus.
10. From the story, we know that the cactus was ...
 A. brave
 B. wise
 C. patient
 D. humble
11. The rose ignored other plants' advice to change its attitude because ...
 A. it believed it was the prettiest.
 B. It could change others to do so.
 C. It thought that it was right.
 D. It didn't trust other plant.
12. What can you learn from the story?
 A. Don't allow others influence your life.
 B. Never judge the others by the way they look.
 C. Respect others and they may respect you either.
 D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?"
 The word "there" refers to
- A. A high cliff
 B. Sheltered are
 C. Grass
 D. Ground
14. From the text we can learn that one should not be
 A. Cunning
 B. Arrogant
 C. Dishonest
 D. Temperament
15. From the story we know that
- A. The wolf was a helpful animal.
 B. The goat was very hungry.
 C. The wolf was eager to eat the goat.
 D. The goat was going to fight with the wolf.

Source : <http://englishadmin.com/>

O Benar



RESEARCH INSTRUMENT

PRE-TEST

Name	: Aldi Surya - C
Class	: XI. B
NO. ABSEN	: 04

CHOOSE THE CORRECT ANSWER BY CROSSING (X) A, B, C, OR D!

The following text is for question 1-4

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"No, way," said Pigeon, "There are many more pigeons."
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On that day, the owls came first. The trees were full of them. The owls laughed and said, "Oowah-wah-wah!"

Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.

The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the owls took off, fled into the sky.
In the meantime, the pigeons were shouting to each other, celebrating their victory. Since then, owls have always travelled at night when the pigeons are asleep.

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 C. Patient
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One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?" "Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

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At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

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9. What is the story about?
 A. Two different, but special plants.
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 C. Two plants in a beautiful garden.
~~X~~ D. A beautiful rose and an ugly cactus.
10. From the story, we know that the cactus was ...
~~X~~ A. brave
 B. wise
~~X~~ C. patient
 D. humble
11. The rose ignored other plants' advice to change its attitude because ...
 A. It believed it was the prettiest.
 B. It could change others to do so.
~~X~~ C. It thought that it was right.
~~X~~ D. It didn't trust other plant.
12. What can you learn from the story?
 A. Don't allow others influence your life.
 B. Never judge the others by the way they look.
~~X~~ C. Respect others and they may respect you either.
 D. Don't let anyone underestimate you because of your look.

The following test is for question 13-15

The Wolf and the Goat A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner. "My dear friend," said the wolf in his sweetest voice. "Aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground." "No, thank you," said the goat. "Well then," said the wolf, "Aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area." "No, thank you," said the goat. "But the grass tastes better down here!" said the exasperated wolf. "Why dine alone?" "My dear wolf," the goat finally said, "Are you quite sure that it is my dinner you are worrying about and not your own?"

13. "Aren't you cold up there in wind?"
 The word "there" refers to
- A. A high cliff
~~X~~ B. Sheltered are
~~X~~ C. Grass
 D. Ground
14. From the text we can learn that one should not be
 A. Cunning
 B. Arrogant
~~X~~ C. Dishonest
~~X~~ D. Temperament
15. From the story we know that
- ~~X~~ A. The wolf was a helpful animal.
 B. The goat was very hungry.
~~X~~ C. The wolf was eager to eat the goat.
 D. The goat was going to fight with the wolf.

Source : <http://englishadmin.com/>

APPENDIX 6 : STUDENTS' SCORE IN PRE-TEST AND POST-TEST

A. STUDENTS' SCORE IN PRE-TEST

NO.	Srudents' Initial	Score
1.	ACNS	46,6
2.	AK	53,3
3.	AMB	46,6
4.	ANS	46,6
5.	ARM	53,3
6.	ASC	0
7.	ATAH	26,6
8.	FAM	40
9.	GPJ	60
10.	IZA	53,3
11.	MFSI	46,6
12.	MRM	33,3
13.	MRRS	53,3
14.	MSPM	33,3
15.	NH	40
16.	NT	20
17.	ROP	66,6
18.	RPS	26,6
19.	S	26,6
20.	YS	66,6
TOTAL :		839,2
MEAN :		41,960

B. STUDENTS' SCORE IN POST-TEST

NO.	Srudents' Initial	Score
1.	ACNS	60
2.	AK	66,6
3.	AMB	80
4.	ANS	73,3
5.	ARM	66,6
6.	ASC	20
7.	ATAH	73,3
8.	FAM	66,6
9.	GPJ	66,6
10.	IZA	100
11.	MFSI	66,6
12.	MRM	66,6
13.	MRRS	73,3
14.	MSPM	60
15.	NH	86,6
16.	NT	53,3
17.	ROP	93,3
18.	RPS	33,3
19.	S	73,3
20.	YS	86,6
TOTAL :		1365,9
MEAN :		68,295

APPENDIX 7: DATA OF SPSS

A. Paired T-Test Analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre Test	20	0	66,6	839,2	41,960	16,6205
Post Test	20	20,0	100,0	1365,9	68,295	18,4599
Valid N (listwise)	20					

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PreTest – PostTest	-26,3350	13,0685	2,9222	-32,4513	-20,2187	-9,012	19	,000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	41,960	20	16,6205	3,7164
	Post Test	68,295	20	18,4599	4,1278

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	20	,727	,000

B. Frequency Table

Pre Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	,0	1	5,0	5,0	5,0
	20,0	1	5,0	5,0	10,0
	26,6	3	15,0	15,0	25,0
	33,3	2	10,0	10,0	35,0
	40,0	2	10,0	10,0	45,0
	46,6	4	20,0	20,0	65,0
	53,3	4	20,0	20,0	85,0
	60,0	1	5,0	5,0	90,0
	66,6	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

Post Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20,0	1	5,0	5,0	5,0
	33,3	1	5,0	5,0	10,0
	53,3	1	5,0	5,0	15,0
	60,0	2	10,0	10,0	25,0
	66,6	6	30,0	30,0	55,0
	73,3	4	20,0	20,0	75,0
	80,0	1	5,0	5,0	80,0
	86,6	2	10,0	10,0	90,0
	93,3	1	5,0	5,0	95,0
	100,0	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

APPENDIX 8 : DOCUMENTATION



Picture 1. The writer was explaining how to answer the pre-test



Picture 2. The students were answering the pre-test



Picture 3. Students were using gadget to access applications which contain narrative text



Picture 4. Students were accessing youtube application to learn narrative text



Picture 5. Students were presenting the result of their discussion about the narrative text



Picture 6. Students were answering the post-test

BIOGRAPHY



Trigen Juliani was born in Tabone on July 24th 2000, from the marriage of her parents, Piter and Osiana Ombo'. She has four sisters named Irene Novita, Karisma Datu, Jesika Fiorella, and Inez Gita Vivian. She also have a brother named Gabriezel Gian Suara'. Her hobby is singing. Her Instagram ID is @_jennie_ and her e-mail is trigenjuliani@gmail.com.

She started her education at Elementary School in 2006 at SDN 048 Mambulilling at Polewali City and graduated in 2012. Then, she continued her study at SMPN 1 Polewali and graduated in 2015. At the same time, she continued her study at SMAN 1 Polewali and graduated in 2018. Since she really like to learn English, in 2019 she dedicated to continue her study at English Language Education Study Program, Faculty of Education and Literature of Bosowa University.

She was an active student in her campus by joining some campus internal and external organizations. In 2019 she joined UKM PMKO UNIBOS and being a member there. Then, in 2021 she joined an association namely HIMAPBING UNIBOS. In this assosiation, she was a committee of event in an activity namely English Camp that was held in 2021. In this activity, she got a new experience as an MC in the Talent Night Show. In 2022 she was the treasurer for Mubes XIII HIMAPBING UNIBOS. In this association, she was also given responsibility as a Coordinator of Secretarial for for the 2022-2023 period. At the same time, she was

elected as a Treasurer of KMKM Komisariat UNIBOS for the 2022-2023 period. After her term ended, she was took the responsibility as a steering committee in the organization activity, namely PAB V KMKM Komisariat UNIBOS. At the same time she also a Coordinator of Public Relations Division in BEM FKIP UNIBOS. During her term, she was the Secretary of the committee for LDKM BEM FKIP UNIBOS.

In the other chance, she was also a committee of Inagurasi INTEL19ENSI. On several occasions, she also participated several seminars and international converence. She finished her study in 2023.

