A P P E N D I C E S

APPENDIX A

PRE-TEST AND POST-TEST IN EXPERIMENTAL CLASS

PRE-TEST

The most familiar speleothems (from the Greek word spelaion for the cave and thema for deposit), the decorative dripstone features found in caves, are stalactites and stalagmites. Stalactites hang downward from the ceiling of the cave and are formed as drop after drop of water slowly trickles through crack on the cave roof. Stalagmites grow upward from the floor of the cave, generally as a result of water dripping from an overhead stalactite. A column forms when a stalactite and a stalagmite grow until they join. A “curtain”1. Where did the accident happen? or “drapery” begins to on an inclined ceiling when drops of water trickle along a slope.

Natural openings on the surface that lead to caves are called sinkholes. or swallow holes. Streams sometimes disappear down these holes and flow through the cavern. Rivers may flow from one mountain to another through a series of caves . Some caverns have sinkholes in their floors. Water often builds up a rim of dripstone around the edge of the hole. Dripping water often contains dissolved minerals as well as acid. These minerals too will be deposited; and they may give rich coloring to the deposits. If minerals in the water change, layers of different colors may be formed.

1.Stalagmites are formed by …

(A) drops of water which enter through cracks in the ceiling.

(B) underground rivers which flow through the cave.

(C) water dripping from an overhead stalactite.

(D) water which trickles down a slope.

2. Sinkholes are …

(A) the decorative dripstone features found in caves.

(B) natural openings on the surface that lead to caves.

(C) colorful layers of mineral deposits.

(D) None of the above

3. An "inclined ceiling" is one which ...

(A) is straight.

(B) is crooked.

(C) is slanted.

(D) is wet.

4. Which of the following are NOT caused by dripping water?

(A) Stalactites

(B) Stalagmites

(C) Slopes

(D) Curtains

5. The information in the passage is most relevant to which field of study?

(A) Geography

(B) Archaeology

(C) Physics

(D) Geology

We believe the Earth is about 4.6 billion years old. At percent we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satelites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks The oldest Earth's rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are oldest rocks on Earth. Tests on rocks form the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

6. In line 8. the word "obliterated" means

(A) created

(B) destroyed

(C) changed

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7. According to this passage, how do scientists estimate the age of the Earth?

(A) By measuring the ratios of radioactive elements in rocks

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(C) "Erosion and Crustal Motion of Earth”

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10. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?

(A) Human alteration of the Earth

(B) Erosion and crustal motions

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(D) Deforestation

Putranto, (2019)

POST-TEST

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Putranto, (2019)

APPENDIX B

PRE-TEST AND POST-TEST IN CONTROL CLASS

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Putranto, (2019)

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Putranto, (2019)

APPENDIX C
LESSON PLAN OF EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN
Experiment Class

Sekolah : SMP Negeri 1 Parepare
Mata Pelajaran : Bahasa Inggris
Materi : Report Text
Kelas : IX
Alokasi Waktu : 2 JP x 4 Pertemuan @45 menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : 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, dan 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.

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	IPK
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. 3.4.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. 3.4.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis 3.4.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa sesuai dengan konteks penggunaannya.
4.4 Teks report –peristiwa 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis terkait peristiwa.	4.4.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis terkait peristiwa. 4.4.1.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis terkait peristiwa. 4.4.1.3 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis terkait peristiwa.

4.4.2 Menyusun teks *report* lisan, pendek dan sederhana, terkait peristiwa ,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.1 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dalam teks *report* lisan, pendek dan sederhana, terkait peristiwa. 4.4.2.2 Menyusun draft teks *report* lisan, pendek dan sederhana, terkait peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.4.2.3 Mereview teks *report* lisan, pendek dan sederhana, terkait peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.4.2.4 Mengedit teks *report* lisan, pendek dan sederhana, terkait peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.4.2.5 Mengoreksi cetakan percobaan teks *report* lisan, pendek dan sederhana, terkait peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Tujuan Pembelajaran :

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi social yang ada dalam *report text*
2. Mengidentifikasi *generic structure* pada *report text*.
3. Mengidentifikasi unsur kebahasaan dari *report text* secara benar dan sesuai konteks penggunaanya.
4. Memahami fungsi social, struktur teks, dan unsur kebahasaan pada *report text* sederhana terkait gejala alam atau social sesuai dengan konteks pengginaannya.
5. Menyusun *report text* tentang fenomena sederhana.

B. Materi Pembelajaran :

- Unsur Kebahasaan
  - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
  - Adverbia penghubung waktu: *first, then, after that, before, when, at last,finally*, dsb.
  - Adverbia dan frasa preposisional penunjuk waktu
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca
- Topik

Peristiwa yang dapat menumbuhkan perilaku yang termuat di KI

C. Model Pembelajaran

Pendekatan : Scientific approach

Metode : Computer Assisted Language Learning

D. Media, Alat, dan Sumber Pembelajaran

- Meggunakan media website “readtheory”
- Spidol, Laptop, LCD

E. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 menit)

- Guru memberi salam, mengajak peserta didik berdoa sebelum memulai kegiatanpembelajaran
- Guru mengecek kehadiran peserta didik
- Guru mengajukan beberapa pertanyaan stimulasi yang berkaitan dengan materi yang akan diajarkan.
- Guru menyampaikan kompetensi yang akan dicapai, yaitu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report*
- Guru menyampaikan penggunaan media pendukung lain berupa website
- Guru menyampaikan lingkup penilaian, yaitu sikap dan pengetahuan, dan teknik penilaian yang akan digunakan, yaitu penilaian praktik membaca.

2. Kegiatan Inti (70 menit)

a. Pertemuan I & 2: 2 x 45 menit

- Peserta didik diminta untuk membuka website *"www.readtheory.org"*
- Peserta didik diminta untuk membaca dan mengerjakan text yang terdapat di website
- Peserta didik mengklasifikasikan text sesuai dengan struktur teks *report.*
- Peserta didik mengidentifikasi fungsi sosial, dan unsur kebahasaan yang digunakan dalam teks *report.* pada alur cerita film tersebut.

b. Pertemuan 3& 4 : 2 x 45 menit

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3. Kegiatan Penutup (10 menit)

- Guru bersama peserta didik yaitu: (a) membuat rangkuman/ simpulan pelajaran; (b) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan (c) memberikan umpan balik terhadap proses dan hasil

pembelajaran.

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

F. Penilaian

1. Observasi sikap kerja sama, tanggung jawab dan percaya diri peserta didik selama proses pembelajaran
2. Tes quiz

APPENDIX D

LESSON PLAN OF EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

Control Class

Sekolah	: SMP Negeri 1 Parepare
Mata Pelajaran	: Bahasa Inggris
Materi	: Report Text
Kelas	: IX
Alokasi Waktu	: 2 JP x 4 Pertemuan @45 menit

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Kompetensi Dasar	IPK
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.4.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. 3.4.6 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. 3.4.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis 3.4.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa sesuai dengan konteks penggunaannya.
4.5 Teks report –peristiwa 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis terkait peristiwa.	4.4.1.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis terkait peristiwa. 4.4.1.5 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis terkait peristiwa. 4.4.1.6 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *report* lisan dan tulis terkait peristiwa.

4.4.2 Menyusun teks *report* lisan, pendek dan sederhana, terkait peristiwa ,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.4.2.6 Menggunakan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dalam teks *report* lisan, pendek dan sederhana, terkait peristiwa. 4.4.2.7 Menyusun draft teks *report* lisan, pendek dan sederhana, terkait peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.4.2.8 Mereview teks *report* lisan, pendek dan sederhana, terkait peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.4.2.9 Mengedit teks *report* lisan, pendek dan sederhana, terkait peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.4.2.10 Mengoreksi cetakan percobaan teks *report* lisan, pendek dan sederhana, terkait peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Tujuan Pembelajaran :

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

6. Mengidentifikasi fungsi social yang ada dalam *report text*
7. Mengidentifikasi *generic structure* pada *report text*.
8. Mengidentifikasi unsur kebahasaan dari *report text* secara benar dan sesuai konteks penggunaanya.
9. Memahami fungsi social, struktur teks, dan unsur kebahasaan pada *report text* sederhana terkait gejala alam atau social sesuai dengan konteks pengginaannya.
10. Menyusun *report text* tentang fenomena sederhana.

H. Materi Pembelajaran :

- Unsur Kebahasaan
  - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
  - Adverbia penghubung waktu: *first, then, after that, before, when, at last,finally*, dsb.
  - Adverbia dan frasa preposisional penunjuk waktu
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca
- Topik

Peristiwa yang dapat menumbuhkan perilaku yang termuat di KI

I. Model Pembelajaran

Pendekatan : Scientific approach

Metode : Computer Assisted Language Learning

J. Media, Alat, dan Sumber Pembelajaran

- Meggunakan media website “readtheory”
- Spidol, Laptop, LCD

K. Kegiatan Pembelajaran

4. Kegiatan Pendahuluan (10 menit)

- Guru memberi salam, mengajak peserta didik berdoa sebelum memulai kegiatanpembelajaran
- Guru mengecek kehadiran peserta didik
- Guru mengajukan beberapa pertanyaan stimulasi yang berkaitan dengan materi yang akan diajarkan.
- Guru menyampaikan kompetensi yang akan dicapai, yaitu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *report*
- Guru menyampaikan penggunaan media pendukung lain berupa website
- Guru menyampaikan lingkup penilaian, yaitu sikap dan pengetahuan, dan teknik penilaian yang akan digunakan, yaitu penilaian praktik membaca.

5. Kegiatan Inti (70 menit)

b. Pertemuan I & 2: 2 x 45 menit

- Peserta didik diminta untuk membuka website *"www.readtheory.org"*
- Peserta didik diminta untuk membaca dan mengerjakan text yang terdapat di website
- Peserta didik mengklasifikasikan text sesuai dengan struktur teks *report.*
- Peserta didik mengidentifikasi fungsi sosial, dan unsur kebahasaan yang digunakan dalam teks *report.* pada alur cerita film tersebut.

c. Pertemuan 3& 4 : 2 x 45 menit

- Peserta didik diminta untuk membuka website *"www.readtheory.org"*
- Peserta didik diminta untuk membaca dan mengerjakan text yang terdapat di website
- Peserta didik mengklasifikasikan text sesuai dengan struktur teks *report.*
- Peserta didik mengidentifikasi fungsi sosial, dan unsur kebahasaan yang digunakan dalam teks *report.* pada alur cerita film tersebut.

6. Kegiatan Penutup (10 menit)

- Guru bersama peserta didik yaitu: (a) membuat rangkuman/ simpulan pelajaran; (b) melakukan refleksi terhadap kegiatan yang sudah dilaksanakan; dan (c) memberikan umpan balik terhadap proses dan hasil

pembelajaran.

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

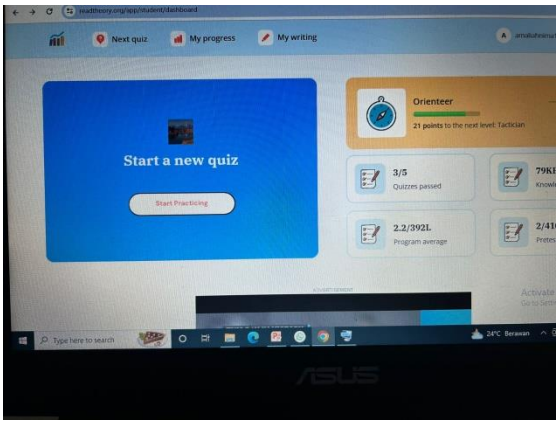
L. Penilaian

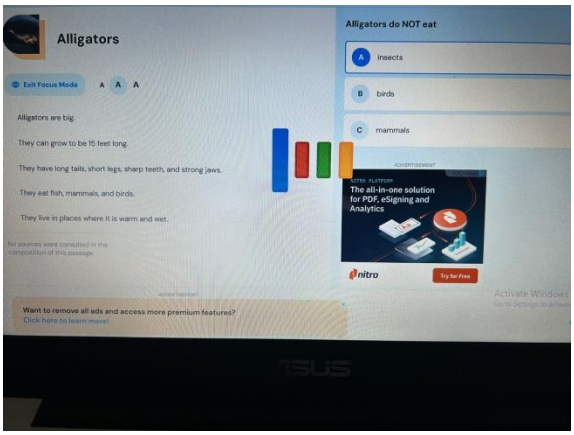
3. Observasi sikap kerja sama, tanggung jawab dan percaya diri peserta didik selama proses pembelajaran
4. Tes quiz

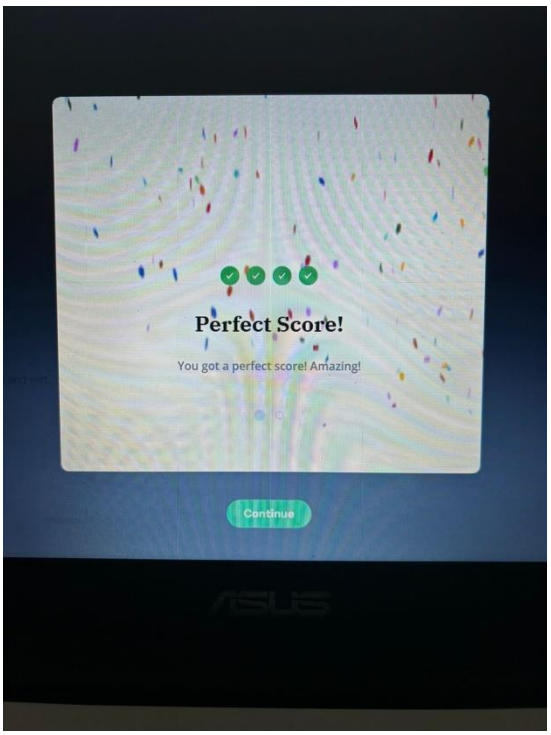
APPENDIX E

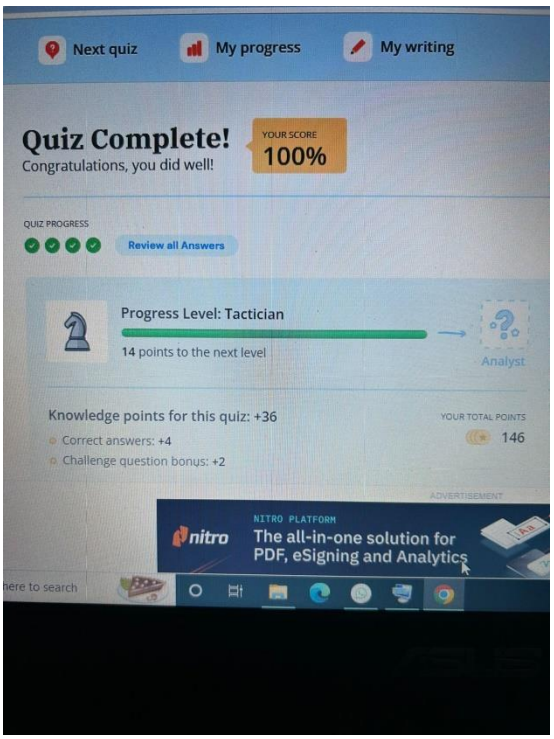
TREATMENT

EXPERIMENTAL CLASS







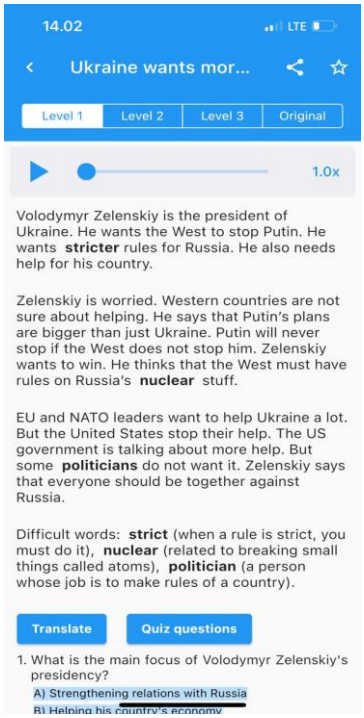


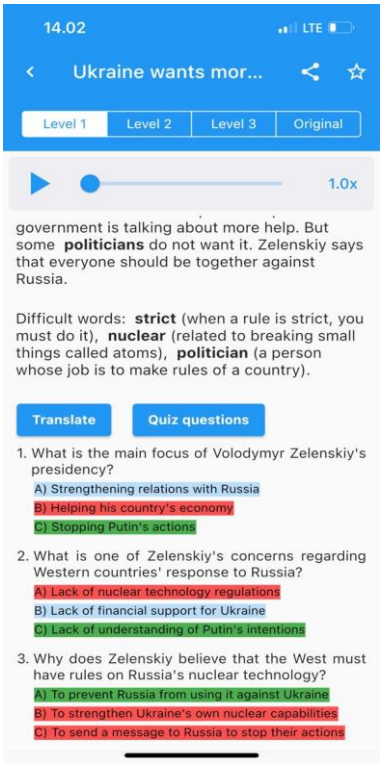
APPENDIX F

TREATMENT

CONTROL CLASS







APPENDIX G

The Results of Students Score on Pre-test and Post-test

EXPERIMENTAL CLASS

No.	NAME	PRE TEST	CLASSIFICATION	POST TEST	CLASSIFICATION
1.	student 1	50	Poor	70	Fair
2.	student 2	60	Fair	80	Good
3.	student 3	70	Fair	70	fair
4.	student 4	40	very poor	70	fair
5.	student 5	50	Poor	60	fair
6.	student 6	20	very poor	70	fair
7.	student 7	60	Fair	70	fair
8.	student 8	50	Poor	80	good
9.	student 9	50	Poor	70	Fair
10.	student 10	30	very poor	80	Good
11.	student 11	70	fair	70	Fair
12.	student 12	20	very poor	60	Poor
13.	student 13	70	fair	70	Fair
14.	student 14	70	fair	80	Good
15.	student 15	70	fair	80	Good
16.	student 16	80	good	90	Excellent
17.	student 17	70	fair	80	Good
18.	student 18	60	fair	70	Fair
19.	student 19	50	Poor	60	Poor
20.	student	70	fair	90	Excellent

	20				
21.	student 21	40	very poor	80	Good
22.	student 22	50	Poor	80	good
23.	student 23	70	fair	80	Good
24.	student 24	30	very poor	80	Good
25.	student 25	20	very poor	60	Poor
26.	student 26	30	very poor	70	Fair
27.	student 27	70	fair	80	Good
28.	student 28	60	fair	80	Good
29.	student 29	80	good	80	Good
30.	student 30	70	fair	80	Good
31.	student 31	30	very poor	70	Fair
32.	student 32	50	Poor	80	Good

APPENDIX H

The Results of Students Score on Pre-test and Post-test

CONTROL CLASS

No.	NAME	PRE TEST	CLASSIFICATION	POST TEST	CLASSIFICATION
1.	student 1	80	good	60	fair
2.	student 2	80	good	80	good
3.	student 3	80	good	80	good
4.	student 4	80	good	80	good
5.	student 5	80	good	80	good
6.	student 6	40	very poor	90	excellent
7.	student 7	70	fair	70	fair
8.	student 8	70	fair	80	good
9.	student 9	60	fair	70	fair
10.	student 10	40	very poor	70	fair
11.	student 11	40	very poor	70	fair
12.	student 12	30	very poor	60	fair
13.	student 13	20	very poor	80	good
14.	student 14	70	fair	70	fair
15.	student 15	10	very poor	60	fair
16.	student 16	10	very poor	60	fair
17.	student 17	80	good	70	fair
18.	student 18	60	fair	70	fair
19.	student 19	60	fair	80	good
20.	student 20	50	poor	90	excellent

21.	student 21	30	very poor	80	good
22.	student 22	60	fair	80	good
23.	student 23	60	fair	60	fair
24.	student 24	70	fair	80	Good
25.	student 25	50	poor	80	Good
26.	student 26	60	fair	80	Good
27.	student 27	50	poor	70	Fair
28.	student 28	70	fair	70	Fair
29.	student 29	70	fair	70	Fair
30.	student 30	60	fair	80	Good
31.	student 31	70	fair	80	Good
32.	student 32	80	good	80	Good

APPENDIX I

DOCUMENTATION

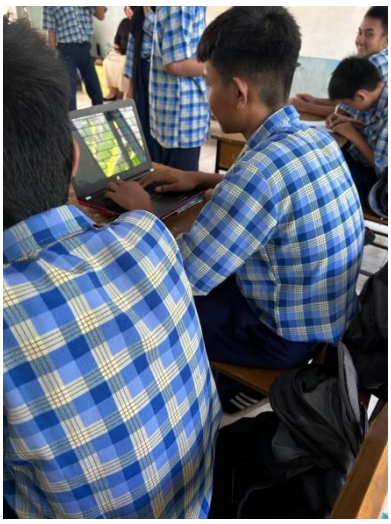
EXPERIMENTAL CLASS





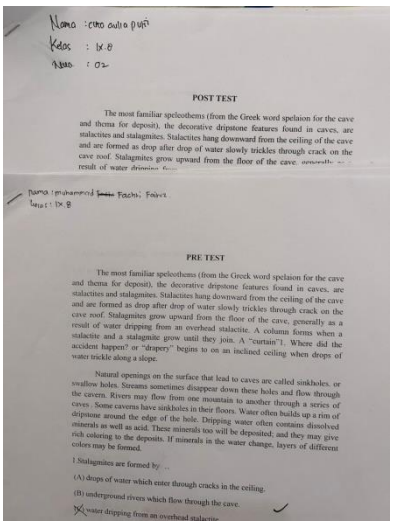












POST TEST

The most familiar speleothems (from the Greek word spelaion for the cave and thema for deposit), the decorative dripstone features found in caves, are stalactites and stalagmites. Stalactites hang downward from the ceiling of the cave and are formed as drop after drop of water slowly trickles through crack on the cave roof. Stalagmites grow upward from the floor of the cave, generally as a result of water dripping from an overhead stalactite. A column forms when a stalactite and a stalagmite grow until they join. A "curtain"1. Where did the accident happen? or "drapery" begins to on an inclined ceiling when drops of water trickle along a slope.

PRE TEST

The most familiar speleothems (from the Greek word spelaion for the cave and thema for deposit), the decorative dripstone features found in caves, are stalactites and stalagmites. Stalactites hang downward from the ceiling of the cave and are formed as drop after drop of water slowly trickles through crack on the cave roof. Stalagmites grow upward from the floor of the cave, generally as a result of water dripping from an overhead stalactite. A column forms when a stalactite and a stalagmite grow until they join. A "curtain"1. Where did the accident happen? or "drapery" begins to on an inclined ceiling when drops of water trickle along a slope.

Natural openings on the surface that lead to caves are called sinkholes. or swallow holes. Streams sometimes disappear down these holes and flow through the cavern. Rivers may flow from one mountain to another through a series of caves . Some caverns have sinkholes in their floors. Water often builds up a rim of dripstone around the edge of the hole. Dripping water often contains dissolved minerals as well as acid. These minerals too will be deposited; and they may give rich coloring to the deposits. If minerals in the water change, layers of different colors may be formed.

1.Stalagmites are formed by ...

(A) drops of water which enter through cracks in the ceiling.

(B) underground rivers which flow through the cave.

(C) water dripping from an overhead stalactite.

APPENDIX J

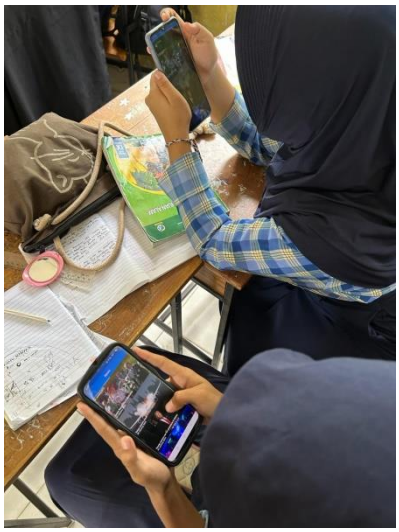
DOCUMENTATION

CONTROL CLASS





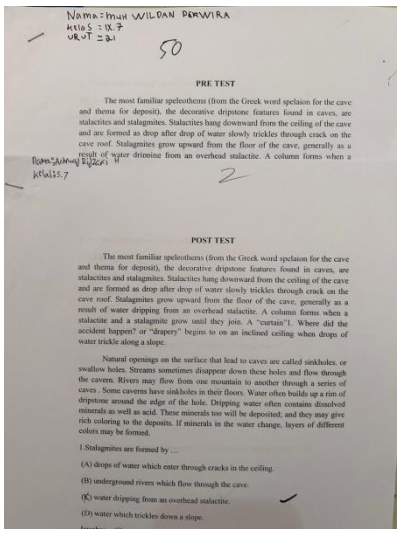












Nama : muh WILDAN PERWIRA
Kelas : IX.7
URUT : 31

50

PRE TEST

The most familiar speleothems (from the Greek word spelaion for the cave and thema for deposit), the decorative dripstone features found in caves, are stalactites and stalagmites. Stalactites hang downward from the ceiling of the cave and are formed as drop after drop of water slowly trickles through crack on the cave roof. Stalagmites grow upward from the floor of the cave, generally as a result of water dripping from an overhead stalactite. A column forms when a

2

POST TEST

The most familiar speleothems (from the Greek word spelaion for the cave and thema for deposit), the decorative dripstone features found in caves, are stalactites and stalagmites. Stalactites hang downward from the ceiling of the cave and are formed as drop after drop of water slowly trickles through crack on the cave roof. Stalagmites grow upward from the floor of the cave, generally as a result of water dripping from an overhead stalactite. A column forms when a stalactite and a stalagmite grow until they join. A "curtain"1. Where did the accident happen? or "drapery" begins to on an inclined ceiling when drops of water trickle along a slope.

Natural openings on the surface that lead to caves are called sinkholes. or swallow holes. Streams sometimes disappear down these holes and flow through the cavern. Rivers may flow from one mountain to another through a series of caves . Some caverns have sinkholes in their floors. Water often builds up a rim of dripstone around the edge of the hole. Dripping water often contains dissolved minerals as well as acid. These minerals too will be deposited, and they may give rich coloring to the deposits. If minerals in the water change, layers of different colors may be formed.

1.Stalagmites are formed by ....

(A) drops of water which enter through cracks in the ceiling.

(B) underground rivers which flow through the cave.

(C) water dripping from an overhead stalactite.

(D) water which trickles down a slope.

LEMBAR PERSETUJUAN PEMBIMBING

Skripsi dengan judul: **THE IMPLEMENTATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) TO TEACH READING COMPREHENSION**

Atas mahasiswa berikut ini:

Nama	: Ni'ma Syawal Amaliah
NIM	: 219110017
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Setelah diperiksa dan diteliti ulang, telah memenuhi persyaratan untuk diujikan dalam Seminar Proposal pada Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan UM Parepare.

Parepare, 18 Agustus 2023

Pembimbing I,

Ali Wira Rahman, S.Pd.,M.Pd.
NBM : 1105622

Pembimbing II,

Dr. Amir Patintingan, S.Pd.,M.Pd.
NBM : 856600

Diketahui,

Ketua Program Studi Pendidikan Bahasa Inggris

Dr. Khadijah Maming, S.Pd., M.Pd.
NBM : 986844

UNIVERSITAS MUHAMMADIYAH PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
(RESEARCH INSTITUTE AND COMMUNITY SERVICES)
Alamat : Gedung F3.19 Kampus II UMPAR, Jl. Jend. Ahmad Yani KM. 6 Kota Parepare, Kode Pos 91113, e-mail : lppm@umpar.ac.id

سم الله الرحمن الرحيم

Nomor : 0511/LPPM/II.3.AU/IP/2023
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Walikota Parepare
(Cq. Kepala Dinas DPMPTSP Kota Parepare)
di-
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Muhammadiyah Parepare, menerangkan bahwa:

Nama	**: Ni'ma Syawal Amaliah**
NIM	**: 219 110 017**
Fakultas/Prodi	**: FKIP/Pendidikan Bahasa Inggris**

Adalah Mahasiswa Universitas Muhammadiyah Parepare yang bermaksud untuk melakukan penelitian dengan judul "***The Implementation of Computer Assisted Language Learning (CALL) to Teach Reading Comprehension".***
Sehubungan dengan hal tersebut, dimohon kepada Bapak/Ibu untuk memberikan izin penelitian kepada Mahasiswa tersebut selama 1 (satu) Bulan mulai tanggal 02 Oktober – 02 November 2023 di **SMP Negeri 1 Parepare.**
Atas Perhatian dan kerjasamanya, diucapkan terima kasih.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Parepare, 23 September 2023

Ketua,

Dr. Iradhatullah Rahim, M.P.
NIDN. 0926117601

Tembusan Yth.
1. Ketua BPH UMPAR
2. Wakil Rektor I UMPAR
3. Wakil Rektor III UMPAR
4. Dekan Fakultas Keguruan dan Ilmu Pendidikan UMPAR
5. Sdri. Ni'ma Syawal Amaliah
6. Arsip

SRN IP0000970

PEMERINTAH KOTA PAREPARE

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 970/IP/DPM-PTSP/11/2023

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA : **NI'MA SYAWAL AMALIAH**

UNIVERSITAS/ LEMBAGA : **UNIVERSITAS MUHAMMADIYAH PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **BTN PEPABRI BLOK RR 1, KAB. WAJO**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE IMPLEMENTATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) TO TEACH READING COMPREHENSION**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMP NEGERI 1 PAREPARE)**

LAMA PENELITIAN : **28 November 2023 s.d 28 Desember 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **29 November 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM

Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

LEMBAR PERSETUJUAN PEMBIMBING

Skripsi dengan judul: **THE IMPLEMENTATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) TO TEACH READING COMPREHENSION**

Atas mahasiswa berikut ini:

Nama	: Ni'ma Syawal Amaliah
NIM	: 219110017
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Setelah diperiksa dan diteliti ulang, telah memenuhi persyaratan untuk diujikan dalam Seminar Hasil pada Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan UM Parepare.

Parepare, 30 Januari 2024

Pembimbing I,

Ali Wira Rahman, S.Pd., M.Pd..
NBM : 1105622

Pembimbing II,

Dr. Amir Patintingan, S.Pd., M.Pd.
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Ketua Program Studi Pendidikan Bahasa Inggris

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UNIVERSITAS MUHAMMADIYAH PAREPARE
FAKULTASKEGURUAN DAN ILMU PENDIDIKAN(FKIP)
KAMPUSI : Jl. Muhammadiyah No. 8 Telp. (0421) 21608 Parepare KAMPUS II
: Jl. Jend. Ahmad Yani Km. 7 Telp. (0421) 22575 Parepare

PERBAIKAN NASKAH SEMINAR HASIL
YANG TELAH DISEMINARKAN

Naskah Usulan Penelitian Saudari : Ni'ma Syawal Amaliah

Nomor Induk Mahasiswa : 219 110 017

Program Pendidikan : S1 (Sarjana)

Program Studi : Pendidikan Bahasa Inggris FKIP UMPAR

Judul Usulan Penelitian : The Implementation of Computer Assisted Language Learning (Call) to Teach Reading Comprehension

Telah diperbaiki sesuai saran yang muncul dalam diskusi selama pelaksanaan seminar hasil penelitian.

NO	NAMA	JABATAN	TANDA TANGAN
1	Ali Wira Rahman, S.Pd., M.Pd.	Supervisor	1.
2	Dr. Amir Patintingan, S.Pd., M.Pd	Supervisor	2.
3	Dr. Khadijah Maming, S.Pd., M.Pd	Supervisor	3.
4	Sianna, S.Pd., M.Pd.	Supervisor	4.

Parepare, 13 Februari 2024
Ka. Prodi,

Dr. Khadijah Maming, S.Pd.,M.Pd
NBM. 986 844

LEMBAR PERSETUJUAN PEMBIMBING

Skripsi dengan judul: **THE IMPLEMENTATION OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) TO TEACH READING COMPREHENSION**

Atas mahasiswa berikut ini:

Nama	: Ni'ma Syawal Amaliah
NIM	: 219110017
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Setelah diperiksa dan diteliti ulang, telah memenuhi persyaratan untuk diujikan dalam Ujian Skripsi pada Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan UM Parepare.

Parepare, 13 Februari 2024

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Pembimbing II,

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Diketahui,

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Dr. Khadijah Maming, S.Pd., M.Pd.
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CURRICULUM VITAE



The researcher, Ni'ma Syawal Amaliah was born in Makassar, on January 12, 2000. She is from Sengkang. She was the second of five children from her father Muhammad Syahrir, S.E and her mother Syaida Syahrir. In her education at SDN 258 Teddaopu and graduated in 2012. She continued her study at SMP Negeri 1 Sengkang in 2012 and graduated 2015, then continued her study to the senior high school in SMA Negeri 7 Wajo and graduated in 2018. In 2019, she enrolled at the University of Muhammadiyah parepare and was accepted as a student of Department of English, Faculty of Teacher Training and Education. During her study at the University of Muhammadiyah Parepare, she was accepted as one of the students who was accepted in the Kampus Mengajar Program batch 4 at SDN 20 Salomenraleng. Then, she completed her study on research entitled "**The Implementation of Computer Assisted Language Learning (CALL) to Teach Reading Comprehension**"