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**THE EFFECT OF USING WORD CARD MEDIA ON
STUDENTS' READING COMPREHENSION AT SMP N 23
PEKANBARU**



BY

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ISLAMIC STATE UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1446 H/2025 M**



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**THE EFFECT OF USING WORD CARD MEDIA ON
STUDENTS' READING COMPREHENSION AT SMP N 23
PEKANBARU**



UIN SUSKA RIAU

BY

ISMA RUSLINA
SIN. 12010424704

Thesis

Submitted as partial fulfillment of the Requirements
For Bachelor's Degree of English Education
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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Certify that this skripsi entitled “**The Effect of Using Word Card Media on Students’ Reading Comprehension AT SMPN 23 Pekanbaru**” is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this skripsi. Other’ opinion finding include in this skripsi are quoted in accordance with ethical standarts.

December 5, 2024

Researcher



Isma Ruslina
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SUPERVISOR APPROVAL

The thesis entitled "*The Effect of Using Word Card Media on Students' Reading Comprehension AT SMPN 23 Pekanbaru*" was written by Isma Ruslina SIN. 12010424704. It has been approved and accepted to be examined in the final examination by the examination committee for the undergraduate degree at the Faculty of Education and Teacher Training of the State Islamic of Sultan Syarif Kasim Riau, to fulfill a requirement for the award of an Undergraduated (S.Pd) in the Departement of English Education

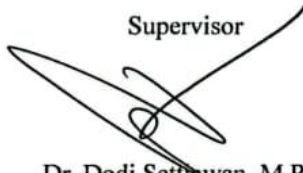
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EXAMINER APPROVAL

The thesis entitled *The Effect of Using Word Crad Media on the Students' Reading Comprehension at SMPN 23 Pekanbaru* was written by ISMA RUSLINA, SIN 12010424704. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rajab 6th, 1446/ January 6th, 2025. It is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education.

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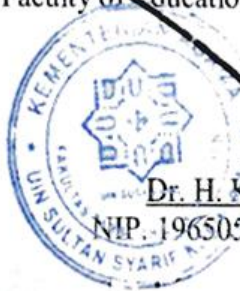
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ACKNOWLEDGEMENT



In the name of Allah, the most Gracious and Merciful, praise belongs to Allah almighty. With his guidance and blessing, the researcher has accomplished the final research paper entitled “The Effect of Using Word card media on Students’ Reading Comprehension AT SMPN 23 Pekanbaru”. It is a scientific writing to fulfil one of the academic requirements to finish the bachelor’s degree (S. Pd) at the Department of English Education Faculty of Education and Teacher Training State the Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam are always presented to the last messenger of Allah, prophet Muhammad SAW who has inspired and lightened many people worldwide.

Appreciation and sincere thanks to my two beloved guardians, **Mr. Ali Andi** and **Miss Nur Syafitri** whose unwavering love support and guidance have been invaluable throughout my journey. Their constant moral and material assistance has been a source of strength and motivation for me. May Allah SWT continue to bestow mercy, health, and blessings upon them in this world and the hereafter in recognition of their generosity and care. Thank you, my beloved guardians for everything you have done.

The researcher would like to show her gratitude to all the beloved people who have encouraged motivated and even helped the researcher finish the paper. They

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2. Dr. H. Kadar, M. Ag., the Dean of the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau; Dr. H. Zarkasih, M. Ag., as the Vice Dean I; Prof. Dr. Zubaidah Amir, MZ, M. Pd., as the Vice Dean II; Prof. Dr. Amirah Diniaty, M. Pd. Kons., as the Vice Dean III; and all the staff. Thanks for the kindness and encouragement.
3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of the Department of English Education, has given me corrections, suggestions, support, advice, and guidance in completing the thesis.
4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of the Department of English Education, for her guidance to the students.
5. Nuardi, M.Ed the Academic Supervisor, for her guidance to the students.
6. Dr. Dodi Settiawan, M.Pd the researcher supervisor who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis.
7. All lecturers of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this project paper and thanks for their contributions and support during the courses.



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8. This work is dedicated to my beloved parents, Mr. Musliman and the late mother of Mujinem whose love and support have been invaluable. To the late mother of Mujinem, this title is a tribute to the unfulfilled dreams she held. May her memory continue to inspire peace and happiness, forever cherished in the hearts of those who knew her.
9. The researcher's family Nurliana Eka Wati, Nurjinti Permata Sari and Ahmad Sai'dun for their unwavering support from afar which has played a crucial role in helping me reach this point. Their encouragement and belief in me have been invaluable throughout this journey.
10. The researcher's beloved friends Nur Hazlinda, Wilma Pitri and Ika Fitriani for their continuous support throughout the process of completing this thesis. Their collaboration and encouragement have been crucial and thank you to acknowledge M. Riskiyadi Siregar whose assistance and valuable information were essential during the preparation of this thesis.
11. Last but not least, I want to thank me. I want to thank me for believing in me. I want to thank me for doing all this hard work. I want to thank me for having no days off. I want to thank me for never quitting. I want to thank me for just being me at all times, so proud of me. Finally, the researcher realize that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, December 5, 2024

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ABSTRACT

Isma Ruslina (2024): **The Effect of Using Word card Media on Students' Reading Comprehension AT SMPN 23 Pekanbaru**

The aims of this research was to examine the effect of the Word Card Media on students' reading comprehension of recount texts in the ninth grade at SMPN 23 Pekanbaru. This study employed a quasi-experimental design with participants selected through purposive sampling. The research population consisted of ninth-grade students at SMPN 23 Pekanbaru and data were collected using a multiple-choice test. To analyze the data the researcher applied an independent samples t-test using SPSS version 25 and calculated Cohen's d to assess the effect size. The results of the t-test indicated a significance value of $0.00 < 0.05$ threshold leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). Additionally, the calculated effect size of 1.03 was classified as large. Therefore, it can be concluded that the Word Card Strategy significantly improved students' reading comprehension of recount texts in the ninth grade at SMPN 23 Pekanbaru.

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ABSTRAK

Isma Ruslina (2024): **Pengaruh Penggunaan Media Kartu Kata terhadap Pemahaman Membaca Siswa di SMPN 23 Pekanbaru**

Tujuan dari penelitian ini adalah untuk menguji pengaruh Media Kartu Kata terhadap pemahaman membaca teks recount siswa di kelas sembilan SMPN 23 Pekanbaru. Penelitian ini menggunakan desain eksperimen semu dengan partisipan dipilih melalui purposive sampling. Populasi penelitian terdiri dari siswa kelas IX SMPN 23 Pekanbaru dan pengumpulan data dilakukan dengan menggunakan tes pilihan ganda. Untuk menganalisis data, peneliti menerapkan uji t sampel independen menggunakan SPSS versi 25 dan menghitung Cohen's d untuk menilai ukuran pengaruh. Hasil uji t menunjukkan nilai signifikansi $0,00 < \text{ambang batas } 0,05$ sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Selain itu, ukuran efek yang dihitung sebesar 1,03 diklasifikasikan sebagai besar. Oleh karena itu, dapat disimpulkan bahwa Strategi Kartu Kata secara signifikan meningkatkan pemahaman membaca teks recount siswa di kelas sembilan SMPN 23 Pekanbaru

ملخص

إسما روسليتا، (٢٠٢٤): تأثير استخدام استراتيجية بطاقات الكلمات على فهم قراءة التلاميذ في المدرسة المتوسطة الحكومية ٢٣ بيكتبارو

هدف هذا البحث هو اختبار تأثير استراتيجية بطاقات الكلمات على فهم قراءة النصوص السردية لدى تلاميذ الصف التاسع في المدرسة المتوسطة الحكومية ٢٣ بيكتبارو. استخدم البحث تصميمًا شبه تجريبي، حيث تم اختيار المشاركين باستخدام أسلوب العينة العنقودية العشوائية. شملت عينة البحث تلاميذ الصف التاسع في المدرسة المتوسطة الحكومية ٢٣ بيكتبارو، وتم جمع البيانات باستخدام اختبار الاختيار المتعدد. الحزمة لعينة مستقلة باستخدام الإصدار ٢٥ لبرنامج لتحليل البيانات، استخدمت الباحثة الاختبار التائي التائي قيمة الإحصائية للعلوم الاجتماعية، وحساب "كوهين د" لتقييم حجم التأثير. أظهرت نتائج الاختبار دلالة بلغت ٠,٠٠٠، وهي أقل من العتبة ٠,٠٥، مما أدى إلى رفض الفرضية المبدئية وقبول الفرضية البديلة. علاوة على ذلك، تم تصنيف حجم التأثير المحسوب، الذي بلغ ١,٠٣، كحجم كبير. وبالتالي، يمكن استنتاج أن استراتيجية بطاقات الكلمات تحسن بشكل كبير فهم قراءة النصوص السردية لدى تلاميذ الصف التاسع في المدرسة المتوسطة الحكومية ٢٣ بيكتبارو.

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is widely recognized as a fundamental skill that contributes significantly to cognitive development and knowledge acquisition. According to Snow (2010), reading comprehension is a complex process that involves decoding, fluency, and understanding of the material. It is through reading that individuals enhance their cognitive abilities, including vocabulary expansion, analytical thinking, and problem-solving skills. The exposure to various texts also improves the ability to process and retain information, which is crucial in both academic and professional contexts. As such, reading serves as a cornerstone for developing intellectual capacity and broadening one's worldview.

Furthermore, reading plays a crucial role in academic achievement and lifelong learning. Research by Cunningham and Stanovich (2001) emphasizes that there is a strong correlation between frequent reading and improved academic performance. Students who engage in regular reading not only develop better comprehension skills but also enhance their ability to critically evaluate information, an essential skill in higher education and professional environments. This ability to analyze and synthesize information from different sources is vital in making informed decisions and contributing to the advancement of knowledge in any field.

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According to Ncsall (2005), learning to read is a confusing process for many beginning readers; some students may believe that being "intelligent" is all that reading requires. Students might start to comprehend that reading requires a variety of unique but related skills. Students can begin to analyze their reading strengths and weaknesses, learn about strategies for improving their reading proficiency, and articulate their purposes and goals for reading in their lives as family members, community members, workers, and lifelong learners by becoming more reflective about the elements of the reading process.

Learning media are essential tools that facilitate the learning process by supporting both teachers and students in achieving educational objectives. These media as noted by Suharsih and Hamidiyah (2012), are designed to be accessible and easy to use thereby enhancing the overall learning experience. Suyanto cited in Siti Suharsih (2007), further emphasizes that incorporating effective and engaging media in teaching not only fosters a more dynamic learning environment but also improves students' ability to grasp and retain knowledge. In conclusion, the use of well-designed learning media plays a critical role in making education more effective and enjoyable.

Therefore, The author conducts a literature review to explore the necessary media, methods, and strategies for improving reading comprehension particularly through the use of media that enhance students' interest and comprehension. Various forms of media have been shown to play a significant role in fostering greater interest in reading. In Indonesia, numerous types of media, such as YouTube, Spotify, TikTok and others are employed to either

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improve reading comprehension or test its effectiveness. Each type of media offers unique advantages for promoting reading comprehension so it is crucial that these tools be applied effectively and tailored to the specific learning goals or competencies. One such effective media is the word card which aids students in understanding texts by reinforcing vocabulary.

The author specifically focuses on the use of word cards as a media to enhance students' reading comprehension as it helps students understand the text with the help of the vocabulary contained in it. Based on preliminary, it's found that still many students who often experience difficulties in understanding reading due to a lack of mastery of vocabulary. When they come across unfamiliar words, they tend to rely on the dictionary to look for their meaning. This process often takes time and reduces the overall flow of reading, which ultimately in understanding the content of the reading. Apart from that, the teacher has also made several efforts in learning, such as questions and answers between classmates and discussions held in class as well as providing material through infocus and posters. However, this has limited time where sometimes there are several obstacles such as lack of responsiveness from classmates or classes that are not conducive, in addition to the lack of supporting facilities such as infocus, which only a few have, so it is difficult for teachers to use them every time learn English.

Considering these challenges, the author recommends incorporating word cards as a tool to enhance students' reading comprehension. Word cards are a systematic and efficient method designed to support vocabulary learning

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by providing structured practice with new words. This approach encourages active engagement with vocabulary, helping students internalize words in context while reducing reliance on dictionaries. Additionally, the repetitive exposure to new words through word cards aids in vocabulary retention and improves reading comprehension by reinforcing word knowledge in a meaningful way.

Research supports the close link between vocabulary mastery and reading comprehension Snow, (2010). Strengthening vocabulary knowledge equips students with the tools to better understand and analyze complex texts.

By integrating word cards into reading lessons, students not only retain individual words more effectively but also enhance their overall language proficiency. This method provides an organized, time-efficient alternative to traditional vocabulary learning techniques, which may lack the consistency and focus needed for sustained language development. Ultimately, using word cards as part of reading instruction offers significant benefits for students' long-term academic success.

Based on the research conducted, Akubילו et al., (2015) concluded that one of the media that could be used is word card media, this media influences interest and increases children's readiness to read, with word card media, the child is easier to understand with letter symbols and is quicker to compose a sentence well, therefore for teachers and people parents, must have the right media for children's learning. While the research conducted

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Keeseey et al., (2015) concluded that word card media can improve early reading skills, children are more interested in learning with this media.

Based on the research conducted, Mukaromah et al., (2019) concluded that word card media can improve teacher teaching activities, student learning activities and student writing and reading skills this media contains basic material in the form of word by being taught pronunciation and writing.

Based on previous studies, word card media has been found to be highly effective in enhancing reading comprehension instruction. This media not only increases children's interest in learning but also helps them better understand letter symbols, which is essential for their literacy development. By using word cards, children can improve their ability to construct sentences more effectively, making it easier for them to engage with written material. Furthermore, word card media has been shown to enhance both reading and writing skills in children, which are critical components of reading comprehension.

In addition to supporting students' literacy development, word card media also contributes to the effectiveness of teaching practices. It engages students in active learning, fostering their involvement in the learning process. Teachers can use word card media to facilitate more interactive and dynamic instruction, thereby improving overall student engagement. Given its impact on both student learning and instructional quality, word card media is a valuable and appropriate tool for promoting reading comprehension in educational contexts.

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B. Identification of the Problem

Reading comprehension is the ability to understand what you read. However, many students struggle with this skill due to a lack of vocabulary mastery. When they encounter unfamiliar words, they often rely on dictionaries to find their meanings. This process can be time-consuming and disrupts the flow of reading, ultimately hindering their understanding of the text. Although the teacher has implemented various strategies, such as peer discussions and question-and-answer sessions, these efforts face challenges, including limited time and a lack of responsiveness from classmates in a less conducive classroom environment. Therefore, the author proposes using word cards to enhance students' reading comprehension.

C. Limitation of the Problem

Based on the identification of the problem, it is necessary to have restrictions problem done by the researcher. The limitation of the problem is limited to describe the significant effect of using Word Card Media on students' reading comprehension for the students at one of the SMPN 23 Pekanbaru in the 2024/2025 academic years. Recount text is one of the materials that were used in this research. The aim of learning recount text is for students to understand its social functions, analyze its structure, recognize its linguistic elements, and effectively organize disordered paragraphs into coherent personal recounts.

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D. Formulation of the Problem

Based on the problems above, the researcher formulates the problems in the research as follows:

- a. How is the students' reading comprehension which is taught without using word card media of the students at SMPN 23 Pekanbaru?
- b. How is the students' reading comprehension which is taught by using word card media of the students at SMPN 23 Pekanbaru?
- c. Is there any significant effect of using Word Card Media on students' reading comprehension of Ninth Grade at SMPN 23 Pekanbaru and those who are not?

E. Objective of the Research

- a. To describe students' reading comprehension which is taught without using word card media of the students at SMPN 23 Pekanbaru
- b. To describe students' reading comprehension which is taught by using word card media of the students at SMPN 23 Pekanbaru
- c. To examine whether there is a significant effect of using Word Card Media on students' reading comprehension of Ninth Grade at SMPN 23 Pekanbaru and those who are not

F. Significance of the Research

There are some significances of the research that are mentioned by the researcher as follows:

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Theoretically, the findings are expected to provide new insights and innovations for English teachers, specifically concerning the development of word cards in enhancing reading comprehension. This approach aims to support students' understanding of assigned texts.

Practically, the results hold value for both teachers and students. For educators, the findings can serve as a new medium to improve students' reading abilities. For students, the study is anticipated to boost their reading comprehension through the effective use of word card .These contributions underscore the potential impact of the research on both instructional practices and student learning outcomes .

G. Definition of the Terms

In order to avoid misinterpretation and misunderstanding concerning to the topic of this the research, it is necessary to explain the terms used. They are as follows:

1. Reading comprehension

According to Tarigan (2008), reading comprehension involves understanding the content of what is read. It requires a thorough examination of reading materials to assess their context, value, purpose, and impact. Sarimanah (2009) , asserts that the quality of a person's reading is determined by their ability to comprehend the text they read. This emphasizes that comprehension is pivotal in reading. Tompkins (2010), also defines deep reading comprehension as the primary goal of reading,

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emphasizing that understanding is the fundamental motivation behind reading activities.

2. Word Card Media

Word cards are an educational medium consisting of small cards that contain words or terms used to support the teaching and learning process. Each card typically features a word, its definition, or an image related to the word to facilitate understanding. This medium is designed to provide visual stimulation for students, helping them recognize and memorize vocabulary in a more enjoyable and interactive manner. Word cards are often used in various language learning activities, such as games, quizzes, or as teaching aids in group settings.

In English language instruction, teachers frequently use word cards to enhance students' vocabulary skills. Word cards can be employed in various methods, such as flashcards, matching games, or as tools to encourage students to recognize more words in different contexts. This approach enables students to learn in a more active manner, strengthens their memory, and makes it easier for them to retain the vocabulary they have learned. Moreover, word cards offer teachers an opportunity to introduce variety into their teaching methods, making the learning process more engaging and effective for students. One such the word card proposed by Nation (2008), is designed to enhance vocabulary learning by helping students identify key concepts and relationships within texts. In the present study the word card was implemented to improve students' reading

comprehension at SMP N 23 Pekanbaru. Drawing on the work of Kuo and Ho (2012), the researcher adapted and developed word cards by incorporating visual aids such as images and attractive colors with the assistance of AI tools like Fotor. This approach aimed to make the learning process more engaging and effective for students.

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CHAPTER II

LITERATURE REVIEW

Theoretical Framework

Reading Comprehension

Reading is basically a very important skill, reading ability will not develop unless it is practiced a working on In the world of education, reading is the main key obtain information and expand knowledge through references quality. Reading does not merely mean that written symbols become form of speech, but also to derive meaning and information from written texts. The nature of reading itself has been widely reported by experts, including the following. Tompkins (2010), explains that "reading is a complex process of understanding written texts".

Reading is complex process of interpreting written text. More Tompkins (2010), explains the complexity of reading, especially "readers interpret meaning in a way appropriate to the type of text they read and their goals". Reading is a process of giving meaning to writing according to with the intention of the author Dechant in Zuchdi, (2008), by reading, writing undergoes a process of translation to become a meaning that can be understood. Tarigan (2008), explains that reading does not just stop on form recognition, but must arrive at the stage of meaning recognition of the forms read.

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The meaning or meaning of reading is closely related to intent, purpose or intensity in reading. Tinker and Cullough in Zuchdi, (2008), describe reading involves the identification process and the process of remembering a reading material that is presented as a stimulus to evoke experience and form new understanding through relevant concepts that have been owned by reader. Tinker and Cullough's opinion identifies reading not merely interpreting written text into a meaning however reading also requires the experience or knowledge of the reader, then form a new understanding of a previously held concept. Tampubolon (2001), states that reading is a way to develop reasoning power. Written language contains ideas or thoughts mind, then in understanding written language by reading, processes Cognitive is working.

Based on the definition of reading expressed by several experts from this, it can be concluded that reading is not just interpreting symbols into sounds. Reading is an activity of understanding written language with a reasoning process to acquire knowledge, information, and the meaning contained in the reading.

The quality of a person's reading is determined by how he understands the reading he reads Sarimanah, (2009). This shows that One's reading appearance is the most important part of reading. Even Turner in Sarimanah, (2009), then argued that understanding reading as the ultimate goal of the process of reading performance. Tompkins (2010), also explains about deep understanding reading namely “comprehension is the goal of

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reading; it's the reason why people read". Understanding is the goal of reading, it is reason why someone read.

Tompkins (2010), further states "students must understand what they're reading to learn from experience; they must make sense of the words in the text to maintain interest; and they must enjoy it reading to become lifelong readers". Students must understand what they are read by learning from experience, they should be able to consider words in the text to maintain interest, and they should enjoy reading in order to survive for a long time in reading.

There are many definitions of reading comprehension by some experts explained including understanding of reading according to Tierney in Tompkins (2010), interpreted "comprehension is a creative, multifaceted thinking process in which students engage with the text". Understanding is a creative (having creativity), various thinking processes which students engage with text. This shows that the process of understanding the reading requires creative thinking from a reader in order to understand the reading text.

Shanahan (2006), defines "reading comprehension is the act understanding and interpreting the information within a text". Understanding reading is the act of understanding and interpreting inside information text. Shanahan (2006), also mentions that understanding is about construct meaning beyond passive memory. Understanding is an

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active and dynamic form of thinking in filtering the meaning of information use knowledge and also use the author's ideas to get information.

Tompkins (2010), argues that “comprehension as a reader's process of using prior experiences and the author's text to construct meaning that's useful to that reader for a specific purpose". Understanding as a reader process by using theory previous experience and the author's text to construct that meaning useful to the reader for a particular purpose

Assesment of Reading Comprehension

According to Weir (2005), the primary aim of reading comprehension tests is to assess reading proficiency without focusing on grammar or spelling.

According to Settiawan and Hilmawan (2016), An assessment is considered effective if it consistently measures what educators intend it to in an efficient way. Additionally, it should provide valuable information about learning for both teachers and students. according Brown outlines several types of reading assessments: 1. Perceptive Reading : Reading Aloud, Written Responses, Multiple-choice, Picture-Cued Items.2. Selective Reading: Multiple-choice (for form-focused criteria), Matching Tasks, Gap-Filling Tasks. 3. Interactive Reading :Cloze Tasks, Impromptu Reading with Questions, Short-Answer Tasks, Editing (Longer Tasks).

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Concept of Teaching Reading Comprehension

A teaching activity is one that imparts knowledge or skills to a student. One exercise to give is the instruction of reading comprehension. someone with reading comprehension expertise. The strategies and tactics employed will determine how to teach reading comprehension. To be able to give their pupils the right introduction, storage, and retrieval activities, teachers will need to become experts in reading comprehension development ideas and approaches.

Additionally, Brown (2007), emphasizes the idea that "a theory of teaching in harmony with teacher integrated understanding of the learner and the subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning." In other terms, the theory of the teacher is the theory of the learning. Teaching and teacher duties are inextricably linked. Harmer (2007), notes that there are four distinct roles of teacher who instructs. The controller role is the first one. Teachers play the role of controllers; they are in command of the class and the activity occurring and frequently take the lead. Controllers represent the characteristics of a teacher-fronted classroom by taking attendance, instructing pupils, planning drills, reading aloud, and in a variety of other ways.

Factors Affecting Reading Comprehension

Everyone has a background or main cause that makes it difficult for them to read comprehension, whether it's a bad factor or a good factor that

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influences. A person's reading comprehension is different, that is influenced by several factors. Determinants of reading ability in general, among others stated by Tampubolon (2000), namely includes: (1) linguistic competence; (2) eye ability; (3) determination focus information; (4) reading techniques and methods; (5) flexibility read; and (6) reading habits. Reading comprehension has determining factors that influence someone in reading comprehension. Finochiaro in Sarimanah, (2009), mentioned that these factors include intellectual ability, knowledge broad, and reading strategies. Intellectual ability can be used for connecting the facts in the reading, so that the reader can draw conclusions related to the contents of the reading correctly.

Extensive knowledge is needed to help interpret the information information contained in the reading. Use of strategies appropriately and effectively in reading comprehension can affect reading comprehension. Meanwhile, according to Nurhadi (2001), reading has a different process complex and complicated because the factors (internal and external factors) are interrelated linked or related. These factors form a kind of coordination complex to support reading comprehension. More Nurhadi (2001), states there is a time at a certain stage of reading, ability intellectuals are needed; and at other times, it takes knowledge factors, experience, and perception to analyze, synthesize, evaluate, or assist imagine.

Pearson and Johnson in Zuchdi, (2008), mention there are two factors that influence reading comprehension skills are factors that comes from

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within and factors that come from outside the reader. Factors within the reader includes linguistic abilities (language), interest (how much the reader cares about the reading he is facing), motivation (how much the reader cares about the reading assignment or general feelings about reading and school), and ability aggregation reading (how well the reader can read).

Factors outside the reader are divided into two categories, reading elements and reading environment. Elements of the reading or characteristics textual features, including the language of the text (difficulty of reading material) and organization text (types of help available in the form of chapters and sub-chapters, arrangement of writing, and so on). The reading environment includes these factors: teacher preparation before, during, or after reading lessons, how students respond tasks, and the general atmosphere of task completion (barriers, encouragement, etc.)

Technique in Teaching Reading

Reading instruction techniques are a crucial aspect of education, with various approaches developed to enhance students' reading abilities. One of the most widely used techniques is phonics, which focuses on the relationship between letters and sounds. Based on the constructivist learning theory proposed by Piaget and Vygotsky, phonics provides a strong foundation for understanding language structure (Snow, 2002). By learning the connection between written symbols and the sounds they produce, students can identify and spell words more effectively. Research by the

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National Reading Panel (2000) shows that systematic phonics instruction can improve beginner reading skills and enhance decoding ability.

In addition to phonics, another effective technique is guided reading. This approach involves teaching in small groups, where the teacher provides more individualized attention to meet the specific needs of students. According to Vygotsky's Zone of Proximal Development (ZPD) theory, small group learning is highly effective because it allows students to receive support tailored to their current level of ability. Research by Fountas and Pinnell (1996) indicates that guided reading enables teachers to identify and address students' difficulties more deeply, thus improving their reading skills progressively.

Another important technique in teaching reading is the instruction of text comprehension strategies. According to the information processing theory, understanding a text requires cognitive skills such as predicting, summarizing, and making inferences. Research by Duffy (2009) shows that applying strategies like questioning, summarizing, and visualizing can significantly improve students' reading comprehension. This technique teaches students not only to read the words but also to understand the deeper meaning of the texts they read. Teaching comprehension strategies helps students develop the critical thinking skills necessary to understand more complex readings.

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Moreover, the use of technology in reading instruction has become increasingly popular. Technology allows students to access various types of reading materials and supports learning through applications and digital tools. According to research by Johnson et al. (2016), using interactive learning applications can increase student engagement and provide quick feedback. Technology also allows students to learn at their own pace, giving faster learners the opportunity to progress to more challenging materials while those needing additional support can receive extra practice. In this context, technology serves not only as a tool but also as a reinforcement of other teaching techniques to achieve more effective reading instruction.

Additionally, the use of media in reading instruction is also a highly effective approach. Media, whether print or digital, can enhance student engagement and comprehension in the reading process. According to the theory of multimodal learning proposed by Mayer (2005), using various types of media in instruction can facilitate better understanding because it engages multiple sensory channels. The use of images, videos, and audio can enrich students' reading experience, making it more engaging and helping them connect information in more meaningful ways.

Research by Richard E. Mayer (2005) shows that the use of multimedia, such as educational videos or images accompanying texts, can improve text comprehension and information retention in students. This media helps students build connections between the text they read and visual or auditory representations, which in turn enhances their understanding of

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the material being studied. Thus, media can function as an aid to clarify difficult concepts in reading.

Further research by Liao (2007) also indicates that using digital media, such as e-books or technology-based learning applications, can increase students' motivation to read. Digital media often features interactive elements such as embedded audio, animations, and hyperlinks that allow students to personalize their reading experience. These features can make students more active in processing information and help sustain their attention longer than traditional print texts.

Overall, the use of media in reading instruction provides an opportunity to integrate various forms of learning materials that can accommodate different student learning styles. With the right support from media, students can more easily comprehend texts, improve their reading skills, and become more motivated to continue learning. This shows that media is not just a supplementary tool, but also an essential element that enriches and deepens the reading instruction experience.

Teaching reading involves a variety of techniques designed to engage students and enhance their understanding and fluency. One popular method is phonics instruction, which focuses on the relationship between sounds and letters. This approach helps students decode words, improving their ability to read new words independently. Phonics is especially effective for

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young learners or beginners, as it provides them with the foundational skills to recognize and sound out words.

Another effective technique is the use of guided reading. In this method, teachers work with small groups of students, tailoring instruction to their specific needs and abilities. Guided reading allows for more personalized attention, providing students with targeted practice in fluency, comprehension, and vocabulary. By using texts that are appropriately challenging for each group, this technique ensures that students are engaged without being overwhelmed, promoting gradual improvement in their reading skills.

A third technique is the use of comprehension strategies. Teaching students how to understand and analyze texts is crucial for developing their overall reading ability. Strategies such as making predictions, summarizing, asking questions, and visualizing help students process and retain information more effectively. These techniques are often incorporated into activities like think-alouds, where teachers demonstrate how to apply these strategies while reading aloud, providing students with a model to follow.

Finally, technology can play a significant role in teaching reading. Digital tools such as interactive e-books, educational apps, and online reading programs can enhance learning by offering dynamic and engaging ways to practice reading. These tools often provide instant feedback and allow for individualized pacing, which can be particularly helpful for

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students who may need extra support. When used appropriately, technology can complement traditional methods and create a more engaging and effective reading experience for students

Recount Text

According to Ikaningrum (2020) a recount text is a type of writing that recounts past events or experiences. Its goal is to either inform or entertain readers. Unlike narrative texts, recount texts do not involve complex interactions among participants. They typically include an orientation, a sequence of events in chronological order, personal reflections on those events, and a reorientation that concludes the sequence.

a. Generic Structure of Recount text

- 1) Orientation : introducing the participants place and time.
- 2) Events : describing series of events that happened in the past
- 3) Reorientation : it is optional Stating personal comment of the writer to the story

b. Social Function of Recount text

The social function of recount text is to inform or entertain the readers.

c. Language Features of Recount text

- 1) Introducing personal participant; I, my group, etc.
- 2) Using chronological connection; then, first, etc.
- 3) Using linking verb; was, were, saw, heard, etc.
- 4) Using action verb; look, go, change, etc,

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5) Using simple past tense.

d. Example of Recount text

Came Late to School

Last Wednesday, I came late to my school because I played playstation until 2.00 am in the night. Because I woke up late. I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that. I always went to school by my motorcycle. But on that day, I forgot where I put the key. So, I went to the school by public transportation. It took me a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher had stood in front of the class to teach. I entered my class and of course my teacher was angry at me because I came late. It was my bad experience and I hoped I would not do that again.

As a Media in Teaching English

Word cards are pieces of card, which are usually the size of a postcard. Each card has one word written on it. These cards are used to help children learn to recognize words. According to researchers, Word Playing Cards are media used by students during learning, educators who want to convey material or can be used when studying at home. Keraf (1987) stated that the importance of using vocabulary is that contemporary society will not function without communication (using language).

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The type of media that will be tested is Word Playing Cards or playing word cards by providing a pocket board to hold the cards as well as several word and letter cards. The benefits of this media are that it can be used as a tool to help students learn to read, improve students' reading skills, improve the quality of education, and provide further research for researchers.

According to Sudjana & Rivai, (2002) stated that the student learning process in the use of media, namely: 1) fostering enthusiasm for learning so that students pay attention to learning 2) the material will be clearer and shorter and easier for students to understand. The benefits here are also to make it easier for students in learning to read, in a pleasant atmosphere. Teachers can also use media as a guide to achieve children's success. The advantages of this media are that it is easy to carry anywhere, practical in making and using it, fun and can even be used in learning games, and economical. The following are several types of word cards that are commonly used in language learning:

- a. Basic Word Cards: Cards that contain basic words or general vocabulary in the language being studied.
- b. Thematic Word Cards: Cards that contain words related to a specific topic or theme, such as food, transportation, or hobbies.
- c. Phrase Word Cards: Cards that contain phrases or expressions that are commonly used in daily conversation.
- d. Picture Word Cards: Cards that have pictures or illustrations that illustrate the meaning of words to help understand vocabulary better.

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- e. Challenge Word Cards: Cards used to test vocabulary understanding by challenging students to remember the meaning of a word or use the word in a sentence.
- f. Paired Word Cards: Cards that contain pairs of words that have a semantic relationship, such as synonyms, antonyms, or words that are opposite in a certain context.
- g. Digital Word Cards: Word cards are available in a digital format, such as a mobile app or website, that allow students to learn interactively.

The choice of word card type depends on the learning objectives and individual preferences of the learner. There are several learning models that involve the use of word cards, depending on the learning objectives and preferences of the teacher or students. Some common learning models involving the use of word cards include:

- a. Independent Learning: Students use word cards independently to learn new vocabulary. They can make their own word cards by writing a new word on one side and a definition or usage example on the other. This independent learning can be done at home or outside the classroom as part of independent practice.
- b. Pair or Group Learning: Students work together in pairs or small groups to learn using word cards. They can practice asking and answering questions about vocabulary to each other, or play games involving word cards, such as "Memory" or "Go Fish."

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- c. **Structured Learning by the Teacher:** The teacher arranges learning activities involving word cards in class teaching. For example, teachers can use word cards to create games that challenge students in remembering and using new vocabulary, or in activities that involve forming phrases or sentences.
- d. **Technology Integrated Learning:** Use of applications or digital platforms that provide virtual word cards. Students can use this application to see, hear, and practice new vocabulary interactively. Some apps can even adapt exercises to each learner's ability level.
- e. **Differentiated Learning:** Teachers can use word cards as a tool for differentiated learning, by providing word cards that are appropriate to students' individual ability levels. For example, students who have different skill levels can be given word cards with a level of difficulty that suits their respective abilities.

Each learning model has its own advantages and disadvantages, and the use of word cards can be adapted to specific learning needs and contexts.

Using word cards has several benefits in language learning, including:

- a. **Expanding Vocabulary:** Word cards help students to learn and remember new vocabulary in a structured and systematic manner.
- b. **Understanding the meaning of words:** By writing definitions or pictures that illustrate the meaning of words on the back of the card, students can understand the meaning of words in more depth.

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- c. **Vocabulary Maintenance:** Regular use of word cards helps students to maintain the vocabulary they have learned and prevents them from forgetting.
- d. **Active Learning:** Students are actively involved in the learning process when they create, organize, and use word cards to learn vocabulary.
- e. **Flexibility of Use:** Word cards can be used in various learning contexts, whether independently, in small groups, or in structured learning by the teacher.
- f. **Self-Learning:** Word cards provide opportunities for students to learn independently outside the classroom, thereby increasing independence in learning.
- g. **Interactive Use:** In the technological era, word cards can be adapted into an interactive digital format, allowing students to learn vocabulary in a more interesting and fun way.

Thus, the use of word cards is an effective learning strategy in expanding and maintaining vocabulary in language learning.

Concept of the Word Card

Word cards are an effective and efficient tool for vocabulary acquisition offering a simple and practical approach to deliberate language learning Nation, (2013). These cards typically feature the target language word on one side and its corresponding translation in the native language on the reverse Nation & Webb, (2011). The use of word cards has been widely recognized in language

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learning research as a media that enhances retention and reinforces associations between new vocabulary and familiar meanings.

According to Nation (2013), the deliberate practice of reviewing word cards allows learners to reinforce both receptive and productive vocabulary skills which are crucial for language proficiency. Additionally, the flexibility and portability of word cards enable learners to practice vocabulary anywhere and at any time making them a convenient study tool. However, depending on learner or teacher preferences, other information such as the part of speech, collocations, or example sentences can also be included on the cards. Many language teachers advocate the use of word cards as an efficient and effective method of deliberate vocabulary study.

The success of word cards as a method of deliberate vocabulary study can be attributed to number of factors described by Nakata (2008) and nation (2013). Firstly, word cards allow for active recall of the L2 word form and its meaning separately because each form is presented on different sides. Secondly, expanded spaced rehearsal can be implemented more easily as learners are able to divide cards into several decks, allowing them to review difficult or unknown items more frequently than easy or better-known items. Thirdly, as words are presented separately, no inappropriate help is given via the list effect, something that Nation and Webb (2011) refer to as serial learning.

Using Word Card in Teaching English

Media in learning refers to various tools and resources used to convey information and support the learning process. This includes printed

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materials such as books and magazines, audiovisual tools like videos and presentations, as well as digital technologies such as applications and online learning platforms. The effective use of media can enhance student engagement, facilitate better understanding, and enrich the overall learning experience. According to Mayer (2009), effective media can help organize and present information in a way that is easier to comprehend, thereby accelerating the learning process.

According to Sudjana & Rivai, (2002) stated that the student learning process in the use of media, namely: 1) fostering enthusiasm for learning so that students pay attention to learning 2) the material will be clearer and shorter and easier for students to understand. The benefits here are also to make it easier for students in learning to read, in a pleasant atmosphere. Teachers can also use media as a guide to achieve children's success. The advantages of this media are that it is easy to carry anywhere, practical in making and using it, fun and can even be used in learning games, and economical.

The word card is one of the methods proposed by Nation for vocabulary learning aimed at improving reading comprehension skills. Teachers can apply this media when teaching vocabulary to help students understand the content of the reading. Word cards are cards that are typically the size of a postcard, with one word written on each card. These cards are designed to help children recognize and understand words more effectively. According to researchers, Word Playing Cards serve as an effective medium

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in the learning process. These cards can be used by students while studying, by educators who wish to convey material in an interactive manner and at home to support children's learning activities with their flexible use, word cards not only enhance reading skills but also enrich children's vocabulary in a fun and engaging way.

Mukaromah et al. (2019), concluded that word card media can enhance teachers' instructional activities, student learning engagement, and students' writing and reading skills. This media presents fundamental material in the form of words, which are taught through pronunciation and writing exercises. The use of word cards allows for interactive learning, encouraging students to actively participate and practice their language skills. Additionally, it provides visual support, helping to reinforce vocabulary retention and understanding. As a result, both teachers and students benefit from improved educational outcomes in language learning.

B. Relevant Research

There are some researchers who had conducted the researches by finding out the Effect of Using word card can improve significantly students' reading comprehension:

First, Wilson (2019) which aimed to propose a learning model for English teachers to enhance reading comprehension skills in English discourse. The study assessed the effectiveness of the Buddy Vocabulary Cards Technique

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concluding that it can improve students' reading comprehension abilities with average scores reaching the "good" category.

Second, Subasno, Nini, & Densi (2022) aimed to gauge the effectiveness of using word cards and picture cards to enhance vocabulary reading skills in moderate ID students. Results indicated that intervention led to a gradual increase in vocabulary understanding, reaching and maintaining high scores. Contrasts between studies lie in their approaches, objectives, and effectiveness.

Wilson (2019), focused on developing a learning model which proved effective while Subasno, Nini, & Densi (2022), utilized picture cards and word cards as learning tools also demonstrating their effectiveness. Meanwhile the author wants to use word cards as a learning method that aims to improve students' reading comprehension. So in this research the author is interested in testing whether the Word Card has an effect on students' reading comprehension particularly in SMP N 23 Pekanbaru, with the proposed title " the Effect of Using Word Card Media on Students' Reading Comprehension at SMP N 23 Pekanbaru ".

Operational Concept

This operational concept is put forward to elucidate the theoretical framework, with the aim of preventing misunderstandings and misinterpretations during the research process. The study encompasses two variables: Variable X, which signifies the influence of employing the word card strategy as the independent variable affecting the students, and Variable Y,

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which represents the students' reading comprehension as the dependent variable impacted by Variable X.

Indicators of Variable X (Using Word Card):

The procedures of Variables X (Word Card Media) according to Beck, McKeown, & Kucan, (2002) state that steps of Word Card are:

- a. The teacher selects key vocabulary words from the reading material and creates individual word cards. Each card displays the vocabulary word on one side and its definition, synonym or example sentence on the other side
- b. The teacher introduces these words to the students explaining their meanings and how they are applied within the context of the text
- c. The teacher are state students to actively engage with the word card by memorizing their meanings and using them during reading activities.
- d. The teacher asks students to identify the vocabulary words while reading the text and to apply them correctly in context.
- e. The teacher asks students participate in group discussions and exercises where they use the vocabulary words in sentences and explain their meanings
- f. The teacher assesses students' understanding by reviewing the words through test or interactive activities reinforcing comprehension.

Indicators of Variabels Y (Students' Reading Comprehension)

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According to Damayanti et al., (2022) and Indarini, A., & Maria, Y. D (2008), the key components of reading, as identified through pre-observation and interviews with English teachers, are:

- a. Students are able find orientation in the text. This refers to students scanning the information in the text.
- b. Students are able find events in the text to identify experiences that are important for understanding the overall idea of a paragraph or section.
- c. Students are able find evaluate in the text and are able to conclude the content based on the available facts and information.

Assumption

In this research, the researchers assume that the better Word Card strategy, the better students' reading comprehension in text will be.

Hypothesis

Based on the assumption above, the hypothesis of this research can be formulated as follows:

H₀: There is no significant different of reading comprehension between students' who are taught without and by using Word Card media of the students at State Junior High School 23 Pekanbaru

H_a: There is a significant different of reading comprehension between students' who are taught without and by using Word Card media of the students at State Junior High School 23 Pekanbaru.

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CHAPTER III

RESEARCH METHOD

Research Design

This study employs a quantitative approach with a quasi-experimental design to examine the effects of a treatment on student learning outcomes. The quasi-experimental design utilizes purposive samples to assess the changes resulting from the treatment. Specifically, two groups are involved: the experimental group and the control group. The experimental group receives the intervention, which consists of using word cards as a teaching tool, while the control group is treated without the use of word cards. To measure the outcomes, pre-test and post-test assessments are administered to both groups. The effectiveness of the intervention is determined by comparing the post-test scores of the experimental group with those of the control group. The design and methodology of this research adhere to the framework established by Cohen, Manion, & Morrison (2007).

This study examines two types of variables: the independent variable and the dependent variable. The independent variable is the factor that influences or causes changes in the dependent variable. In this research, the independent variable is the Word Card which is used as an instructional tool to enhance student learning. The dependent variable, on the other hand is the outcome that is affected by the independent variable. In this case, the dependent variable is students' reading comprehension ability. According to Arikunto

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(2010), variables represent the key elements of a study and are central to understanding the research focus.

B. Time and Location of the Research

This research was started from September-November 2024. The location of the research was at SMPN 23 on Pekanbaru, Riau

C. Subject and Object of the Research

The subject of this research was the students' at SMPN 23 Pekanbaru .The object of the research was The object of this research was the effect of using word card on students' reading comprehension at SMPN 23 Pekanbaru

D. Population and Sample of the Research

1. Population

A population is generally defined as a group of individuals who share a common characteristic. According to Creswell (2012), a target population, or sampling frame, refers to a group of individuals (or organizations) who possess a shared defining characteristic that researchers can identify and study. In this study, the target population consisted of 286 ninth-grade students at SMPN 23 Pekanbaru which included eight classes. These students represented the group from which data were collected to explore the research focus. In conclusion, the target population for this study was clearly defined as the 286 ninth-grade students at SMPN 23 Pekanbaru, who shared the characteristic of being part of the same academic cohort. The specification of the population in this research can be outlined as follows:

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Table III. 1
Population of the Research

No	Classes	Total of Students
1	IX A/Hang Tuah	36
2	IX B/Hang Lekir	37
3	IX C/Hang Kasturi	39
4	IX D/Hang Jebat	36
5	IX E/Hang Nadin	34
6	IX F/Hang Lekiu	35
7	IX G/Tuanku Tambusai	33
8	IX H/Sultan Syarif Kasim	36
Total Population		286

2. Sample

In this research, the researchers used purposive sampling to select participants. Purposive sampling involves intentionally choosing individuals who meet specific criteria relevant to the research objectives. This method is particularly useful when the researcher aims to gather data from a group with particular characteristics or expertise related to the study topic. According to Gay (2012), purposive sampling enables researchers to select participants based on their knowledge or experience ensuring that the sample is directly applicable to the research questions. Additionally, the researcher chose purposive sampling because the teachers at the selected school recommended using both classes as the experimental and control groups which aligned with the study's objectives. In conclusion, by using purposive sampling the researcher were able to gather a sample that was

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relevant to the study's purpose thus ensuring the findings were meaningful and insightful.

Table III. 2
Sample of the Research

No	Classes	Total of Students
1	IX F/Hang Lekiu	35
2	IX G/Tuanku Tambusai	33
Total of		74
Sampel		

From the example above, classes XI F/Hang Lekiu and IX G/Tuanku Tambusai, were chosen as the sample because all classes in IX have similar ability levels, indicating no superior class. Subsequently, class XI F/Hang Lekiu served as the experimental group, taught using Word Card media, while class IX G/Tuanku Tambusai served as the control group, taught without using Word Card media.

Table III. 3
Quasi-Experimental Design

Group	Pre-Test	Treatment	Post-Test
Control Group	Pretest	Conventional Treatment	Posttest
Experimental Group	Pretest	Experimental Treatment	Posttest

(Cresswel, 2012)

Research Variabel

1. Variabel X (Using Word Card)

The independent variable (X) is a variable that influences another variable in the research context. In this study, the independent variable for experimental group use Word Card. Then, for control group use conventional strategies.

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2. Variabel Y (Reading Comprehension)

The dependent variable (Y) is the outcome expected from the implementation of the independent variable. In this research, the dependent variable is Reading Comprehension.

Technique of Collecting Data

Data collection is one of the most important parts of research. In relation to Arikunto (2013) research instruments are tools or facilities used by researchers to collect data so that the research process becomes easier and obtains better, accurate, complete, methodical and easy to evaluate results. To obtain the data needed to complete this research, the researcher conducted a test. The test will be carried out twice, the first in the form of a pre-test given before the treatment is given, and the second in the form of a post-test given after the treatment is given which is intended to obtain students' ability to understand reading content in class IX students at SMPN 23 Pekanbaru

Test

i. Pre-test

According to Creswell (2012) the pre-test provides a measure of some of the attributes or characteristics that you value for participants in the experiment before they receive treatment.

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in the pre-test phase, the researchers administered a multiple-choice questionnaire to evaluate the students' reading skills. The process for conducting the pre-test is outlined as follows:

- 1) The researcher began by introducing itself to the students
- 2) The researcher then provided a clear explanation of the research objectives.
- 3) The researcher outlined the procedures and guidelines for answering the questions.
- 4) The researcher distributed the test questions to the students, allowing them to begin working on the task.

ii. Treatment

Junaedi (2021) believes that treatment is an important method for assessing students' readiness to learn. This process involves administering a pretest to evaluate a student's initial performance, followed by a series of treatment sessions designed to improve learning outcomes. Specifically, treatment consists of four sessions, each with different steps to carry out. There are seven key steps involved in the treatment process, outlined below:

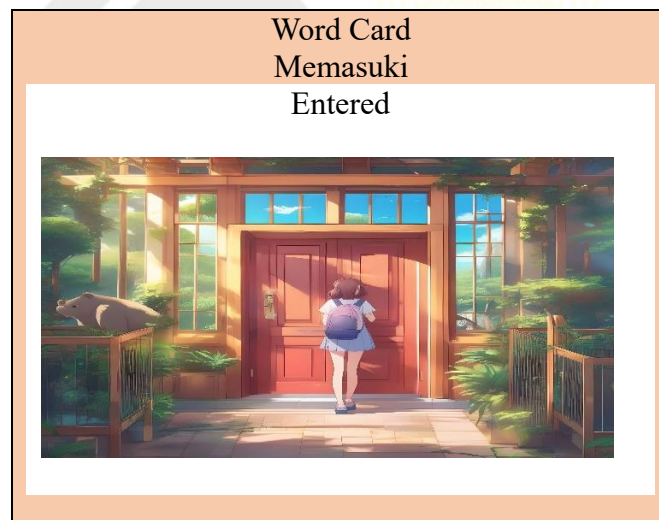
- 1) The researcher presented a recount text and explains its social function and the text elements contained within it.
- 2) The researcher facilitated a discussion with students about the social function and elements of the text.

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- 3) The researcher implemented a treatment for two groups of students, one experimental and one control. In the experimental group the researcher introduced a word card strategy while the control group continued with conventional methods. Specifically, the word cards used in the experimental group were designed by the researcher. Researcher printed and then distributed to the students for use during the study. This intervention aimed to assess the effectiveness of the word card strategy in comparison to conventional instructional methods.

A word card example:



- 4) The researcher encouraged students to apply the word card strategy by giving them a set of unfamiliar words.
- 5) The researcher assigned each student to create a text individually based on the words provided on the cards.

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- 6) The researcher reviewed the students' texts, then asks random questions about the meaning of one of the words from the word cards.
- 7) The researcher concluded the lesson by summarizing the material, encouraging students to reflect on their learning, and reminding them to recall the words on their word cards, while also reviewing upcoming topics.

Post-test

In the most recent meeting, a post-test was administered to evaluate students' reading comprehension following the intervention. This phase aimed to gather students' feedback on their experience using word cards, providing insight into the effectiveness of the tool. In addition, students were assessed on their understanding of the text through a set of targeted questions developed by the researcher. These steps were essential to gauge both the students' perceptions and their ability to comprehend the material after the intervention.

- a. The researcher explains the test procedure to the students.
- b. The researcher asks students to answer the questions that have been given.

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Tabel III.4
Blue Print of the Test

No.	Question indicator	Question Number
1	Students are able to identify of orientation	1,6,11,12,17,18
2	Students are able to identify events	2,3,4,7,8,13,14,19,20
3	Students are able to identify evaluate	5,9,10,15,16

After testing the students, the researcher took the total score from reading test results. Based on Kurikulum 2013 (K13) the classification of students' score can be seen as follows:

Tabel III.5
The Category of Score

No	Score	Category
1	90-100	Excelent
2	80-90	Very High
3	70-79	High
4	60-69	Enough
5	50-59	Very Enough
6	40-49	Low
7	0-39	Very Low

Validity and Reliability

a. Validity

A test is considered valid if the test accurately measures what it is intended to measure Hughes, (2003). In other words, validity refers to the extent to which a test actually measures the concept it is intended to assess. This concept is closely related to the notion of truth because

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validity reflects the harmony between the construct defined by the researcher in conceptual terms and the corresponding measurement. In essence, validity measures how well an idea or theoretical construct corresponds to actual reality. Additionally, it shows how aligned the conceptual and operational definitions are with each other. For an indicator to be considered valid, it must have a specific purpose and comply with specified criteria. To evaluate the validity of the instrument in this study, researchers conducted a trial by giving tests to 37 students who were not in the research sample. The data was analyzed using SPSS 25 and the researchers compared the observed correlation coefficient (R observed) with the critical value from the R table at the 5% significance level namely 0.325. For each item to be considered valid the R observed must exceed the R table value. If the R observed is lower than the R table this indicates that the item is not significantly correlated with the total score, it should be revised or removed to increase the validity of the test.

Tabel III.6
Validity test

Item	r observed	r table	Status
1	0.373	0.325	Valid
2	0.336	0.325	Valid
3	0.368	0.325	Valid
4	0.356	0.325	Valid
5	0.363	0.325	Valid
6	0.349	0.325	Valid
7	0.359	0.325	Valid

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Item	r observed	r table	Status
8	0.431	0.325	Valid
9	0.346	0.325	Valid
10	0.378	0.325	Valid
11	0.379	0.325	Valid
12	0.449	0.325	Valid
13	0.328	0.325	Valid
14	0.336	0.325	Valid
15	0.602	0.325	Valid
16	0.352	0.325	Valid
17	0.482	0.325	Valid
18	0.522	0.325	Valid
19	0.489	0.325	Valid
20	0.368	0.325	Valid

b. Reliability

A test must be reliable as measuring instrument. Reliability is necessary characteristic of any good test for it to be valid at all a test must first be reliable as a measuring instrument. If the students' are given the same test on two different occasions or with different raters. An instrument is reliable if the result of measurement in same tastes gives consistence or stable result. It suggest that the same thing is repeated or recurs under the identical or very similar condition. Cohen et al. (2018) explain that reliability is a broad concept that includes several essential qualities, such as dependability, consistency, and the ability to replicate results across various situations whether over time with different instruments, or among diverse groups of respondents.

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The table below (which would typically be included) presents the various types of reliability tests used to evaluate the consistency and dependability of an instrument offering deeper insight into how reliability is assessed in research.

Tabel III.7
The level of Acceptable Reliability

No	Reliable	Validity
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion & Marison, 2007)

The researcher also used the SPSS 25.0 program to find out whether the Instrument was reliable or not

Tabel III.8
Reliability Statistic of Test

Cronbach's	
Alpha	N of Item
.740	20

Technique of Analyzing Data

The data analysis technique used in this research was the t-test, as the study compared the results of pre-test and post-test between the control and experimental groups. According to Pallant (2010), an independent sample t-test is employed when comparing the mean scores of a continuous variable between two different groups to determine whether there is a significant effect or not. In

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this study, the researcher used SPSS 25 software to perform the independent sample t-test analysis.

To determine if there was a significant difference between the mean scores of the experimental and control groups, the t-table was referenced. The t-obtained value was compared with the t-table value at the degrees of freedom (df) = (N1 + N2) - 2 for the statistical hypothesis testing.

After identifying differences between groups, researchers typically seek to quantify the magnitude of the observed effect. One widely used measure for this purpose is Cohen's D, which is employed to assess the size of the difference between two groups in an independent samples t-test. Cohen's D represents the difference between the group means in terms of standard deviation units, providing a standardized measure of effect size Cohen, (1988). This metric helps researchers understand not only whether a difference exists but also the practical significance of that difference. In conclusion, Cohen's D is an essential tool for evaluating the magnitude of differences in research involving independent groups. The formula of Cohen's D is as follows:

$$d = t \times \sqrt{\frac{n_1 + n_2}{n_1 n_2}}$$

Deskripsi:

t: t Obtained

n1: The number of control group

n2: The number of experimental l group

According to cohen's (1988) guidelines for interpreting the value are 0.2=small effect, 0.5=medium effect, 0.8=large effect

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research was to find out whether there was a significant difference of using word card as the media on students' reading comprehension at SMPN 23 Pekanbaru. The participant were 2 classes of the Ninth Grade students of SMPN 23 Pekanbaru with the total of sampel was 68 students. This research conducted in around October 2024, and located on SMPN 23 Pekanbaru, Jl. Garuda Sakti km.3, Simpang Baru, Pekanbaru. Referring to the data analysis and data presentation from chapter IV, finally the researcher concluded the answers of the formulation of the problem are as follows :

1. The students' reading comprehension taught without using word card media at SMPN 23 Pekanbaru is categorized as "high" level with mean score 75
2. The students' reading comprehension taught by using word card media at SMPN 23 Pekanbaru is categorized as "very high" level with mean score 84
3. There was a significant difference of students' reading comprehension taught without and using Word Card as the media at SMPN 23 Pekanbaru with sig (2- tailed) 0.000.

Based on the result of the research, it is clear that teaching reading by using Word card as the media was more effective and had an impact

on the students' reading comprehension of the ninth grade at SMPN 23 Pekanbaru.

B. Suggestion

Based on the research findings, the researcher offers several suggestions for teachers, students, and future researchers. The conclusion of the study indicates that the use of the Word Card has a significant positive impact on students' reading comprehension.

- b. After conducting the study on the implementation of the Word Card to enhance students' reading comprehension, the researcher recommends that English teachers incorporate this media into their classrooms, particularly for teaching reading. The Word Card is highly effective in helping students understand texts and answer comprehension questions more easily.
- c. When the teacher introduces the use of word cards, it is essential for students to focus their attention carefully. This media helps students better understand the reading material by associating key words with concepts. If any aspects of the lesson are unclear, students are encouraged to ask the teacher for further clarification to ensure comprehension. By actively engaging with the word card and seeking clarification when needed, students can enhance their understanding of the material.
- d. For future research, it is recommended that scholars explore the use of digital word card as opposed to traditional print-based formats or consider integrating word cards into digital games to enhance students' reading comprehension. The findings of this study can serve as a foundation for

further research contributing to the development of existing literature on effective reading comprehension. Given that numerous factors can influence reading comprehension future studies might investigate additional variables such as teacher performance, the appeal of instructional materials, or the impact of student motivation and personality. These recommendations aim to improve teaching and learning methods ultimately fostering greater success in reading comprehension among students.

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APPENDIX I

LESSON PLAN

UIN SUSKA RIAU

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 23 Pekanbaru

Mata Pelajaran : Bahasa Inggris

Kelas /Semester : IX/Ganjil

Materi Pokok : Recount Text

Tahun Pelajaran : 2024/2025

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

- KI-1 dan KI-2: Menghargai dan Menghayati ajaran agama yang dianutnya serta Menghargai dan Menghayati perilaku jujur, disiplin, santun percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan keluarga sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3: Memahami dan Menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

- 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, strukture text, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- a. Peserta didik dapat Mengidentifikasi pengertian dari Recount text, fungsi sosial, struktur teks dan unsur bahasa dalam Recount text.
- b. Peserta didik dapat merangkai kata acak menjadi kalimat dalam simple past tense dengan baik.
- c. Peserta didik dapat merangkai paragraf acak menjadi teks recount dengan baik.

D. Alat dan Media Pembelajaran

1. Alat:Papan tulis, spidol

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2. Media: Buku Siswa Kelas VIII Bahasa Inggris, When English Rings a Bell, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2017 Kamus bahasa Inggris

E. Materi Pembelajaran

- Recount text is a text which retells events or experiences in the past.
- Generic Structure of Recount text
 - Orientation : introducing the participants place and time.
 - Events : describing series of events that happened in the past
 - Reorientation: Stating personal comment of the writer to the story.
- Social function : To retell past event
- Language Features of Recount text
 - Introducing personal participant; I, my group, etc.
 - Using chronological connection; then, first, etc.
 - Using linking verb; was, were, saw, heard, etc.
 - Using action verb; look, go, change, etc,
 - Using simple past tense.

Holiday in Malino

I spent my last holiday in Malino, South Sulawesi with my friends. On the first day, I arrived at Villa at 12.00 after a 4 hour trip with a bus. After I arrived, I decided to take a shower and rest for a while. Then, I followed a trip with our guide to explore a Malino. On the next morning, we go to Malino Highlands. We had fun, we also ate good food. On the last day, I went shopping for some souvenirs. After that, I returned to Makassar. We arrived in Makassar at 19.00. I had a wonderful experience in Malino. It was the best trip of my life.

F. Metode Pembelajaran Pendekatan: Word Card Strategy

G. Langkah-langkah Pembelajaran

1. Pertemuan ke 1

Pertemuan ke-1 (2 x 40 menit)	Alokasi Waktu
1. Pendahuluan/Kegiatan Awal - Guru memberi salam pembuka - Siswa berdoa dan mengucapkan salam - Guru mengecek kehadiran siswa. - Guru mengawali pembelajaran. - Guru mengungkapkan tujuan pembelajaran.	10 Menit
2. Kegiatan Inti Guru mempresentasikan gambaran umum materi Recount text tentang kegiatan dihari libur.	60 Menit



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b. Guru meminta siswa membaca teks recount, dan meminta siswa menemukan generic structure dan language feature dari teks recount. c. Guru menjelaskan tentang word card strategy, guru memberikan contoh teks recount yang berkaitan dengan word card. d. Guru menjelaskan cara penggunaan word card strategy. e. Guru menjelaskan inti dari materi yang dikaitkan dengan kehidupan nyata siswa dan siswa memperhatikan.	
3. Penutup a. Guru memberikan review hasil pembelajaran. b. Guru memberikan umpan balik/refleksi hasil Pembelajaran. c. Guru dan peserta didik menyimpulkan materi yang telah dipelajari dengan bimbingan guru. d. Guru menutup pembelajaran dengan doa dan salam.	10 Menit

2. Pertemuan ke 2

Pertemuan ke-1 (2 x 40 menit)	Alokasi Waktu
1. Pendahuluan/Kegiatan Awal a. Guru memberi salam pembuka b. Siswa berdoa dan mengucapkan salam c. Guru mengecek kehadiran siswa. f. Guru mengawali pembelajaran. d. Guru mengungkapkan tujuan pembelajaran.	10 Menit
2. Kegiatan Inti a. Guru menunjukan word card kepada siswa. b. Guru meminta siswa untuk mengenali dan menghafal isi word card yang diberikan. c. Guru memberikan beberapa pertanyaan terkait word card yang telah diberikan. d. Setelah siswa menjawab pertanyaan, guru dan siswa mengecek jawaban dengan berdiskusi bersama.	60 Menit
3. Penutup a. Guru memberikan review hasil pembelajaran. b. Guru memberikan umpan balik/refleksi hasil Pembelajaran. c. Guru dan peserta didik menyimpulkan materi yang telah dipelajari dengan bimbingan guru. d. Guru menutup pembelajaran dengan doa dan salam.	10 Menit

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3. Pertemuan ke 3

Pertemuan ke-1 (2 x 40 menit)	Alokasi Waktu
1. Pendahuluan/Kegiatan Awal a. Guru memberi salam pembuka b. Siswa berdoa dan mengucapkan salam c. Guru mengecek kehadiran siswa. g. Guru mengawali pembelajaran. d. Guru mengungkapkan tujuan pembelajaran.	10 Menit
2. Kegiatan Inti a. Guru menerapkan Word Card strategy dengan memberikan teks recount. b. Guru meminta siswa untuk berdiskusi dengan teman sebangku. c. Guru memberikan tugas kepada siswa untuk membaca dan menanggapi pertanyaan yang akan diberikan guru. d. Setelah siswa menjawab pertanyaan, guru dan siswa mengecek jawaban dengan berdiskusi bersama. e. Guru memberikan beberapa pertanyaan untuk mengecek pemahaman siswa tentang materi yang diajarkan teks recount.	60 Menit
3. Penutup a. Guru memberikan review hasil pembelajaran. b. Guru memberikan umpan balik/refleksi hasil Pembelajaran. c. Guru dan peserta didik menyimpulkan materi yang telah dipelajari dengan bimbingan guru. d. Guru menutup pembelajaran dengan doa dan salam.	10 Menit

4. Pertemuan ke 4

Pertemuan ke-1 (2 x 40 menit)	Alokasi Waktu
1. Pendahuluan/Kegiatan Awal a. Guru memberi salam pembuka b. Siswa berdoa dan mengucapkan salam c. Guru mengecek kehadiran siswa. h. Guru mengawali pembelajaran. d. Guru mengungkapkan tujuan pembelajaran.	10 Menit
2. Kegiatan Inti a. Guru memberi latihan soal pada siswa.	60 Menit



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b. Guru memantau kegiatan siswa dan setelah selesai mengerjakan meminta siswa mengumpulkan jawabannya. c. Siswa bersama guru mengevaluasi dan mengoreksi jawaban bersama.	
3. Penutup a. Guru memberikan review hasil pembelajaran. b. Guru memberikan umpan balik/refleksi hasil Pembelajaran. c. Guru dan peserta didik menyimpulkan materi yang telah dipelajari dengan bimbingan guru. d. Guru menutup pembelajaran dengan doa dan salam.	10 Menit

Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan/observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
2. Penilaian Keterampilan berupa penilaian unjuk kerja, penilaian proyek, dan penilaian portofolio.

Pekanbaru, Oktober 15, 2024

Mahasiswa Peneliti,

Guru Mata Pelajaran,

Isma Ruslina.
NIM.12010424704

Erniwiyanti,S. Pd. Ing
NIP.197011151992032008

UIN SUSKA RIAU



APPENDIX II

INSTRUMEN OF THE RESEARCH

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RESEARCH INSTRUMENT PRE – TEST READING COMPREHENSION

Name:

Class:

To answer the question bellow, please fill the data and read the text well!

Read the text and answer questions 1 to 5

Holiday in Malino

I spent my last holiday in Malino, South Sulawesi with my friends. On the first day, I arrived at Villa at 12.00 after a 4-hour trip with a bus. After I arrived, I decided to take a shower and rest for a while. Then, I followed a trip with our guide to explore a Malino. On the next morning, we go to Malino Highlands. We had fun, we also ate good food. On the last day, I went shopping for some souvenirs. After that, I returned to Makassar. We arrived in Makassar at 19.00. I had a wonderful experience in Malino. It was the best trip of my life.

1. What location did the writer visit for their holiday?
 - a. Makassar
 - b. Malino, South Sulawesi
 - c. Jakarta
 - d. Bali
2. What did the writer do after arriving at the villa?
 - a. Went shopping for souvenirs
 - b. Took a shower and rested
 - c. Explored Malino Highlands
 - d. Returned to Makassar

3. What activity did the writer engage in the next morning?
 - a. Shopping for souvenirs
 - b. Visiting Malino Highlands
 - c. Returning to Makassar
 - d. Taking a shower
4. What was one of the activities mentioned for the last day of the trip?
 - a. Going to the Malino Highlands
 - b. Exploring Malino with a guide
 - c. Shopping for souvenirs
 - d. Taking a bus trip
5. How did the writer feel about their experience in Malino?
 - a. It was a disappointing trip
 - b. It was a stressful experience
 - c. It was wonderful and the best trip of their life
 - d. It was an average holiday

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Read the text and answer questions 6 to 10

My Grandpa's Hometown

Three weeks ago, my family and I were in my grandpa's hometown. It is our annual agenda every holiday at the end of Semester. Unfortunately, it was the rainy season there. It rained almost every day there. We didn't have enough time to visit some tourist places there because of the rain. We had not enough sunlight even to dry up our laundry. As a result, we just stayed at home almost all day long. Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making funny videos directed by me. Finishing the videos, we edited them and uploaded them to YouTube, by doing this we could kill our boredom of staying at home because of the rain and make a creative activity instead.

6. Why did the writer's family visit the grandpa's hometown?

- For a holiday
- For work
- For a wedding
- For a business trip

7. What problem did the writer and their family face during their visit?

- Bad weather
- Lost luggage
- No internet
- Food shortage

8. What did the family do to pass the time indoors?

- Made and edited funny videos
- Played board games
- Cooked meals
- Read books

9. How did making videos affect the family's holiday experience?

- It made the time enjoyable
- It made them more bored
- It had no effect
- It caused disagreements

10. What was the overall outcome of the family's indoor activity?

- They found it fun and creative
- They felt frustrated
- They felt indifferent
- They stopped doing activities

Read the text and answer questions 11 to 15

Cooking Fried Rice

Two months ago, a friend of mine gave me a box of fried rice that she made by herself. I was so amazed by how tasty her fried rice was. It encouraged me to learn how to make delicious fried rice. So, one week later I made one. After school, I purposefully did not take a nap. Instead, I went to the kitchen and prepared all the ingredients needed. However, at that time I did not know how to make it or where to start. So, I tried to find a recipe on YouTube. The, I found a video of a simple fried rice recipe that had been watched by over 1 million viewers. After watching the video once, I followed it according to the steps shown in the video. It took me approximately 10 minutes of preparation and 30 minutes cooking.



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When I finished cooking, I served the fried rice on a large plate. Afterwards, I served it for the family. My mother and father said that my fried rice was tasty. But my brother said that it was too spicy for him. Turns out, cooking was an exciting activity. After receiving compliments from my mother and father, I wanted make delicious food more and more.

- What motivated the writer to make fried rice?
 - Attending a cooking class
 - Watching a cooking video on YouTube
 - Tasting fried rice made by a friend
 - Reading a recipe in a cookbook
- When did the writer decide to make fried rice?
 - After lunch
 - After school
 - Before bedtime
 - In the morning
- What was the first step the writer took before starting to cook?
 - Preparing the ingredients
 - Watching the recipe video
 - Inviting family to eat
 - Buying ingredients at the market
- How long did it take the writer to prepare and cook the fried rice?
 - 20 minutes
 - 30 minutes
 - 40 minutes
 - 10 minutes

15. How did the writer's family react to the fried rice?

- They all said it was not good
- Only the mother praised it
- Both the mother and father praised it, but the brother found it too spicy
- Everyone said it was too spicy

Read the text and answer questions 16 to 20

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a BBQ. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home.

16. What was the family's reaction to their day at the zoo and aquarium?

- They were disappointed and went home early
- They enjoyed seeing the Snow Cubs and animals but were too tired to get ice cream
- They thought the zoo and aquarium were closed
- They found the experience too expensive



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17. What was the purpose of the family's visit to the National Zoo and Aquarium? a. To see a special exhibition b. To visit the new Snow Cubs and other animals c. To attend a zoo and aquarium show d. To participate in a zoo tour 18. What did the family encounter when they arrived at the Zoo and Aquarium? a. A short line b. A long line c. A special event d. A closed gate	19. What did the family do first after entering the zoo? a. Went to the aquarium b. Had lunch c. Visited the Snow Cubs' enclosure d. Bought tickets 20. What did Dad cook for lunch at the zoo? a. Burgers b. Sausages c. Hot dogs d. Sandwiches
--	--



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RESEARCH INSTRUMENT POST – TEST READING COMPREHENSION

Name:

Class:

To answer the question bellow, please fill the data and read the text well!

Read the text and answer questions 1 to 5

Holiday in Malino

I spent my last holiday in Malino, South Sulawesi with my friends. On the first day, I arrived at Villa at 12.00 after a 4 hour trip with a bus. After I arrived, I decided to take a shower and rest for a while. Then, I followed a trip with our guide to explore a Malino. On the next morning, we go to Malino Highlands. We had fun, we also ate good food. On the last day, I went shopping for some souvenirs. After that, I returned to Makassar. We arrived in Makassar at 19.00. I had a wonderful experience in Malino. It was the best trip of my life.

- What location did the writer visit for their holiday?
 - Jakarta
 - Makassar
 - Bali
 - Malino, South Sulawesi
- What did the writer do after arriving at the villa?
 - Returned to Makassar
 - Went shopping for souvenirs
 - Explored Malino Highlands
 - Took a shower and rested
- What activity did the writer engage in the next morning?
 - Visiting Malino Highlands
 - Taking a shower
 - Returning to Makassar
 - Shopping for souvenirs

- What was one of the activities mentioned for the last day of the trip?
 - Going to the Malino Highlands
 - Shopping for souvenirs
 - Exploring Malino with a guide
 - Taking a bus trip

- How did the writer feel about their experience in Malino?
 - It was a stressful experience
 - It was wonderful and the best trip of their life
 - It was an average holiday
 - It was a disappointing trip

Read the text and answer questions 6 to 10

My Grandpa's Hometown

Three weeks ago, my family and I were in my grandpa's hometown. It is our annual agenda every holiday at the end of Semester. Unfortunately, it was the rainy season there. It rained almost every day there. We didn't have enough time to visit some tourist places there because of the rain. We had not enough sunlight even to dry up our laundry. As a result, we just stayed at home almost all day long. Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making funny videos directed by me. Finishing the videos, we edited them and uploaded them to YouTube, By doing this we could kill our boredom of staying at home because of the rain and make a creative activity instead.



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6. Why did the writer's family visit the grandpa's hometown? - For work - For a holiday - For a wedding - For a business trip 7. What problem did the writer and their family face during their visit? - Lost luggage - Bad weather - No internet - Food shortage 8. What did the family do to pass the time indoors? - Played board games - Cooked meals - Made and edited funny videos - Read books 9. How did making videos affect the family's holiday experience? - It made them more bored - It had no effect - It caused disagreements - It made the time enjoyable 10. What was the overall outcome of the family's indoor activity? - They felt indifferent - They found it fun and creative - They stopped doing activities - They felt frustrated	Read the text and answer questions 11 to 15 Cooking Fried Rice Two months ago, a friend of mine gave me a box of fried rice that she made by herself. I was so amazed by how tasty her fried rice was. It encouraged me to learn how to make delicious fried rice. So, one week later I made one. After school, I purposefully did not take a nap. Instead, I went to the kitchen and prepared all the ingredients needed. However, at that time I did not know how to make it or where to start. So, I tried to find a recipe on YouTube. The, I found a video of a simple fried rice recipe that had been watched by over 1 million viewers. After watching the video once, I followed it according to the steps shown in the video. It took me approximately 10 minutes of preparation and 30 minutes cooking. When I finished cooking, I served the fried rice on a large plate. Afterwards, I served it for the family. My mother and father said that my fried rice was tasty. But, my brother said that it was too spicy for him. Turns out, cooking was an exciting activity. After receiving compliments from my mother and father, I wanted make delicious food more and more. 11. What motivated the writer to make fried rice? - Reading a recipe in a cookbook - Attending a cooking class - Tasting fried rice made by a friend - Watching a cooking video on YouTube 12. When did the writer decide to make fried rice? - After lunch - Before bedtime - After school - In the morning
--	---



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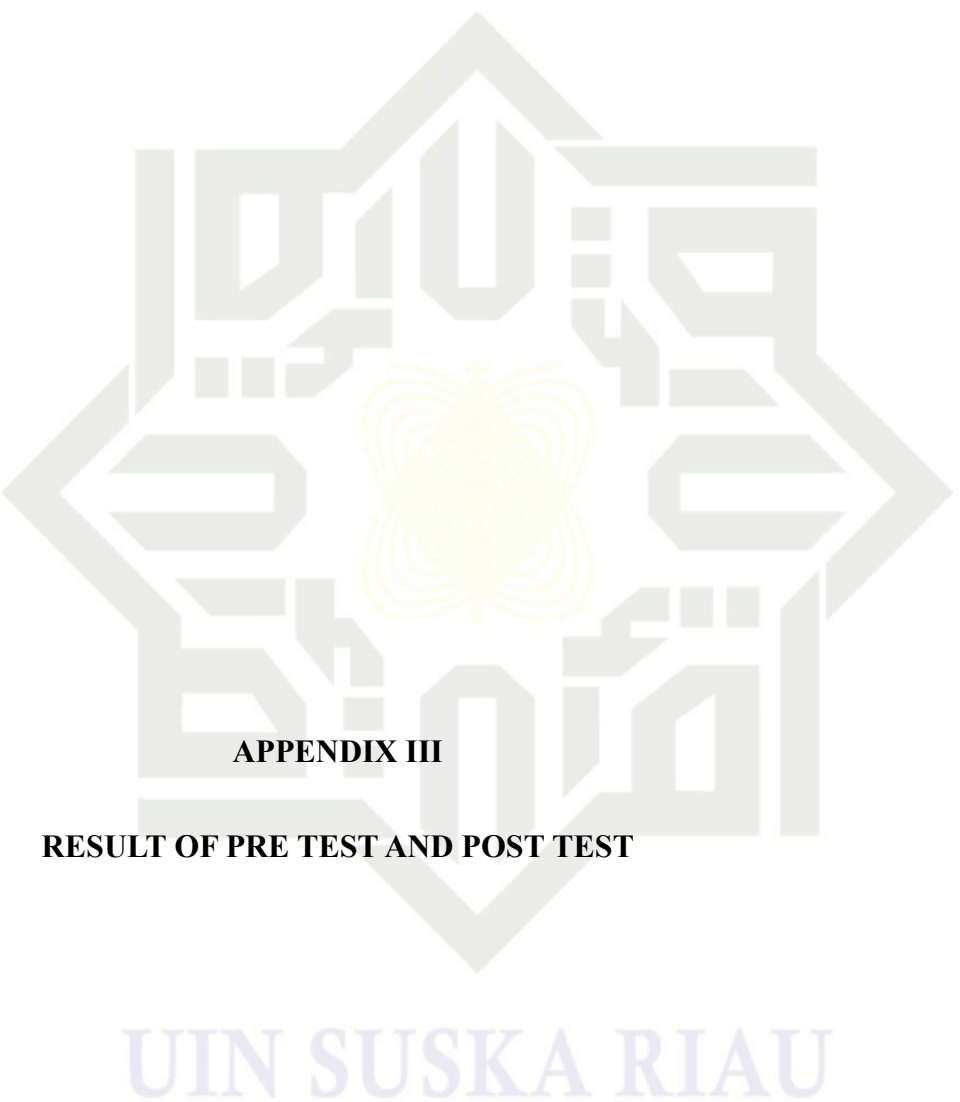
- What was the first step the writer took before starting to cook?
 - Watching the recipe video
 - Inviting family to eat
 - Preparing the ingredients
 - Buying ingredients at the market
- How long did it take the writer to prepare and cook the fried rice?
 - 30 minutes
 - 40 minutes
 - 20 minutes
 - 10 minutes
- How did the writer's family react to the fried rice?
 - Only the mother praised it
 - They all said it was not good
 - Everyone said it was too spicy
 - Both the mother and father praised it, but the brother found it too spicy

Read the text and answer questions 16 to 20

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a BBQ. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home

- What was the purpose of the family's visit to the National Zoo and Aquarium?
 - To visit the new Snow Cubs and other animals
 - To see a special exhibition
 - To participate in a zoo tour
 - To attend a zoo and aquarium show
- What did the family encounter when they arrived at the Zoo and Aquarium?
 - A special event
 - A short line
 - A closed gate
 - A long line
- What did the family do first after entering the zoo?
 - Went to the aquarium
 - Had lunch
 - Bought tickets
 - Visited the Snow Cubs' enclosure
- What did Dad cook for lunch at the zoo?
 - Burgers
 - Hot dogs
 - Sandwiches
 - Sausages
- What was the family's reaction to their day at the zoo and aquarium?
 - They were disappointed and went home early
 - They thought the zoo and aquarium were closed
 - They enjoyed seeing the Snow Cubs and animals but were too tired to get ice cream
 - They found the experience too expensive



APPENDIX III

RESULT OF PRE TEST AND POST TEST

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State Islamic University of Sultan Syarif Kasim Riau

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NO. 16 09 24
DATE: Rabu.

Syifa Almahiroh
IX TTB

- ☐ 1. a. makasar
- ☒ 2. b. Took a Shower and rested.
- ☒ 3. b. Visiting malino Highlands.
- ☐ 4. b. exploring malino with a guide.
- ☐ 5. a. It was a disappointing trip.
- ☒ 6. a. For a holiday.
- ☐ 7. b. lost luggage
- ☒ 8. a. made and edited Funny vidios
- ☐ 9. b.
- ☐ 10. d.
- ☐ 11. a.
- ☒ 12. b. After School
- ☒ 13. a. preparing the ingredients
- ☒ 14. c. 40 minutes.
- ☒ 15. a. c.
- ☒ 16. b.
- ☐ 17. d.
- ☐ 18. a.
- ☐ 19. b.
- ☐ 20. b.

45



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Rafi Aldous Airanra
IX-G
16-10-2024

No. _____
Date: _____

1. ☒ b. Malino, South Sulawesi
2. ☐ c. Explored Malino Highlands
3. ☒ b. Visiting Malino Highlands
4. ☒ c. Shopping for souvenirs
5. ☒ c. It was wonderful and the best trip of their life
6. ☒ a. For a holiday
7. ☐ b.
8. ☒ a. Made and edited funny videos
9. ☐ c.
10. ☒ a. They found it fun and creative
11. ☐ b. Watching a cooking video on youtube
12. ☒ b. After school
13. ☐ b. Watching the recipe video
14. ☐ b. 30 minutes
15. ☐ a. They all said it was not good
16. ☐ c. They thought the zoo and aquarium were closed
17. ☐ c. To attend a zoo and aquarium show
18. ☐ a. A short line
19. ☐ d.
20. ☐ c.

40
11



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No. _____
Date. _____

Nama : Denada Amelya Vonesya
Kelas : IX G (TT)
Tanggal : 22-10-2024
Bahasa Inggris

30/11

1. b. Molino, South Sulawesi
2. c. Explored Molino highlands
3. b. Visiting Molino highlands
4. a. Going to the Molino highlands
5. d. It was an average holiday
6. a. for a holiday
7. b. lost luggage
8. a. Made and edited funny videos
9. d. It caused disagreements
10. a. They found it fun and creative
11. c. Tasting fried rice made by a friends
12. d. In the morning
13. c. Inviting family to eat
14. a. 20 minutes
15. a. They all said it was not good
16. d. They found the experience too expensive
17. c. To attend a zoo and aquarium show
18. c. A special event
19. d. Bought tickets
20. d. Sandwiches



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Riki dwi afendi
IX G

NO.

DATE:

- ☒ 1 b. Malino, South Sulawesi
- ☒ 2 c. Explored malino highlands
- ☒ 3 b. Visiting malino highlands
- ☒ 4 c. Shopping for souvenirs
- ☒ 5 c. It was wonderful and the best trip of their life
- ☒ 6 a. for a holiday
- ☒ 7 a. bad weather
- ☒ 8 a. Made and edited funny videos
- ☒ 9 c. It had no effect
- ☒ 10 a. they found it fun and creative
- ☒ 11 b. watching a cooking video on Youtube
- ☒ 12 b. after school
- ☒ 13 a. preparing the ingredients
- ☒ 14 b. 30 minutes
- ☒ 15 d. everyone said it was too spicy
- ☒ 16 b. they enjoyed seeing the snow cubs and animals but were too tired to get ice cream
- ☒ 17 b. to visit the new snow cubs and other animals
- ☒ 18 b. a long line
- ☒ 19 a. went to the aquarium
- ☒ 20 ~~can~~ d. Sandwiches

PAPERLINE

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No. Himawan bachtiar
Date: 1XG TT

1. d. Malinao, South Sulawesi
2. d. took a shower and rested
3. a. visiting Malinao high land
4. b. looking for souvenirs
5. b. it was wonderful and the best
6. b. for a holiday
7. c. no internet
8. c. map and edited funny videos
9. d. it made the time enjoyable
10. b. They found it fun and creative
11. c. fastich tried rice made by a friend
12. A. after lunch
13. A. watch the Prizzi video
14. b. go museums
15. d. Both the mother
16. A. Look at the new snow cubes and other animals
17. a. A long line
18. b. visited the snow
19. c. sandwiches
20. c. they take photos

70
//



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NO. _____
DATE: _____

Nama : Zhafirah
Kelas : IX G
Tanggal : 24 - 10 - 24
Post test

65

1. ☒ d. Malino, South Sulawesi
2. ☒ d. took a shower and rested
3. ☒ a. Visiting Malino highlands
4. ☒ b. Shopping For souvenirs
5. ☒ b. It was wonderful and the best trip of their life
6. ☒ b. For a holiday
7. ☒ b. bad weather
8. ☒ d. Read books
9. ☒ d. It made the time enjoyable
10. ☒ d. They felt frustrated
11. ☒ c. tasting Fried rice made by a friend
12. ☒ c. after school
13. ☒ a. watching the recirc video
14. ☒ a. 30 minutes
15. ☒ d. both the mother and father Praised it, so the
16. ☒ d. to attend a zoo and aquarium ~~show~~ show
17. ☒ b. A short line
18. ☒ d. visited the snow cubs enclosure
19. ☒ c. Sandwiches
20. ☒ c. the enjoyed being the snow cubs and animals

PAPERLINE



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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No. 23-10-2024

Date: Kamis

Nama: Fanny putri haryani

Kelas: 1x6

B.ing

POST-TEST

1. D. Maino, South Sulawesi
2. D. Took a Shower and rested
3. A. Visiting Maino Highlands
4. B. Shopping for souvenirs
5. B. It was wonderful and the best trip of their life.
6. B. For a holiday
7. C. No internet
8. C. Made and edited Funny Videos
9. D. It made the time enjoyable
10. b. They found it fun and creative
11. D. Watching a cooking video on Youtube
12. C. After School
13. B. Inviting family to eat
14. B. 40 minutes
15. C. Everyone said it was too spicy
16. A. to visit the new snow cubs and other animals
17. D. A long time.
18. A. Went to the aquarium
19. d. sausages
20. C. They enjoyed seeing the snow cubs and animals but





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NO. _____
DATE: _____

NAMA: NURUL NABILA
Kelas: IXG / Tuanku Tambusai
hari / tanggal: Kamis, 24-10-2024.
Mapel: B. Inggris

Post-test.

85

1. ☒ D. Marino, South Sulawesi
2. ☒ D. took a shower and rested.
3. ☒ A. visiting Marino highland.
4. ☒ B. Shopping for souvenirs
5. ☒ B. it was wonderful and the best trip of their life.
6. ☒ B. for a holiday.
7. ☒ B. bad weather.
8. ☒ C. made and edited funny videos.
9. ☐ D. read book.
10. ☒ B. they found it fun and creative.
11. ☐ D. watching a cooking video on youtube.
12. ☒ C. after school
13. ☐ A. watching the recipe video.
14. ☒ B. 40 minutes.
15. ☒ D. both the mother and father praised it, but the brother found it to spy.
16. ☒ A. to visit the new snow cubs and other animals.
17. ☒ D. a long line.
18. ☒ D. visited the snow cubs' enclosure
19. ☒ D. sausages.
20. ☒ C. they enjoyed seeing the snow cubs and animals but were too tired to get ice cream



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NO. _____
DATE: _____

Ardana zain IX.F

- ☒ 1 b. malino south sulawesi
- ☒ 2 c. explored malino Highlands
- ☒ 3 c. returning to makassar
- ☒ 4 c. shopping for souvenirs
- ☒ 5 c. it was wonderful and the best trip of their life
- ☒ 6 a. For a holiday
- ☒ 7 a. Bad weather
- ☒ 8 a. made and edited funny videos
- ☒ 9 a. it made the time enjoyable
- ☒ 10 a. they found it fun and creative
- ☒ 11 b. watching a cooking video on youtube
- ☒ 12 b. after school
- ☒ 13 b. watching the recipe video
- ☒ 14 b. 30 minutes
- ☒ 15 b. only the mother praised it
- ☒ 16 b. they enjoyed seeing the snow cubs
- ☒ 17 b. to visit the new snow cubs and show
- ☒ 18 b. A long line
- ☒ 19 c. visited the snow cubs enclosure
- ☒ 20 d. sandwiches

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POPPY JEISI ANANDA

No. _____

Date: _____

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- ☐ 2. C. Explored malino highlands
- ☒ 3. b. visiting malino highlands.
- ☒ 4. C. Shopping for Souvenirs.
- ☒ 5. C. It was wonderful and the best trip of their life
- ☒ 6. A. for a holiday
- ☒ 7. A. Bad weather
- ☒ 8. A. made and edited funny videos.
- ☐ 9. C. It has no effect
- ☐ 10. D. they stopped doing activities
- ☐ 11. b. watching a coking video on youtube.
- ☐ 12. a.
- ☒ 13. a.
- ☐ 14. b.
- ☐ 15. D.
- ☐ 16. C.
- ☒ 17. b
- ☒ 18. b
- ☐ 19. A
- ☐ 20. a

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No	Date	Page
	Nama: Syahira Afifah 2.	2 kpd.
	Kelas: IXf.	d UH
1.	b. Manno, South Sulawesi.	70 Selasa 15-10/24
2.	b. Took a shower and rested.	
3.	b. Visiting Manno Highlands.	
4.	c. Shopping for souvenirs.	
5.	c. It was wonderful and the best trip of their life.	
6.	2. For a holiday	
7.	2. Bad weather.	
8.	a. Made and edited funny videos.	
9.	a. It made the time enjoyable.	
10.	a. They found it fun and creative.	
11.	b. Watching a cooking video on YouTube.	
12.	b. After school	
13.	a. Preparing the ingredients	
14.	b. 30 minutes	
15.	d. Everyone said it was too spicy.	
16.	b. They enjoyed seeing the snow cubs and animals but were too	
17.	c. To attend a zoo and aquarium show.	
18.	b. A long line.	
19.	a. Went to the aquarium.	
20.	d. Sandwiches.	



Date. _____

Page. _____

Nama: Syahira Afifah 2.
Kelas: IXf.

2 KPD.

d UT

70

Selasa 15-10/24

1. ✓ b. Manno, South Sulawesi.
2. ✓ b. Took a shower and rested.
3. ✓ b. Visiting Manno Highlands.
4. ✓ c. Shopping for souvenirs.
5. ✓ c. It was wonderful and the best trip of their life.
6. ✓ a. For a holiday.
7. ✓ a. Bad weather.
8. ✓ a. Made and edited funny videos.
9. ✓ a. It made the time enjoyable.
10. ✓ a. They found it fun and creative.
11. b. Watching a. cooking videos on youtube.
12. ✓ b. After school.
13. ✓ a. Preparing the ingredients.
14. b. 90 minutes.
15. d. Everyone said it was too spicy.
16. ✓ b. They enjoyed seeing the snow cubs and animals but were too.
17. ✓ c. To attend a zoo and aquarium show.
18. ✓ b. A long line.
19. a. Went to the aquarium.
20. ✓ d. Sandwiches.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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No. _____

Date: _____

☐	Aris Putra Ramadhan	Post-test
☐	IXF	
☐		
☒	D. malino, South Sulawesi	
☒	~~D. took a shower and rested~~	D. took a shower and rested
☒	A. Visiting malino highlands	
☒	B. Shopping for souvenirs	
☒	B. It was wonderful and the best	
☒	B. For a holiday	
☒	B. bad weather	
☒	C. made and edited funny videos	
☒	A. It made them more bored	
☒	B. They found it fun and creative	
☒	C. tasting fried rice made by a friend	
☒	C. after school	
☒	A. watching the recipe video	
☒	B. 40 minutes	
☒	D. Both the mother and father praised	
☒	A. to visit the new snow cave and other	
☒	D. along line	
☒	D. visited the snow cubs' enclosure	
☒	C. sandwiches	
☒	C. They found the experience too expensive	
☐		
☐		





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B.lng.

Nama: Nadya Annesa putri
Kelas: IX.F

Kamis
Date: 24-10-2024

☒	1. D. Malino, South Sulawesi
☒	2. D. Took a shower and rested
☒	3. A. Visiting Malino Highlands
☒	4. B. Shopping for Souvenire
☒	5. B. It was wonderful and the best trip of their life.
☒	6. B. For a holiday
☒	7. B. Bad weather
☒	8. C. Made and edited funny videos
☒	9. D. It made the time enjoyable.
☒	10. B. They found it fun and creative
☒	11. C. Tasting Fried rice made by a friend
☒	12. C. After school
☒	13. C. Preparing the ingredients
☒	14. A. 30 minutes
☒	15. D. Both the mother ~~and~~ and father praised it, but the brother found it too spicy
☒	16. A. To visit the new Snow Cubs and other animals
☒	17. D. A long line
☒	18. A. ~~and~~ went to the aquarium
☒	19. D. Sausages
☒	20. C. They enjoyed seeing the snow Cubs and animals but were too tired to get ice cream.
☐	
☐	
☐	

90



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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NO. 1XF
DATE: 13.11.2020

Zhidan Chanino D. POST-Test

- ☒ 1 d. rainu - South Sulawesi
- ☒ 2 d. took a Shower and Rested
- ☒ 3 a. visiting rainu highlands
- ☒ 4 b. Shopping for Souvenirs
- ☒ 5 b. It was wonderful and the best trip of
- ☒ 6 b. For a holiday
- ☒ 7 b. Bad weather
- ☒ 8 c. made and edited funny videos
- ☒ 9 a. It made them more bored
- ☒ 10 b. They found it
- ☒ 11 d. watching a cooking video on youtube
- ☒ 12 c. After School
- ☒ 13 a. watching the ingredient
- ☒ 14 b. 40 minutes
- ☒ 15 d. Both the mother and Father pleased it
- ☒ 16 d. to attend a zoo and aquarium
- ☒ 17 d. Along line
- ☒ 18 d. visited the snow cub's enclosure
- ☒ 19 c. sandwiches
- ☒ 20 c. They found the experience too

75

APERLINE



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Name: Ahmad al gibran P
Class = IX F / HCU

Post - test

Date: //

No.:

- ☒ 1 D. Malino, south Sulawesi
- ☒ 2 D. took a shower and rested
- ☒ 3 A. Visiting Malino Highlands
- ☒ 4 b. shopping for souvenirs
- ☒ 5 b. it was wonderful and the best trip of their life
- ☒ 6 b. for a holiday
- ☒ 7 b. bad weather
- ☒ 8 C. made and edited funny videos
- ☒ 9 a. It made them ~~be~~ more bored
- ☒ 10 b. they ~~find~~ found it fun and creative
- ☒ 11 C. tasting fried rice made by a friend
- ☒ 12 C. after school
- ☒ 13 a. watching the recipe video
- ☒ 14 b. 40 minutes
- ☒ 15 d. Both the mother and father praised it but the brother found it too spicy
- ☒ 16 a. to visit the new snow cubs and other animals
- ☒ 17 d. A long line
- ☒ 18 d. Visited the snow cubs enclosure
- ☒ 19 C. sandwiches
- ☒ 20 C. they enjoyed seeing snow cubs and animals but were too tired to get ice cream



APPENDIX IV

THESIS GUIDANCE ACTIVITY

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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Pekanbaru, 08 Maret 2023

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Isma Ruslina
NIM / HP : 12010424704 / 082283808513
Tempat / tanggal lahir : Siak / 27 Juli 2000
Semester / Tahun : VI / 2023
Jurusan : Pendidikan Bahasa Inggris

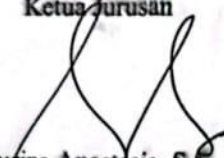
Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul " **The Effectiveness Using Question-Answer Strategy To Improve Teaching Reading Comprehension at Senior High School**". Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Dodi Settiawan S.Pd.L., M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan


Dr. Fauzina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Isma Ruslina
NIM. 12010424704



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Fax (0761) 661647 Web: www.uin-suska.ac.id, E-mail: office_uin-suska@ yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/5930/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 10 Maret 2023

Kepada
Yth. Dr. Dodi Settiawan, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ISMA RUSLINA
NIM : 12010424704
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effectiveness Using Question-Answer Strategy to Improve Teaching Reading Comprehension at Senior High School
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I



[Signature]
Dr. Zarkasih, M.Ag.
NIP. 197210171997031004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Pekanbaru, 26 Januari 2024

Hal : Pergantian Judul

Lampiran : -

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Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	: Isma Ruslina
NIM / HP	: 12010424704/082283808513
Tempat / tanggal lahir	: Siak/ 27 Juli 2000
Semester / Tahun	: VIII/ 2024
Jurusan	: Pendidikan Bahasa Inggris
Dosen Pembimbing	: Dr. Dody settiawan , S.Pd.I.,M. Pd

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari "The Effect Using Question-Answer Strategy To Improve Ss' Reading Comprehension In Exposition Text At The Eleventh Grade Of Senior High School" Menjadi "The Effect of Using Word Card Strategy to Improve Reading Comprehension in Descriptive Texts At the Eight Grade of Islamic Junior High School". Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Isma Ruslina
NIM.12010424704

- Hak Cipta Dilindungi Undang-Undang
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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/4798/2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 22 Februari 2024

Kepada
Yth. Dr. Dodi Settiawan, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ISMA RUSLINA
NIM : 12010424704
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effect of Using Word Card Strategy to Improve Reading Comprehension
in Descriptive Texts At the Eighth Grade of Islamic Junior High School
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.

HP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Nomor : Un.04/F.II.4/PP.00.9/14003/2024
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 31 Juli 2024

Kepada
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Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ISMA RUSLINA
 NIM : 12010424704
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Effect of Using Word Card strategy on Students' Reading Comprehension
 at SMPN 23 Pekanbaru
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.

IP. 19721017 199703 1 004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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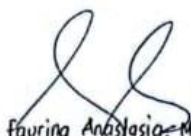
**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian

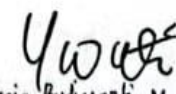
Isma Ruklina
12010424704
Selasa / 9 Juli 2024
The Effect of Using Word Card Strategy on Students' Reading
Comprehension at SMPN 23 Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise the background of problem!
2.	Revise the formulation of the problem!
3.	Revise the definitions of the terms!
4.	Revise the objectives of the problem!
5.	Add the procedures of using Word Card strategy!
6.	Revise the hypothesis!
7.	Add the tables of population & sample!
8.	Revise the time of the research!
9.	Insert the blue print!

Penguji I


Dr. Faurina Anastasia M. Hum

Pekanbaru, 9 Juli 2024
Penguji II


Kurnia Budi Yanti, M. Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0751) 7977207 Fax. (0751) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Isma Ruslina
Nomor Induk Mahasiswa : 12010424704
Hari/Tanggal Ujian : Selasa/19 Juli 2024
Judul Proposal Ujian : The Effect of Using Word Card Strategy on Students'
Reading Comprehension At SMPN 23 Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina A, M. Hum	PENGUJI I		
2.	Kurnia Budiyaniti, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zulkasim, M.Ag.
NIM. 21017 199703 1 004

Pekanbaru, 19 Juli 2024
Peserta Ujian Proposal

Isma Ruslina
NIM. 12010424704



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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

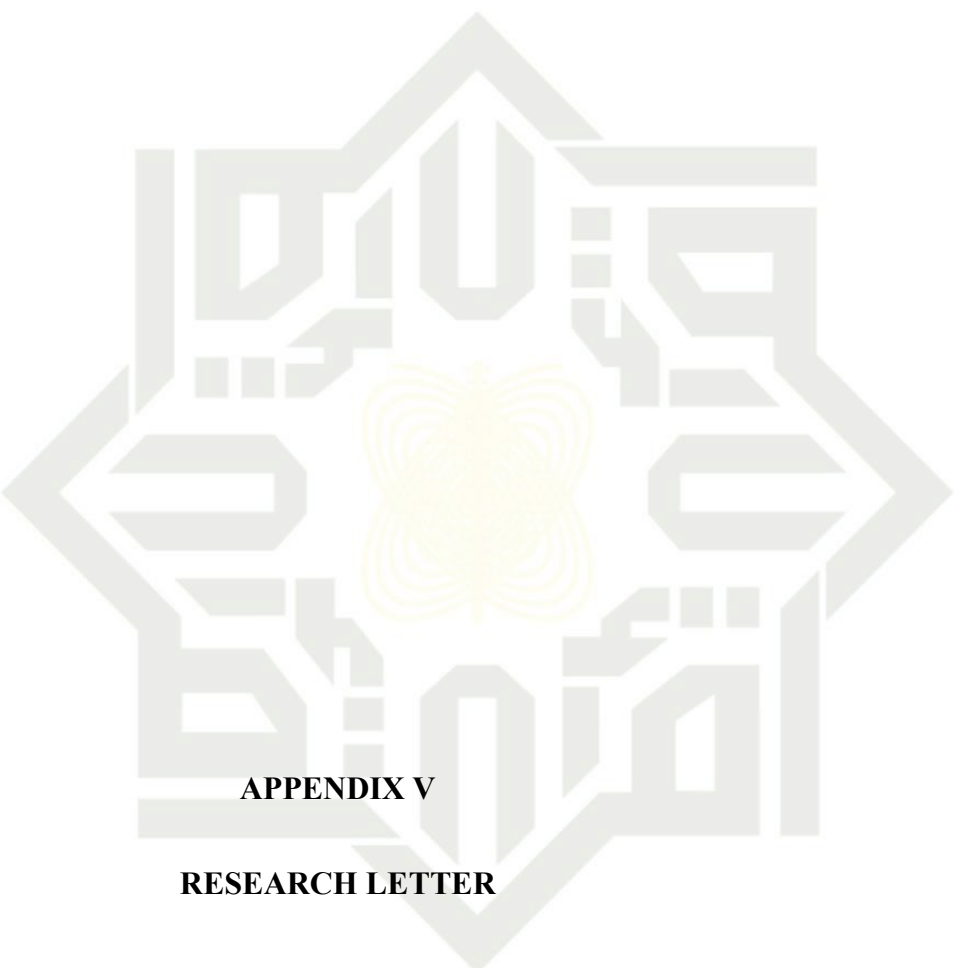
KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

- Jenis yang dibimbing :
 - Seminar usul Penelitian :
 - Penulisan Laporan Penelitian :
- Nama Pembimbing : Dr. Dodi Settiawan, M.Pd
 - Nomor Induk Pegawai (NIP) : 19850201202321101
- Nama Mahasiswa : Isma Ruslina
- Nomor Induk Mahasiswa : 12010424704
- Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	23/7/2024	Bimbingan Instrumen		
2.	6/8/2024	Bimbingan Instrumen (Revisi 1)		
3.	30/8/2024	Bimbingan Instrumen (Revisi 2)		
4.	6/9/2024	Bimbingan Instrumen (Revisi 3)		
5.	13/9/2024	Bimbingan Instrumen (Revisi 4)		
6.	20/9/2024	Acc Insrument		
7.	21/11/2024	Revisi 1		
8.	26/11/2024	Revisi 2		
9.	4/12/2024	Revisi 3		
10.	5/12/2024	Acc skripsi		

Pekanbaru, 5 Desember 2024
Pembimbing,

Dr. Dodi Settiawan, M.Pd
NIP. 19850201202321101



APPENDIX V

RESEARCH LETTER

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN
SMP NEGERI 23 PEKANBARU
SEKOLAH STANDAR NASIONAL (SSN)

Jalan Garuda Sakti Km. 3 Kel. Binawidya Kec. Binawidya Kota Pekanbaru, Telp : (0761) - 7875384
NIS : 200620, NSPS : 201096007062, NPSN : 10403912
E-mail : smpnegeri23pekanbaru@gmail.com, Website : http://www.smpn23pekanbaru.sch.id



AKREDITASI A

SURAT KETERANGAN TELAH MELAKSANAKAN PRA RISET

Nomor : 895/SMP.N. 23 TU/II/2024/073.

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 23 Pekanbaru berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor : Un.04.F.II.3/PP.00.9/4941/2024 Tanggal 26 Februari 2024 dengan ini menerangkan :

Nama	: ISMA RUSLINA
NIM	: 12010424704
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: Strata – 1 (S1) Semester VIII (Delapan) 2024
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Adapun nama tersebut diatas telah melaksanakan Pra Riset Mata Kuliah Pendidikan Bahasa Inggris pada SMP Negeri 23 Pekanbaru, untuk mendapatkan data yang berhubungan dengan penelitiannya guna menyelesaikan Pendidikan Sarjana Strata 1 (S1) di Universitas Islam Negeri Sultan Syarif Kasim Riau.

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

Pekanbaru, 26 Februari 2024

Kepala Sekolah,



Dr. Edi Suhendri M.Si

NIP. 19800707 200212 1 005

- Hak Cipta Dilindungi Undang-Undang
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Jl. H. R. Soebrantas No. 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftar@uinsuska@yahoo.co.id

Nomor : B-21500/Un.04/F.II/PP.00.9/09/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 23 September 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Isma Ruslina
NIM	: 12010424704
Semester/Tahun	: IX (Sembilan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect Of Using Word Card Strategy On Students' Reading Comprehension At SMPN 23 Pekanbaru
Lokasi Penelitian : SMPN 23 Pekanbaru
Waktu Penelitian : 3 Bulan (23 September 2024 s.d 23 Desember 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



Hak Cipta Dilindungi Undang-Undang

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PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/68978
TENTANG



PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-21500/Un.04/F.II/PP.00.9/09/2024 Tanggal 23 September 2024, dengan ini memberikan rekomendasi kepada:

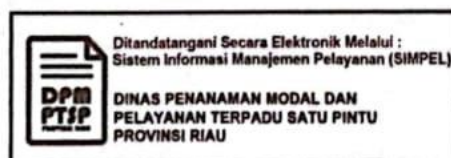
1. Nama : ISMA RUSLINA
2. NIM / KTP : 12010424704
3. Program Studi : PENDIDIKAN BAHASA INGGRIS
4. Jenjang : S1
5. Alamat : PEKANBARU
6. Judul Penelitian : THE EFFECT OF USING WORD CARD STRATEGY ON STUDENTS' READING COMPREHENSION AT SMP N 23 PEKANBARU
7. Lokasi Penelitian : SMP N 23 PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 25 September 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
- Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH KOTA PEKANBARU
BADAN KESATUAN BANGSA DAN POLITIK
GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU
JL. ABDUL RAHMAN HAMID KOTA PEKANBARU



SURAT KETERANGAN PENELITIAN

Nomor : BL.04.00/Kesbangpol/2642/2024



- a. Dasar :
1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
 2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
 3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
 4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
 5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

- b. Menimbang :
- Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/68978 tanggal 25 September 2024, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1. Nama : ISMA RUSLINA
2. NIM : 12010424704
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : DESA SIALANG SAKTI KEC. DAYUN-SIAK
7. Judul Penelitian : THE EFEECT OF USING WORD CARD STRATEGY ON STUDENTS READING COMPREHENSION AT SMP N 23 PEKANBARU
8. Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 30 September 2024

a.n. KEPALA BADAN KESATUAN BANGSA
DAN POLITIK KOTA PEKANBARU



HADI SANJOYO, AP. M.Si

REMBINA-TINGKAT I

NIP. 19740410 199311 1 001

Tembusan

- Yth :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
 2. Yang Bersangkutan.



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PEMERINTAH KOTA PEKANBARU DINAS PENDIDIKAN

Jl. H. Syamsul Bahri No. 8 Kelurahan Sungaisibam Kecamatan Bina Widya
Kode Pos. 28293 Telp. (0761) 42788, 855287 Fax. (0761) 47204
PEKANBARU
website : www.disdikpkpu.org email : disdikpkpu@yahoo.com

Pekanbaru, 01 Oktober 2024

Kepada Yth,
SMP N 23 Pekanbaru

Nomor : 800/Disdik.Sekretaris 1/0191/2024

Lampiran : -

Perihal : Izin Melaksanakan Riset / Penelitian

di -

Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : BL.04.00/Kesbangpol/2642/2024 tanggal 30 September 2024 perihal Izin Riset / Penelitian, atas nama :

Nama : ISMA RUSLINA
NIM : 12010424704
Mahasiswa : PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU
Judul Penelitian : THE EFFECT OF USING WORD CARD STRATEGY ON STUDENTS READING COMPREHENSION AT SMP N 23 PEKANBARU

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMP N 23 Pekanbaru, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

an. KEPALA DINAS PENDIDIKAN
KOTA PEKANBARU
Sekretaris

U.b Kepala Sub Bagian Umum



NOVA NURMAN, SE
Penata Muda Tk. I
NIP. 19781031 201407 2 003



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**PEMERINTAH KOTA PEKANBARU
DINAS PENDIDIKAN
SMP NEGERI 23 PEKANBARU**

SEKOLAH STANDAR NASIONAL (SSN)
Jalan Garuda Sakti Km. 3 Binawidya Binawidya Kota Pekanbaru, Telp. : (0761) – 7875384
NIS : 200620, NSPS : 201096007062, NPSN : 10403912
E-mail : smpnegeri23pekanbaru@gmail.com, Website : <http://www.smpn23pekanbaru.sch.id>



AKREDITASI A

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 895 / SMP.N. 23.TU/XI/2024/ 2024

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 23 Pekanbaru Provinsi Riau

Nama : Dr. Edi Suhendri M.Si
NIP : 19800707 200212 1 005
Pangkat/Golongan : Pembina Tk I, IV/b

Berdasarkan Surat Kepala Dinas Pendidikan Kota Pekanbaru Nomor 800/Disdik.Sekretaris.1/02912/2024, tanggal 01 Oktober 2024 tentang Izin Melaksanakan Riset/Penelitian untuk bahan Skripsi. Dengan ini menerangkan :

Nama : Isma Ruslina
NIM : 12010424704
Program Studi : Bahasa Inggris UIN Suska Riau
Fakultas / Universitas : Tarbiyah dan Keguruan UIN Suska Riau
Judul Penelitian : The Effect Of Using Word Card Strategy On Students Reading Comprehension At SMP N 23 Pekanbaru.

Telah melaksanakan Riset/ Penelitian di SMP Negeri 23 Pekanbaru dari tanggal 01 Oktober-31 Oktober 2024.

Demikianlah surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan : Di Pekanbaru
Pada Tanggal : 04 November 2024

Kepala Sekolah,



Dr. Edi Suhendri, M. Si
NIP: 198007072002121005



APPENDIX VI

DOCUMENTATION

UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Isma Ruslina, was born on July 27th, 2000 in Siak, Riau. She is the second child of Mr. Musliman and Mrs. Mujinem. In 2012, she graduated from SDN 017 Sialang Sakti. She also finished her study at SMPN 1 Dayun in 2015 and SMAN 1 Dayun in 2018. In 2020, she was accepted to be a students at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau.

On July until August 2023, she was doing KKN (Kuliah Kerja Nyata) Program at Sengkemang village in Siak. Then, on September until December 2023, she was doing Pre-Service Teacher Practice (PPL) program at SMAN 2 Bangkinang Kota. To fulfill requirements for undergraduate degree in English Education, she conducted the research on September 2024 by thesis entitled “The Effect of Using Word Card Media on Students’ Reading Comprehension AT SMPN 23 Pekanbaru”.

UIN SUSKA RIAU