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**APPENDIX**

**Appendix 1: Learning Plan (first phase)**

**Learning Plan : Enhancing Students' Reading Comprehension**

**Grade Level : SMK (Senior High School)**

**Subject : English (English Language)**

**Duration: 4 Sessions (45 minutes each)**

**Objectives:**

By the end of this learning plan, students will be able to:

* 1. Identify the main idea and supporting details of a text.
  2. Summarize key information from a text.
  3. Draw inferences and make predictions based on the content of a text.
  4. Critically evaluate the author's purpose and message.

**Materials:**

1. Variety of reading texts (fiction and non-fiction) at an appropriate level for students
2. Graphic organizers (e.g., Venn diagrams, mind maps)
3. Worksheets for summarizing, inferring, and evaluating
4. Pens, pencils, and highlighters

**Session 1: Introduction to Reading Comprehension Strategies**

1. **Opening (5 minutes)**
   1. Begin by reviewing the importance of reading comprehension and its connection to effective communication and learning.
   2. Introduce the concept of reading strategies and explain how they can help students understand and retain information from texts.
2. **Main Activity (35 minutes)**
   1. Engage students in a brainstorming session to identify different types of reading strategies.
   2. Introduce and discuss specific strategies such as:
      1. Previewing: Skimming the text to get a general idea of the content.
      2. Identifying main ideas: Locating the central theme or message of the text.
      3. Summarizing: Condensing the main points of the text into a shorter form.
      4. Inferring: Drawing conclusions based on information in the text.
      5. Predicting: Anticipating what will happen next in the text.
      6. Evaluating: Assessing the author's purpose, message, and credibility.
3. **Closing (5 minutes)**
   1. Summarize the key points of the lesson and emphasize the importance of using reading strategies effectively.
   2. Assign homework: Ask students to choose a reading strategy and apply it to a short text at home.

**Session 2: Identifying Main Ideas and Supporting Details**

1. **Opening (5 minutes)**
   1. Review the concept of main ideas and their significance in understanding a text.
   2. Introduce graphic organizers such as Venn diagrams and mind maps as tools for identifying and organizing main ideas.
2. **Main Activity (35 minutes)**
   1. Provide students with a variety of texts and ask them to identify the main idea of each text.
   2. Encourage students to use graphic organizers to visualize and organize their understanding of the main ideas.
   3. Discuss the different ways authors convey main ideas in their writing.
3. **Closing (5 minutes)**
   1. Reinforce the importance of identifying main ideas for effective reading comprehension.
   2. Assign homework: Ask students to find and analyze main ideas in newspaper articles or online sources.

**Session 3: Summarizing and Paraphrasing**

1. **Opening (5 minutes)**
   1. Review the purpose of summarizing and its role in retaining key information from a text.
   2. Introduce strategies for effective summarizing, such as:
      1. Identifying main ideas and supporting details.
      2. Using own words and sentence structures.
      3. Keeping the summary concise and focused.
2. **Main Activity (35 minutes)**
   1. Provide students with different texts and ask them to summarize each text in their own words.
   2. Circulate around the classroom to provide guidance and support as needed.
   3. Discuss the challenges and strategies involved in effective summarizing.
3. **Closing (5 minutes)**
   1. Emphasize the importance of summarizing for comprehending and retaining information.
   2. Assign homework: Ask students to summarize a chapter from their current textbook or a lengthy article.

**Session 4: Inferring, Predicting, and Evaluating**

1. **Opening (5 minutes)**
   1. Review the concepts of inferring, predicting, and evaluating and their significance in deeper reading comprehension.
   2. Discuss the clues and techniques authors use to guide readers' inferences and predictions.
2. **Main Activity (35 minutes)**
   1. Engage students in activities that require them to infer, predict, and evaluate based on text content.
   2. For example, provide students with passages and ask them to:
      1. Infer the characters' motivations or emotions.
      2. Predict the outcome of events based on the plot and characters' actions.
      3. Evaluate the author's purpose, message, and use of evidence.
3. **Closing (5 minutes)**
   1. Summarize the key points of the lesson and emphasize the importance of inferring, predicting, and evaluating for critical reading

**Appendix 2: Preliminary Test**

**The Old Oak Tree**

Nestled amidst the rolling hills and verdant meadows of a quaint countryside village, there stood an ancient oak tree, its gnarled branches reaching towards the heavens like weathered arms outstretched in supplication. Its bark, etched with the passage of countless seasons, bore witness to the ebb and flow of life in the village, its stoic presence a silent guardian of the community's collective memories.

Beneath the expansive canopy of the old oak tree, generations of villagers had sought solace, laughter, and companionship. Children scampered among its roots, their imaginations ignited by the whispers of the wind rustling through its leaves. Young lovers carved their initials into its bark, their hearts aflutter with the promise of eternal love. Elders sought respite from the cares of the world, basking in the dappled sunlight that filtered through its emerald foliage.

One day, a young boy named Ethan stumbled upon the old oak tree while exploring the woods. Ethan, a solitary child with a penchant for daydreaming, was immediately captivated by the tree's majestic presence. He felt an inexplicable connection to the ancient giant, as if its spirit resonated with his own.

Ethan spent countless hours beneath the oak tree's comforting embrace, sharing his dreams and fears with its silent wisdom. He found solace in its presence, a sense of belonging he had never experienced before. The old oak tree became his confidant, his teacher, his friend.

As the years passed, Ethan grew into a young man, his life shaped by the values and lessons instilled in him by the old oak tree. He became a pillar of his community, known for his kindness, compassion, and unwavering integrity. He never forgot the lessons he learned beneath the tree's branches, the values that guided him through life's challenges and triumphs.

One day, a storm of unprecedented fury swept through the village, its howling winds and torrential rain threatening to tear the very fabric of life apart. The villagers huddled in their homes, fear gripping their hearts as the storm raged around them.

Ethan, remembering the old oak tree's unwavering strength, rushed towards its ancient presence. He found the tree battered and bruised, its branches bent and its leaves scattered by the wind. But despite the storm's fury, the old oak tree stood firm, its roots anchoring it to the earth, its spirit unbroken.

Ethan stood beside the tree, his heart pounding in his chest, as the storm raged around them. He felt a surge of determination, a resolve to protect the tree that had been his sanctuary for so long. With unwavering strength, he gathered fallen branches and debris, shielding the tree's base from the storm's onslaught.

As the storm finally subsided, leaving behind a trail of destruction in its wake, Ethan emerged from beneath the old oak tree, exhausted but triumphant. The tree, though scarred by the storm, stood tall and proud, its spirit unbroken.

News of Ethan's bravery spread throughout the village, and he was hailed as a hero. But Ethan knew that the true hero was the old oak tree, its unwavering strength and resilience an inspiration to all.

From that day forward, the old oak tree became a symbol of hope and perseverance for the villagers, a reminder that even in the face of adversity, strength and resilience can prevail. And Ethan, forever grateful for the tree's silent guidance, continued to cherish its presence, his bond with the ancient giant a testament to the enduring power of nature and the transformative influence of a childhood friendship

**Indicator 1: Understanding Factual Information**

1. Where was the old oak tree located?

(a) In a bustling city center (b) In a remote island village (c) In a SMKll town in the countryside (d) In a historical landmark

1. What was the physical appearance of the old oak tree?

(a) Slender and graceful (b) Gnarled and ancient (c) Lush and vibrant (d) Delicate and fragile

1. What role did the old oak tree play in the lives of the villagers?

(a) It provided shelter and protection from the elements. (b) It served as a gathering place for community events. (c) It was a source of spiritual inspiration and guidance. (d) All of the above

1. How did Ethan first discover the old oak tree?

(a) While exploring the woods with his friends (b) While searching for a lost pet (c) While running away from home (d) While following a mysterious trail

1. What was Ethan's relationship with the old oak tree like?

(a) He was indifferent to its presence. (b) He felt a deep connection and sense of belonging. (c) He was afraid of its imposing size and age. (d) He viewed it as a mere obstacle in his path.

**Indicator 2: Understanding Implicit Meaning**

1. What is the symbolic significance of the old oak tree in the story?

(a) It represents the passage of time and the enduring power of nature. (b) It symbolizes wisdom, strength, and resilience in the face of adversity. (c) It represents a source of sanctuary and refuge from the troubles of the world. (d) All of the above

1. What is the author's tone in describing the relationship between Ethan and the old oak tree?

(a) Critical and disapproving (b) Humorous and lighthearted (c) Objective and neutral (d) Sympathetic and understanding

1. What is the underlying message or theme of the story?

(a) The importance of preserving and respecting nature (b) The power of friendship and the enduring bonds of human connection (c) The ability to overcome challenges and find strength in adversity (d) All of the above

1. What does the storm symbolize in the story?

(a) The destructive forces of nature (b) The challenges and obstacles that life throws our way (c) The need for unity and community in the face of adversity (d) All of the above

1. What is the significance of Ethan's actions in protecting the old oak tree during the storm?

(a) They demonstrate his courage and selflessness. (b) They symbolize the importance of protecting our environment. (c) They represent the bond between humans and nature. (d) All of the above

**Indicator 3: Drawing Conclusions**

1. Based on the story, what can you infer about Ethan's personality?

(a) He is outgoing and sociable. (b) He is introspective and thoughtful. (c) He is adventurous and risk-taking. (d) He is materialistic and self-absorbed.

1. What can you conclude about the relationship between the villagers and the old oak tree?

(a) They view it as a nuisance and a source of inconvenience. (b) They hold it in deep respect and reverence. (c) They are indifferent to its presence. (d) They fear its power and influence.

1. What can you infer about the author's attitudes or beliefs based on the story?

(a) They value the importance of community and tradition. (b) They believe in the power of nature and its ability to inspire. (c) They appreciate the beauty and fragility of life. (d) All of the above

1. What can you conclude about the overall tone or mood of the story?
   1. It is dark and ominous, filled with suspense and tension. (b) It is hopeful and optimistic, conveying a sense of wonder and possibility. (c) It is melancholic and introspective, exploring themes of loss and regret. (d) It is humorous and lighthearted, providing a sense of escapism and entertainment
2. What can you infer about the impact of the old oak tree on the village community?
   1. It has fostered a sense of unity and shared identity among the villagers. (b) It has provided a source of education and cultural enrichment. (c) It has contributed to the economic prosperity of the village. (d) All of the above

**Indicator 4: Responding and Reflecting on Information**

1. How did the story's plot and characters relate to your own experiences or life?

(a) I could identify with the characters' struggles and emotions. (b) The story reminded me of similar events or relationships in my own life. (c) The story made me think about my own values and beliefs. (d) I had no personal connection to the story's events or characters.

1. What did you learn or take away from the story that you can apply to your own life?

(a) The importance of perseverance and determination (b) The power of love and compassion (c) The challenges of self-discovery and growth (d) The consequences of choices and actions

1. How did the story's message or theme affect your perspective on a particular issue or topic?

(a) It changed my mind about something I previously believed. (b) It gave me a new understanding of a complex issue. (c) It reinforced my existing beliefs and values. (d) It had no significant impact on my perspective.

1. Imagine you are Ethan, and you are writing a journal entry about your experiences with the old oak tree. What would you write?

(a) Describe the physical appearance of the old oak tree and how it made you feel. (b) Share your memories of spending time under the tree and the lessons you learned. (c) Express your gratitude for the tree's presence and its impact on your life. (d) All of the above

1. If you were to create a visual representation of the story, such as a painting, drawing, or sculpture, what would you include?

(a) The old oak tree standing tall and proud in the center of the artwork. (b) Images of the villagers interacting with the tree in various ways. (c) Symbols that represent the story's themes, such as strength, resilience, and nature. (d) All of the above

**Appendix 3: Method Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Method Aspect** | **Sub-Aspect** | **Assessment Indicator** | **Point/Score** |
| **1** | **Material** | **Content Suitability** | Relevance of Content | 3 |
| Richness of Content | 3 |
| Organization | 3 |
| Engagement | 3 |
| Consistency | 3 |
| Readability | 3 |
| **Presentation** | Interactivity | 4 |
| Creativity | 3 |
| Accessibility | 3 |
| Support | 3 |
| **Language** | Language Accuracy | 2 |
| Completeness of Translations | 3 |
| **2** | **Language** | **Language Useage** | Grammar | 4 |
| Language Richness | 4 |
| Fluency | 4 |
| Language economy | 4 |
| Language Creativity | 4 |
| Contextual Suitability | 3 |
| Audience Suitability | 2 |
| **3** | **Method/Media** | **Presentation** | Structure Coherence | 3 |
| Use of Method/Media | 4 |
| Student Engagment | 3 |
| Creativity | 4 |
| Accessibility | 4 |
| **Effectiveness** | Learning Objctives | 4 |
| Active Teaching | 3 |
| Student Engagment | 4 |
| Evaluation | 4 |
| Use of Technology | 3 |
| Usability | 4 |
| Measureability | 5 |
| Average Score | | | | 3,41935 |

Average score 3,42 could be called at Fair Level

**Appendix 4 Revised Lesson Plan (Main field trial)**

**Lesson Plan: Enhancing Reading Comprehension Skills**

**Grade Level:** High School

**Subject:** English Language Arts

**Unit:** Short Stories and Fiction Analysis

**Lesson Duration:** 4 sessions (45 minutes each)

**Learning Objectives:**

By the end of this lesson plan, students will be able to:

1. Analyze the elements of a short story, including plot, characters, setting, theme, and conflict.
2. Apply effective reading comprehension strategies to understand and interpret short stories.
3. Identify and analyze literary devices used in short stories, such as symbolism, figurative language, and foreshadowing.
4. Develop critical thinking skills by evaluating the author's craft and the overall impact of the story.

**Materials:**

1. Copies of a short story (e.g., "The Lottery" by Shirley Jackson, "The Tell-Tale Heart" by Edgar Allan Poe)
2. Whiteboard or projector
3. Markers or pens
4. Assessment tools

**Session 1: Elements of a Short Story**

1. **Opening Activity (5 minutes):**
   1. Begin by discussing the genre of short stories and their characteristics, such as brevity, focused plot, and limited number of characters.
   2. Engage students in a brief brainstorming session to identify some famous short story authors and their notable works.
2. **Introducing the Short Story (15 minutes):**
   1. Introduce the short story that will be analyzed in the lesson (e.g., "The Lottery" by Shirley Jackson, "The Tell-Tale Heart" by Edgar Allan Poe).
   2. Provide students with some background information about the author and the context in which the story was written.
   3. Distribute copies of the short story to students and allow them to read it individually.
3. **Elements of Plot and Conflict (20 minutes):**
   1. Discuss the key elements of a short story, starting with the plot, which is the sequence of events that drive the story forward.
   2. Guide students in identifying the main events, turning points, and climax of the short story they just read.
   3. Next, introduce the concept of conflict, which is the struggle or opposition that creates tension and drives the plot.
   4. Have students analyze the types of conflict present in the story (e.g., person vs. person, person vs. nature, person vs. self).
4. **Closure (5 minutes):**
   1. Summarize the key points of the lesson, emphasizing the importance of understanding the elements of plot and conflict in short stories.
   2. Assign homework for students to reread the short story and identify additional plot elements and conflicts they may have missed.

**Session 2: Characters, Setting, Theme, and Literary Devices**

1. **Opening Activity (5 minutes):**
   1. Review the elements of plot and conflict discussed in the previous session.
   2. Introduce the concept of characters, which are the individuals who populate the story and drive the plot through their actions, thoughts, and dialogue.
2. **Character Analysis (15 minutes):**
   1. Have students create character charts for the main characters in the short story.
   2. Encourage them to consider the characters' physical appearance, personality traits, motivations, and relationships with other characters.
   3. Discuss how the characters' actions and interactions contribute to the overall plot and theme of the story.
3. **Setting and Theme (15 minutes):**
   1. Introduce the concept of setting, which is the time and place in which the story takes place.
   2. Discuss how setting can influence the atmosphere, mood, and tone of the story.
   3. Guide students in identifying the setting of the short story and analyzing its significance.
   4. Next, introduce the concept of theme, which is the central message or underlying idea of the story.
   5. Encourage students to brainstorm possible themes based on the characters, plot, and setting.
   6. Discuss how the author conveys the theme through various literary devices, such as symbolism, figurative language, and foreshadowing.
4. **Closure (5 minutes):**
   1. Summarize the key points of the lesson, emphasizing the importance of analyzing characters, setting, theme, and literary devices in short stories.
   2. Assign homework for students to write a short essay analyzing the theme of the short story and how it is conveyed through literary devices.

**Session 3: Critical Thinking and Evaluating the Author's Craft**

1. **Opening Activity (5 minutes):**
   1. Begin by discussing the importance of critical thinking and active reading in understanding and evaluating literature.
   2. Engage students in a brief brainstorming session to identify strategies for critical thinking when reading, such as questioning assumptions, analyzing evidence, and considering different perspectives.
2. **Evaluating the Author's Craft (15 minutes):**
   1. Discuss the concept of the author's craft, which refers to the techniques and skills used to create a compelling and meaningful story.
   2. Guide students in analyzing the author's use of literary devices, such as symbolism, figurative language, and foreshadowing.
   3. Encourage them to consider how these devices contribute to the overall tone, mood, and meaning of the story.
3. **Analyzing the Author's Choices (20 minutes):**
   1. Have students revisit the short story and focus on the author's specific choices in language, structure, and plot development.
   2. Discuss how the author's choices create suspense, build tension, and reveal the characters' personalities and motivations.
   3. Encourage students to consider the impact of these choices on the overall effectiveness of the story.
4. **Closure (5 minutes):**
   1. Summarize the key points of the lesson, emphasizing the importance of critical thinking and evaluating the author's craft when reading short stories.
   2. Assign homework for students to write a short analysis of how the author's use of a specific literary device (e.g., symbolism, figurative language) contributes to the meaning and impact of the story.

**Session 4: Comparative Analysis and Personal Response**

1. **Opening Activity (5 minutes):**
   1. Begin by discussing the concept of comparative analysis, which involves examining similarities and differences between two or more texts.
   2. Engage students in a brief brainstorming session to identify ways to compare and contrast short stories, such as considering plot, characters, setting, theme, and literary devices.
2. **Comparative Analysis of Short Stories (15 minutes):**
   1. Select two short stories with similar themes or elements (e.g., "The Lottery" by Shirley Jackson and "The Ones Who Walk Away from Omelas" by Ursula K. Le Guin).
   2. Provide students with copies of both stories and have them read them carefully.
   3. Guide students in creating a Venn diagram or comparison table to identify the similarities and differences between the two stories in terms of plot, characters, setting, theme, and literary devices.
3. **Personal Response and Reflection (20 minutes):**
   1. Encourage students to reflect on their personal response to the short stories they have read.
   2. Have them consider how the stories made them feel, what they thought about the characters and events, and how the stories relate to their own lives and experiences.
   3. Provide students with an opportunity to share their personal responses in SMKll groups or as a class.
4. **Closure (5 minutes):**
   1. Summarize the key points of the lesson, emphasizing the importance of comparative analysis and personal response in deepening one's understanding and appreciation of short stories.
   2. Assign homework for students to write a personal essay reflecting on their overall experience with the short stories they have read, discussing their favorite elements, their connections to the themes, and their overall impact on them.

**Appendix 5 : Main filed Test**

**The Hare and the Tortoise**

Once upon a time, in a lush green forest, there lived a boastful hare named Harry and a slow and steady tortoise named Tommy. Harry was known for his incredible speed, always bragging about his ability to outrun any creature in the forest. Tommy, on the other hand, was known for his slow and methodical approach to life, never rushing into anything.

One sunny afternoon, as Harry was prancing through the forest, he came across Tommy slowly making his way along the path. Harry couldn't help but chuckle at Tommy's sluggish pace.

"Hey, Tommy," Harry called out, "Why do you always move so slowly? Don't you ever want to have some fun and race?"

Tommy looked up at Harry, unfazed by his taunts. "Well, Harry," he replied calmly, "I may be slow, but I'm also very determined. And I believe that slow and steady wins the race."

Harry laughed uproariously. "Oh, Tommy," he said, "You're just too slow to ever win a race against me. But if you insist, I'll give you a chance to prove yourself."

And so, the hare and the tortoise decided to have a race. They agreed to meet at the edge of the forest at dawn the following day.

The next morning, as the first rays of sunlight peeked over the horizon, Harry and Tommy lined up at the starting line. The forest creatures gathered around, eager to witness the race between the speedy hare and the slow tortoise.

When the signal was given, Harry shot off like a bullet, leaving Tommy far behind. He dashed through the forest, confident in his victory. Meanwhile, Tommy plodded along at his own steady pace, never losing sight of the finish line.

Harry raced on, his lead growing with each passing moment. He was so sure of himself that he decided to take a break under a shady tree. He stretched out and fell into a deep sleep, snoring loudly.

Meanwhile, Tommy continued his slow and steady journey, never giving up hope. He passed by the sleeping hare, not even bothering to wake him.

As the sun began to set, Tommy finally approached the finish line. The forest creatures cheered him on as he crossed the finish line, victorious.

Harry awoke with a start, realizing that he had overslept. He scrambled to his feet and looked around frantically. But it was too late. Tommy had already won the race.

Harry was ashamed of his arrogance and learned a valuable lesson that day: Slow and steady wins the race. It's not always about being the fastest, but about being persistent and never giving up on your goals.

**Main Test**

**Indicator 1: Identifying and understanding explicit information**

This indicator focuses on the ability to locate and comprehend specific details and facts directly stated in the text. Questions that assess this indicator typically require students to identify key elements of the story, such as characters, events, and settings.

**Questions:**

1. What was Harry's boastful claim about his speed?
2. What did Tommy believe was the key to winning a race?
3. Where did Harry decide to rest during the race?
4. How did the forest creatures react to Tommy's victory?
5. What specific phrase from the story highlights the moral lesson?

**Indicator 2: Making inferences and drawing conclusions**

This indicator assesses the ability to interpret implicit meaning and draw logical conclusions based on the information presented in the text. Questions that target this indicator often require students to make connections between details, identify underlying themes, and predict potential outcomes.

**Questions:**

1. Why did Harry laugh when Tommy said "slow and steady wins the race"?
2. What can we infer about Harry's character based on his decision to sleep during the race?
3. How does Tommy's consistent pace throughout the race contrast with Harry's actions?
4. What is the underlying message conveyed by the story's resolution?
5. What conclusion can we draw about the importance of perseverance and patience?

**Indicator 3: Analyzing author's purpose and craft**

This indicator focuses on the ability to understand the author's intent and identify the techniques used to convey the message. Questions that assess this indicator typically require students to examine the author's choice of language, literary devices, and overall structure of the text.

**Questions:**

1. What is the author's primary purpose in telling the story of the Hare and the Tortoise?
2. How does the author use figurative language to emphasize Harry's speed?
3. What is the tone of the story, and how does it contribute to the overall message?
4. How does the author's use of contrast between Harry and Tommy's characters enhance the story's impact?
5. What literary devices does the author employ to convey the moral lesson effectively?

**Indicator 4: Responding and reflecting on information**

This indicator assesses the ability to form personal connections with the text, evaluate its significance, and relate it to one's own experiences. Questions that target this indicator often require students to express their opinions, share their feelings, and make personal reflections.

**Questions:**

1. What is your initial reaction to the story of the Hare and the Tortoise?
2. How does the story's message about persistence resonate with you personally?
3. Can you identify any situations in your own life where the lesson of "slow and steady wins the race" applies?
4. What emotions do you experience as you read about the Hare's overconfidence and Tommy's determination?
5. How does the story's message about the importance of patience and perseverance compare to other life lessons you have learned?

**Appendix 6: Method Assessment 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Method Aspect** | **Sub-Aspect** | **Assessment Indicator** | **Point/Score** |
| **1** | **Material** | **Content Suitability** | Relevance of Content | 4 |
| Richness of Content | 4 |
| Organization | 4 |
| Engagement | 4 |
| Consistency | 4 |
| Readability | 4 |
| **Presentation** | Interactivity | 4 |
| Creativity | 4 |
| Accessibility | 5 |
| Support | 4 |
| **Language** | Language Accuracy | 4 |
| Completeness of Translations | 4 |
| **2** | **Language** | **Language Useage** | Grammar | 4 |
| Language Richness | 4 |
| Fluency | 4 |
| Language economy | 4 |
| Language Creativity | 4 |
| Contextual Suitability | 4 |
| Audience Suitability | 4 |
| **3** | **Method/Media** | **Presentation** | Structure Coherence | 5 |
| Use of Method/Media | 4 |
| Student Engagment | 4 |
| Creativity | 4 |
| Accessibility | 4 |
| **Effectiveness** | Learning Objctives | 4 |
| Active Teaching | 4 |
| Student Engagment | 4 |
| Evaluation | 4 |
| Use of Technology | 3 |
| Usability | 5 |
| Measureability | 5 |
| Average Score | | | | 4,096774 |

Average Score at 4,1 That mean the metod at Good Level

**Appendix 7: Revision of Final Product**

**Revised Lesson Plan: Enhancing Students' Reading Comprehension**

**Grade Level:** SMK (Senior High School)

**Subject:** English (English Language)

**Duration:** 8 Sessions (45 minutes each)

**Objectives:**

* By the end of this revised lesson plan, students will be able to:
  1. Identify the main idea and supporting details of a text.
  2. Summarize key information from a text.
  3. Draw inferences and make predictions based on the content of a text.
  4. Critically evaluate the author's purpose and message.
  5. Demonstrate improved reading comprehension skills through a final assessment.

**Materials:**

1. Variety of reading texts (fiction and non-fiction) at an appropriate level for students
2. Graphic organizers (e.g., Venn diagrams, mind maps)
3. Worksheets for summarizing, inferring, and evaluating
4. Pens, pencils, and highlighters

**Session 1: Introduction to Reading Comprehension Strategies**

1. **Opening (5 minutes)**
   1. Begin by reviewing the importance of reading comprehension and its connection to effective communication and learning.
   2. Introduce the concept of reading strategies and explain how they can help students understand and retain information from texts.
2. **Main Activity (35 minutes)**
   1. Engage students in a brainstorming session to identify different types of reading strategies.
   2. Introduce and discuss specific strategies such as:
      * **Previewing:** Skimming the text to get a general idea of the content.
      * **Identifying main ideas:** Locating the central theme or message of the text.
      * **Summarizing:** Condensing the main points of the text into a shorter form.
      * **Inferring:** Drawing conclusions based on information in the text.
      * **Predicting:** Anticipating what will happen next in the text.
      * **Evaluating:** Assessing the author's purpose, message, and credibility.
3. **Closing (5 minutes)**
   1. Summarize the key points of the lesson and emphasize the importance of using reading strategies effectively.
   2. Assign homework: Ask students to choose a reading strategy and apply it to a short text at home.

**Session 2: Identifying Main Ideas and Supporting Details**

1. **Opening (5 minutes)**
   1. Review the concept of main ideas and their significance in understanding a text.
   2. Introduce graphic organizers such as Venn diagrams and mind maps as tools for identifying and organizing main ideas.
2. **Main Activity (35 minutes)**
   1. Provide students with a variety of texts and ask them to identify the main idea of each text.
   2. Encourage students to use graphic organizers to visualize and organize their understanding of the main ideas.
   3. Discuss the different ways authors convey main ideas in their writing.
3. **Closing (5 minutes)**
   1. Reinforce the importance of identifying main ideas for effective reading comprehension.
   2. Assign homework: Ask students to find and analyze main ideas in newspaper articles or online sources.

**Session 3: Summarizing and Paraphrasing**

1. **Opening (5 minutes)**
   1. Review the purpose of summarizing and its role in retaining key information from a text.
   2. Introduce strategies for effective summarizing, such as:
      1. Identifying main ideas and supporting details.
      2. Using own words and sentence structures.
      3. Keeping the summary concise and focused.
2. **Main Activity (35 minutes)**
   1. Provide students with different texts and ask them to summarize each text in their own words.
   2. Circulate around the classroom to provide guidance and support as needed.
   3. Discuss the challenges and strategies involved in effective summarizing.
3. **Closing (5 minutes)**
   1. Emphasize the importance of summarizing for comprehending and retaining information.
   2. Assign homework: Ask students to summarize a chapter from their current textbook or a lengthy article.

**Session 4: Inferring, Predicting, and Evaluating**

1. **Opening (5 minutes)**
   * Review the concepts of inferring, predicting, and evaluating and their significance in deeper reading comprehension.
   * Discuss the clues and techniques authors use to guide readers' inferences and predictions.
2. **Main Activity (35 minutes)**
   * Engage students in activities that require them to infer, predict, and evaluate based on text content.
   * For example, provide students with passages and ask them to:
     + Infer the characters' motivations or emotions.
     + Predict the outcome of events based on the plot and characters' actions.
     + Evaluate the author's purpose, message, and use of evidence.
3. **Closing (5 minutes)**

**Session 5: Applying Reading Strategies to Different Text Types**

1. **Opening (5 minutes)**
   1. Review the importance of using different reading strategies for different types of texts.
   2. Discuss the specific strategies that are most effective for each type of text, such as:
      1. **Fiction:** Identifying characters, plot, setting, and themes.
      2. **Non-fiction:** Understanding main ideas, supporting details, and author's purpose.
      3. **Expository texts:** Grasping key concepts, structure, and cause-and-effect relationships.
2. **Main Activity (35 minutes)**
   1. Provide students with a variety of texts representing different genres (fiction, non-fiction, expository).
   2. Ask students to read each text and identify the most appropriate reading strategies for each type.
   3. Encourage students to discuss their choices and explain their reasoning.
3. **Closing (5 minutes)**
   1. Summarize the key points of the lesson and emphasize the importance of adapting reading strategies to different text types.
   2. Assign homework: Ask students to read a selection of their choice and write a brief reflection on the reading strategies they used.

**Session 6: Enhancing Vocabulary and Language Skills**

1. **Opening (5 minutes)**
   1. Discuss the connection between vocabulary and reading comprehension.
   2. Introduce strategies for expanding vocabulary and improving language skills, such as:
      * Using context clues to infer word meanings.
      * Consulting dictionaries and thesauruses.
      * Engaging in vocabulary-building activities (games, puzzles, flashcards).
2. **Main Activity (35 minutes)**
   1. Incorporate vocabulary-building activities into the reading sessions.
   2. For example:
      * Have students identify unfamiliar words in the text and use context clues to determine their meanings.
      * Provide students with definitions of new vocabulary words and ask them to create sentences using those words.
      * Engage students in vocabulary games or puzzles to reinforce their understanding.
3. **Closing (5 minutes)**
   1. Emphasize the importance of continuous vocabulary development for effective reading comprehension.
   2. Assign homework: Ask students to choose a new word each day and learn its definition, synonyms, and antonyms.

**Session 7: Reading Comprehension Assessment**

1. **Opening (5 minutes)**
   1. Review the various reading comprehension strategies discussed throughout the lesson plan.
   2. Inform students that they will be taking a reading comprehension assessment to evaluate their progress.
2. **Main Activity (30 minutes)**
   1. Administer a comprehensive reading comprehension assessment that includes passages from different genres and questions that assess various reading skills.
   2. Provide students with ample time to complete the assessment and ensure they understand the instructions.
3. **Closing (5 minutes)**
   1. Collect the assessment papers and inform students that their results will be reviewed and discussed in the next session.
   2. Encourage students to continue practicing their reading comprehension skills outside of class.

**Session 8: Review and Discussion**

1. **Opening (5 minutes)**
   1. Review the key concepts and strategies covered throughout the lesson plan.
   2. Discuss the overall effectiveness of the revised lesson plan in improving students' reading comprehension.
2. **Main Activity (30 minutes)**
   1. Provide students with an opportunity to discuss their experiences with the revised lesson plan.
   2. Encourage students to share their thoughts on the most beneficial strategies and activities.
   3. Address any questions or concerns students may have.
3. **Closing (5 minutes)**
   1. Summarize the main takeaways from the lesson plan and emphasize the importance of continuous reading practice.
   2. Express appreciation to students for their participation and engagement throughout the learning process.

**Additional Considerations:**

1. Differentiate instruction to cater to students with diverse learning needs and abilities.
2. Provide ongoing feedback and support to students throughout the learning process.
3. Incorporate technology and multimedia resources to enhance engagement and learning.
4. Collaborate with parents and guardians to encourage reading at home.

By implementing this revised lesson plan with its emphasis on material selection, language usage, and differentiated instruction, teachers can effectively guide students towards improved reading comprehension skills and a deeper appreciation for literature

**Appendix 8: Final test**

**The Starry Night**

In the heart of a bustling metropolis, amidst the towering skyscrapers and the ceaseless hum of urban life, there lived a young woman named Lily, whose spirit yearned for the tranquility of nature's embrace. Lily, a budding artist with a soul as vibrant as her palette, found solace in the ethereal beauty of the night sky, its star-studded expanse a canvas for her dreams and aspirations.

One moonless night, as the city lights cast their artificial glow upon the darkened streets, Lily ventured to the rooftop of her apartment building, her heart filled with an insatiable longing for the celestial spectacle that awaited her. As she emerged onto the rooftop, her gaze was immediately drawn to the vast expanse of the night sky, a mesmerizing tapestry of twinkling stars stretching infinitely above.

The sight of the starry night filled Lily with an overwhelming sense of awe and wonder. She felt a deep connection to the cosmos, a sense of belonging to something far greater than herself. The stars, like distant beacons of light, seemed to whisper tales of ancient times and uncharted galaxies, igniting her imagination and stirring her creative spirit.

Inspired by the celestial spectacle before her, Lily reached for her paintbrush and canvas, her hands trembling with anticipation. With each stroke of her brush, she captured the essence of the starry night, transforming the canvas into a reflection of her own inner world. The vibrant hues of the stars danced across the canvas, their brilliance mirroring the passion that ignited her soul.

As Lily painted, she lost herself in the rhythm of her brushstrokes, the world around her fading into a blur. The city's cacophony was replaced by the gentle symphony of the night, the rustling of leaves and the chirping of crickets providing a soothing backdrop to her artistic creation.

Hours passed unnoticed as Lily poured her heart and soul into her masterpiece. The night sky, once a distant spectacle, now seemed to reside within her very being, its celestial beauty reflected in the strokes of her brush. When finally, she stepped back to admire her work, a sense of profound satisfaction washed over her.

The starry night painting, a testament to Lily's artistic talent and her deep connection to the natural world, became a cherished symbol of her journey of self-discovery. It served as a reminder of the power of art to transcend the boundaries of the ordinary and connect us to the extraordinary beauty of the universe.

As Lily gazed upon her creation, she felt a renewed sense of purpose and determination. The starry night, once a source of distant fascination, now served as a guiding light, illuminating her path towards pursuing her artistic dreams. Inspired by the celestial wonders above, she vowed to continue exploring the boundless depths of her creativity, sharing her unique vision with the world

**Indicator 1: Understanding Factual Information**

1. Where did Lily live?

(a) In a SMKll, rural town (b) In a quiet suburban neighborhood (c) In a bustling metropolis (d) In a remote island village

1. What was Lily's profession?

(a) Astronomer (b) Writer (c) Artist (d) Musician

1. What was the setting of the story?

(a) A clear, moonless night (b) A stormy night with heavy rain (c) A sunny afternoon in the park (d) A snowy winter evening

1. What inspired Lily to paint the starry night?

(a) The beauty of the city lights (b) The stories told by her grandparents (c) The tranquility of nature (d) The vibrant colors of the sunset

1. What was the significance of the starry night painting to Lily?

(a) It was a reminder of her childhood home. (b) It represented her connection to the natural world. (c) It was a gift for her best friend's birthday. (d) It was a way to earn money for her family.

**Indicator 2: Understanding Implicit Meaning**

1. What is the symbolic significance of the starry night in the story?

(a) It represents the vastness and mystery of the universe. (b) It symbolizes Lily's dreams and aspirations for the future. (c) It represents the power of art to transcend boundaries. (d) All of the above

1. What is the author's tone in describing Lily's relationship with the night sky?

(a) Critical and disapproving (b) Humorous and lighthearted (c) Objective and neutral (d) Sympathetic and understanding

1. What is the underlying message or theme of the story?

(a) The importance of pursuing one's passions (b) The power of nature to inspire creativity (c) The beauty of the night sky and its ability to connect us to something greater than ourselves (d) All of the above

1. What does the city's cacophony and the gentle symphony of the night represent in the story?

(a) The contrast between the artificial world and the natural world (b) The distractions of modern life and the peace of solitude (c) The limitations of urban living and the freedom of the open sky (d) All of the above

1. What is the significance of Lily's loss of self as she paints?

(a) It represents her escape from the pressures of everyday life. (b) It symbolizes her deep connection to the creative process. (c) It represents her desire to merge with the universe. (d) All of the above

**Indicator 3: Drawing Conclusions**

1. What can you infer about Lily's personality based on the story?

(a) She is outgoing and sociable. (b) She is introspective and thoughtful. (c) She is adventurous and risk-taking. (d) She is materialistic and self-absorbed.

1. What can you conclude about the relationship between Lily and the city?

(a) She feels a sense of belonging and connection to the city. (b) She feels overwhelmed and suffocated by the city's noise and pollution. (c) She views the city as a source of inspiration and opportunity. (d) She feels indifferent to the city and its surroundings.

1. What can you infer about the author's attitudes or beliefs based on the story?

(a) They value the importance of art and its ability to connect us to the world around us. (b) They believe in the power of nature to inspire creativity and self-discovery. (c) They appreciate the beauty of the night sky and its ability to spark imagination. (d) All of the above

1. What can you conclude about the overall tone or mood of the story?

(a) It is dark and ominous, filled with suspense and tension. (b) It is hopeful and optimistic, conveying a sense of wonder and possibility. (c) It is melancholic and introspective, exploring themes of loss and regret. (d) It is humorous and lighthearted, providing a sense of escapism and entertainment.

1. What can you infer about the impact of Lily's painting on her own life?

(a) It reinforced her sense of identity and purpose. (b) It strengthened her connection to the natural world. (c) It motivated her to pursue her artistic dreams with greater determination. (d) All of the above

**Indicator 4: Responding and Reflecting on Information**

1. How did the story's plot and characters relate to your own experiences or life?

(a) I could identify with Lily's longing for connection and her desire to express herself creatively. (b) The story reminded me of times when I have felt inspired by the beauty of nature. (c) The story made me think about the importance of pursuing my own passions and dreams. (d) I had no personal connection to the story's events or characters.

1. What did you learn or take away from the story that you can apply to your own life?

(a) The importance of finding inspiration in the world around us. (b) The power of art to transform our experiences and emotions. (c) The value of connecting with nature and appreciating its beauty. (d) All of the above

1. How did the story's message or theme affect your perspective on a particular issue or topic?

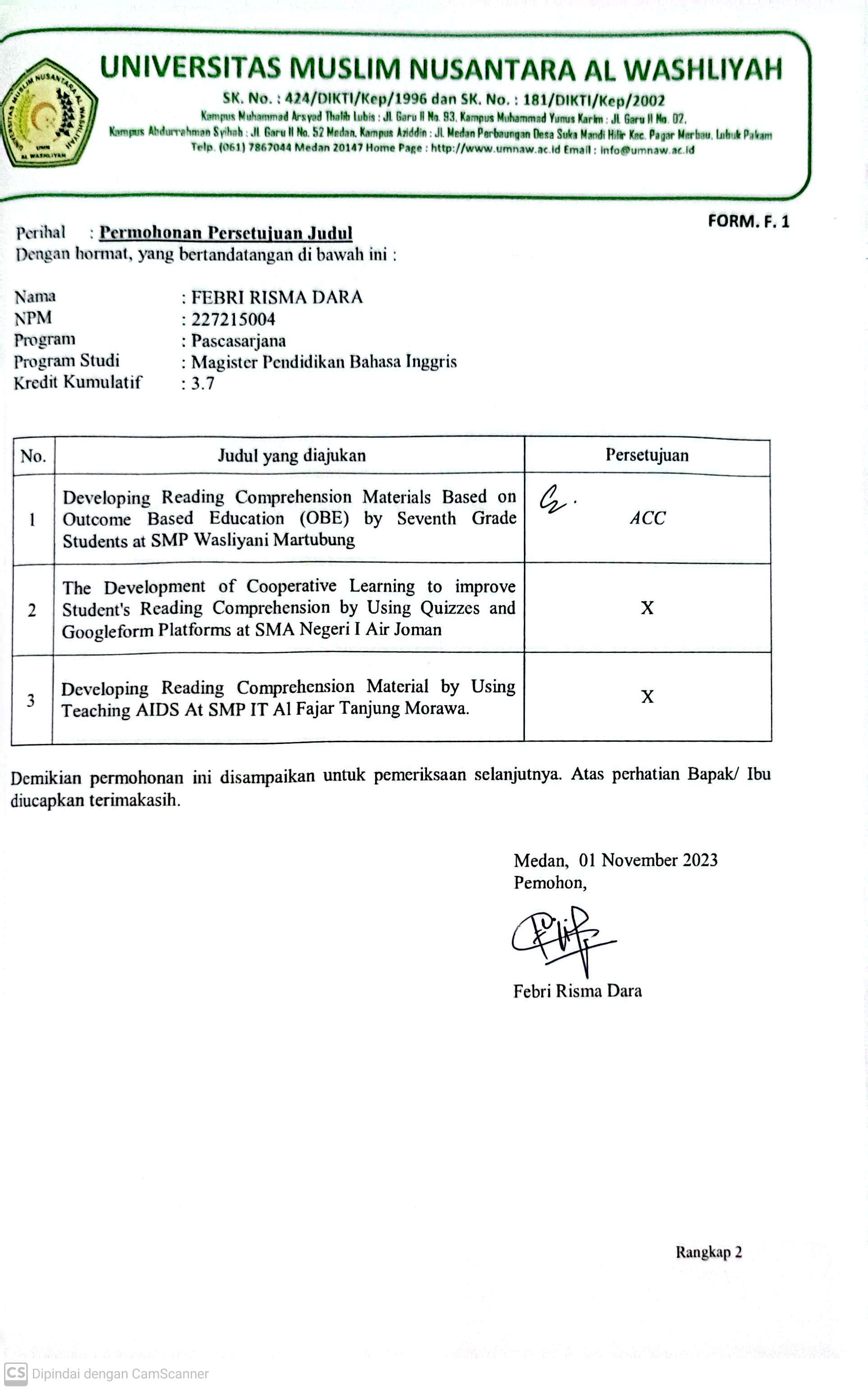
(a) It made me appreciate the importance of art and its ability to enrich our lives. (b) It gave me a new understanding of the connection between humans and the natural world. (c) It inspired me to pursue my own creative endeavors with more confidence. (d) It had no significant impact on my perspective.

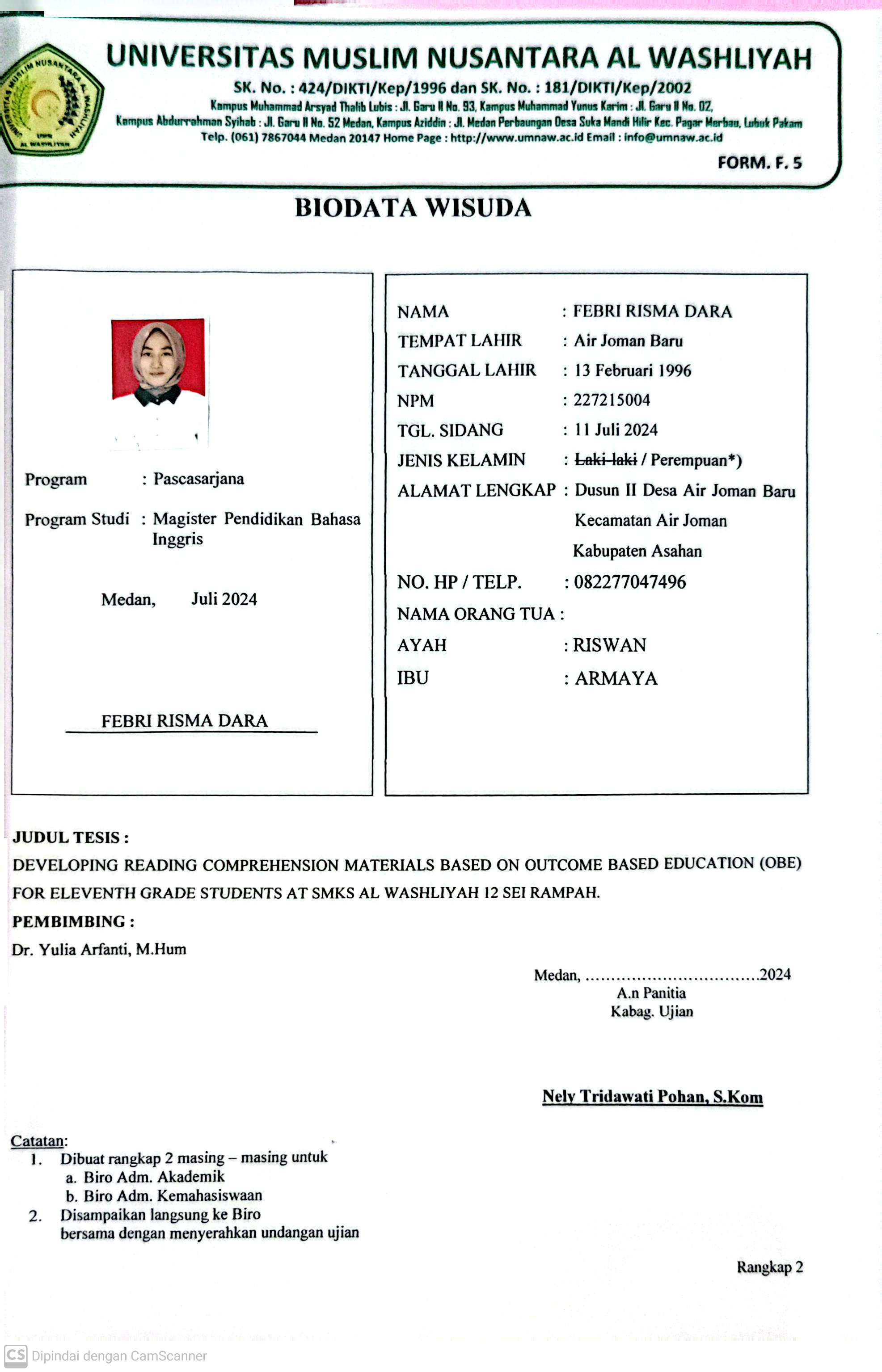
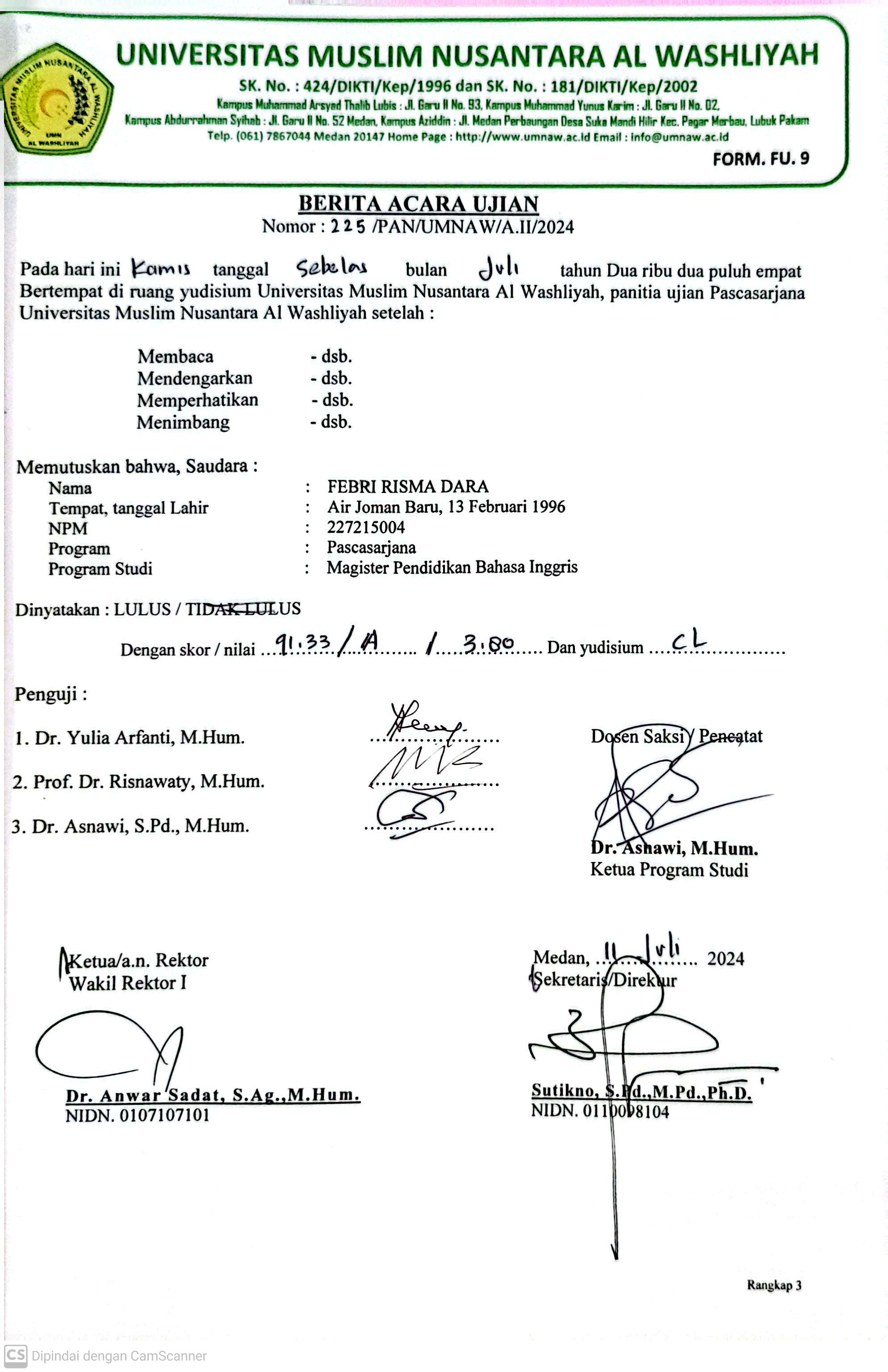
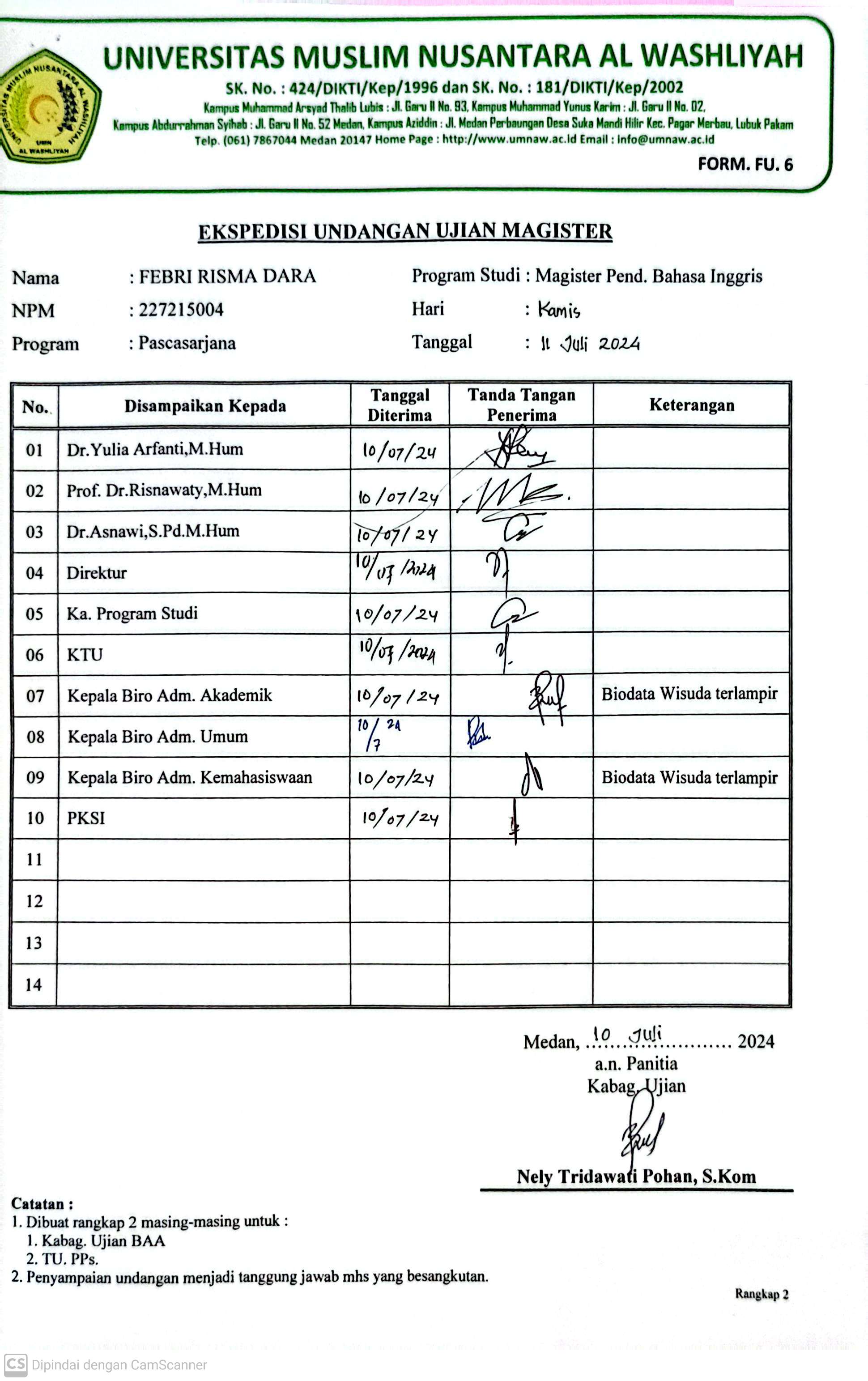
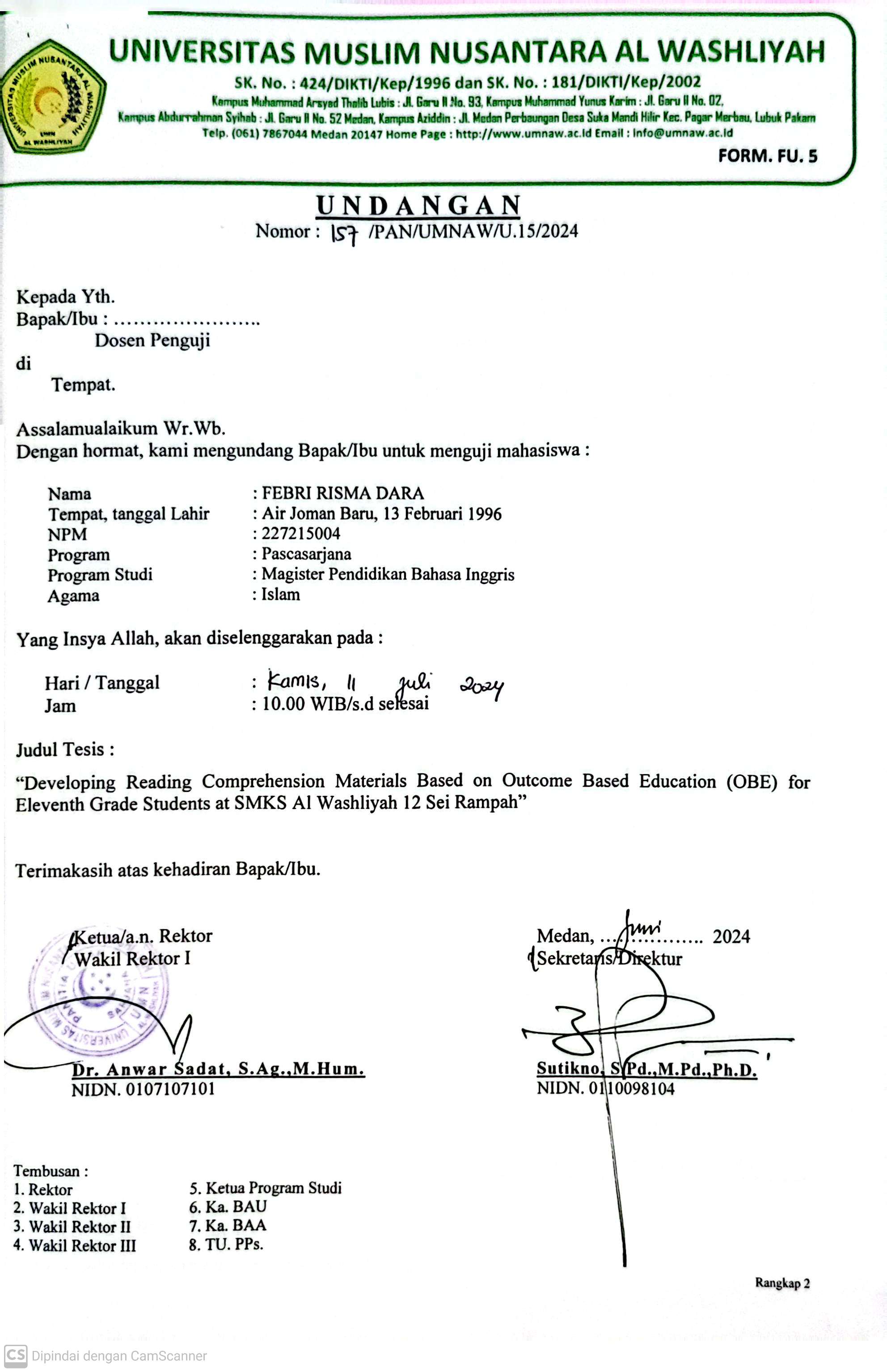
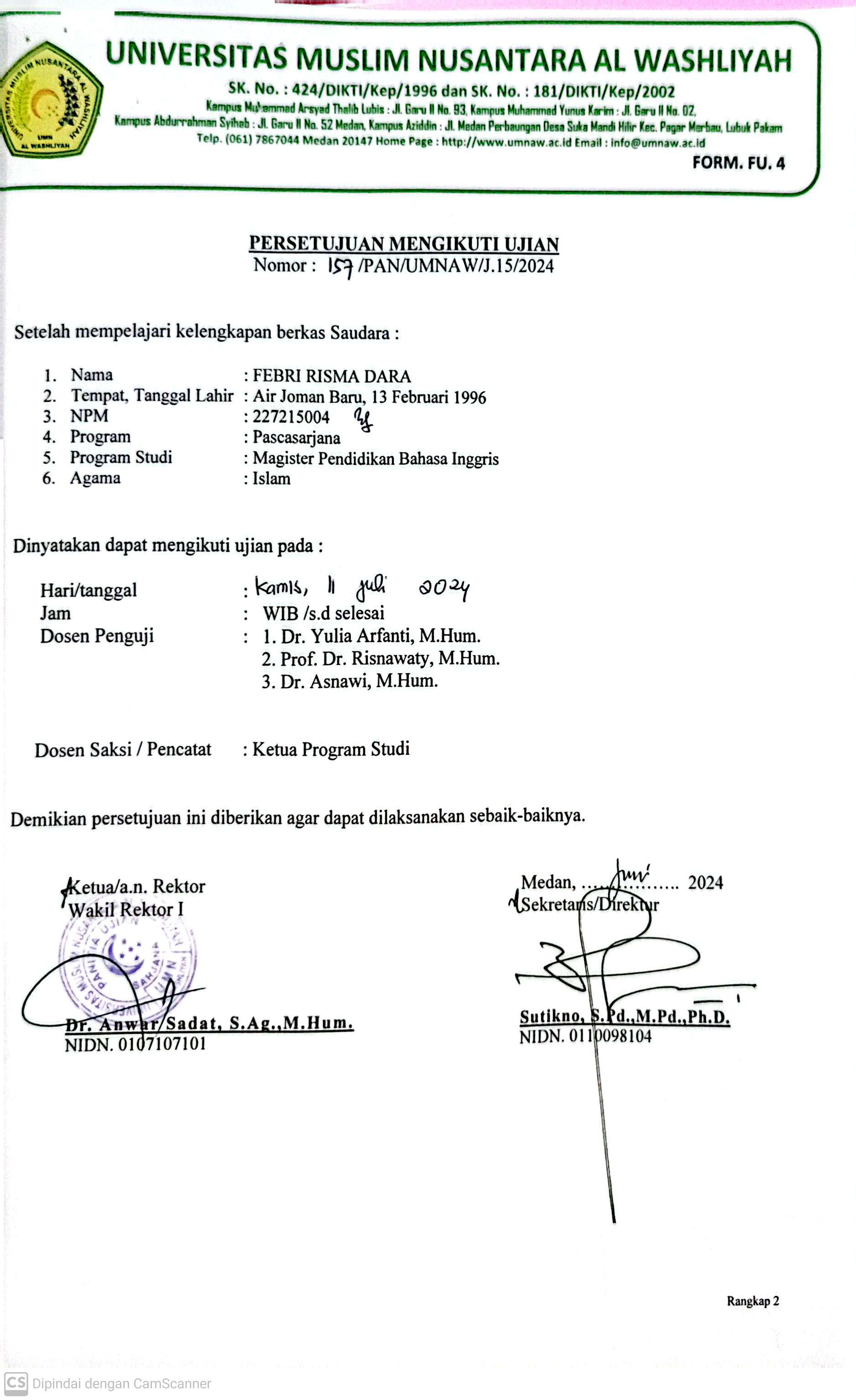
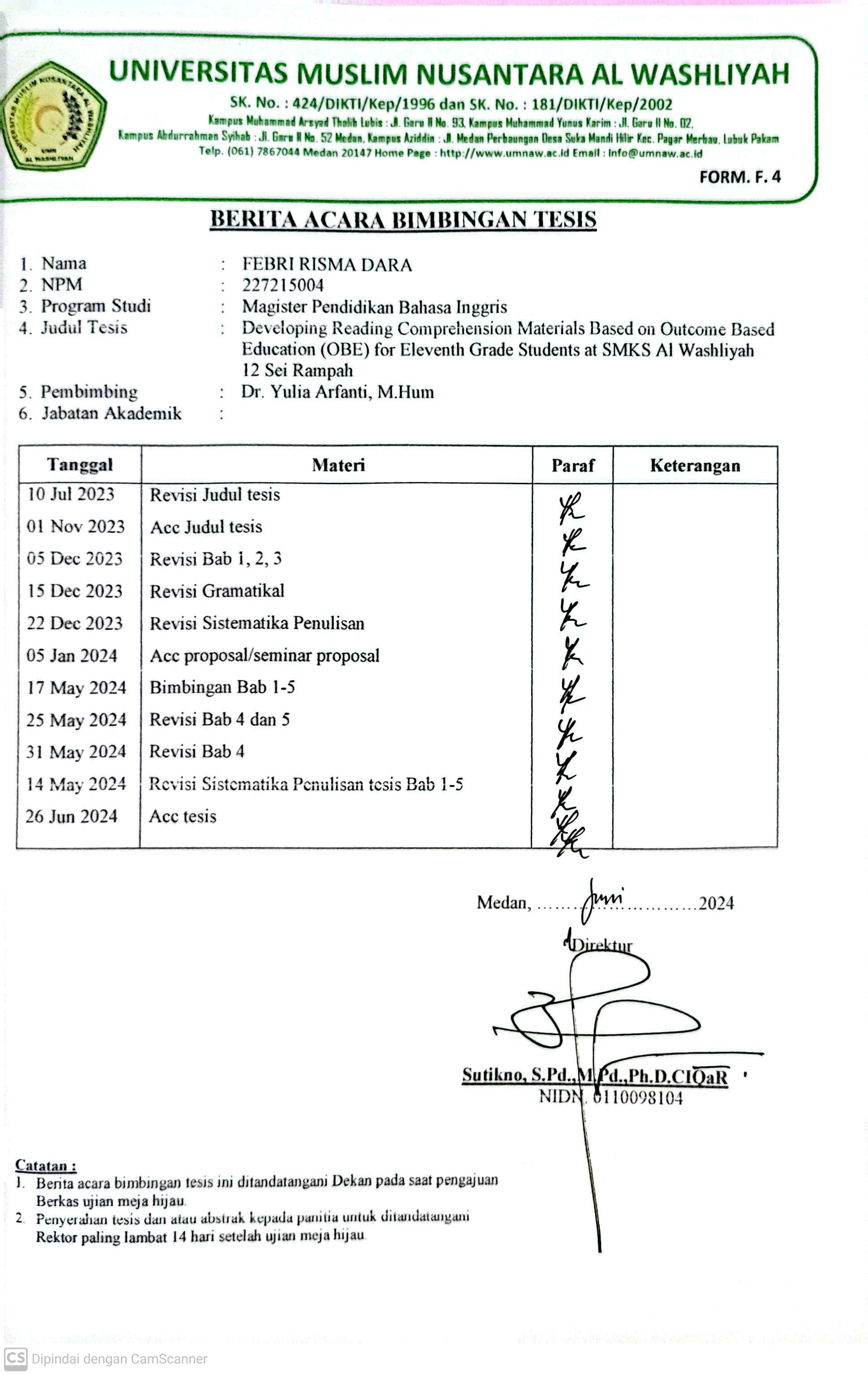
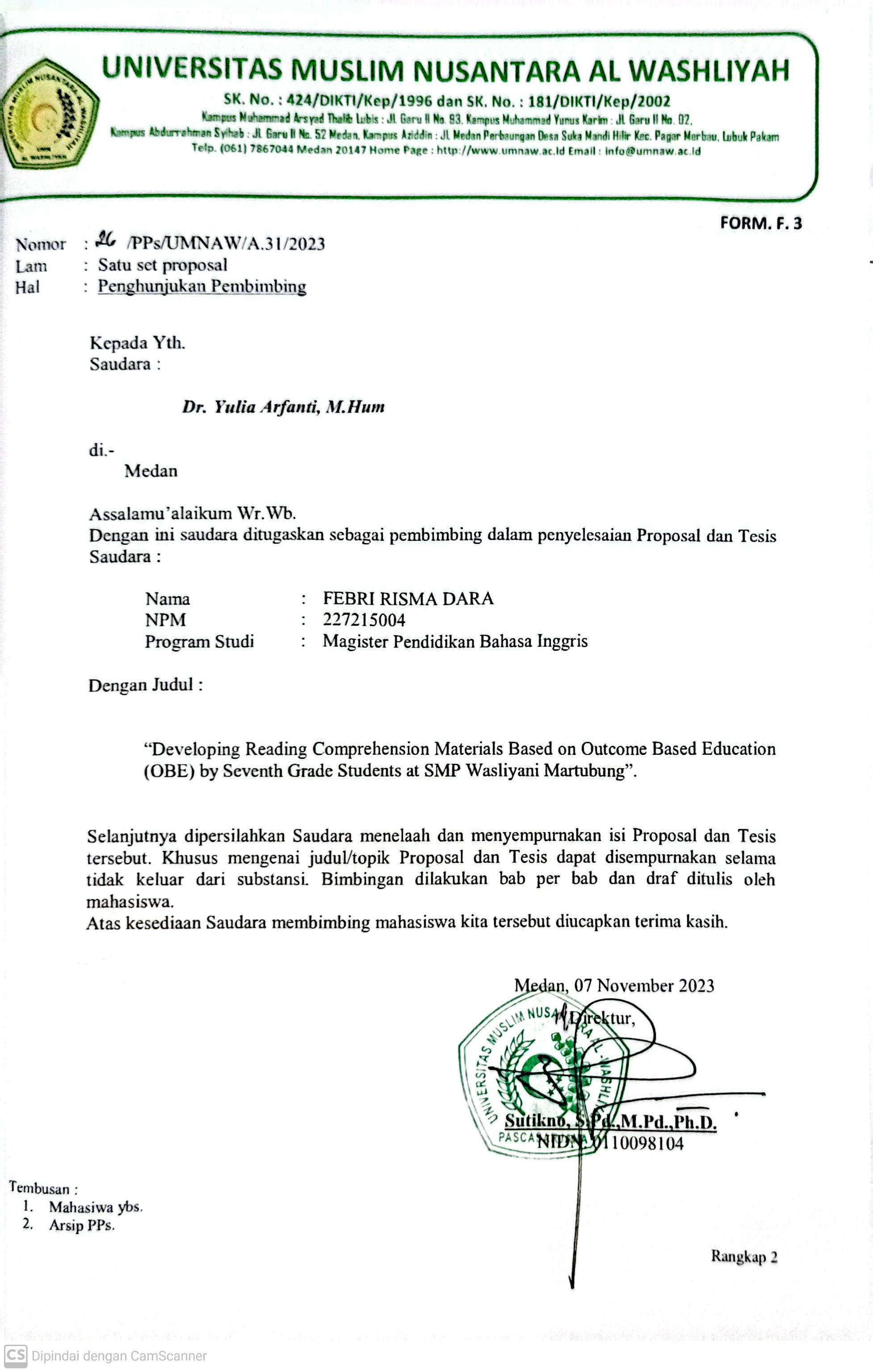
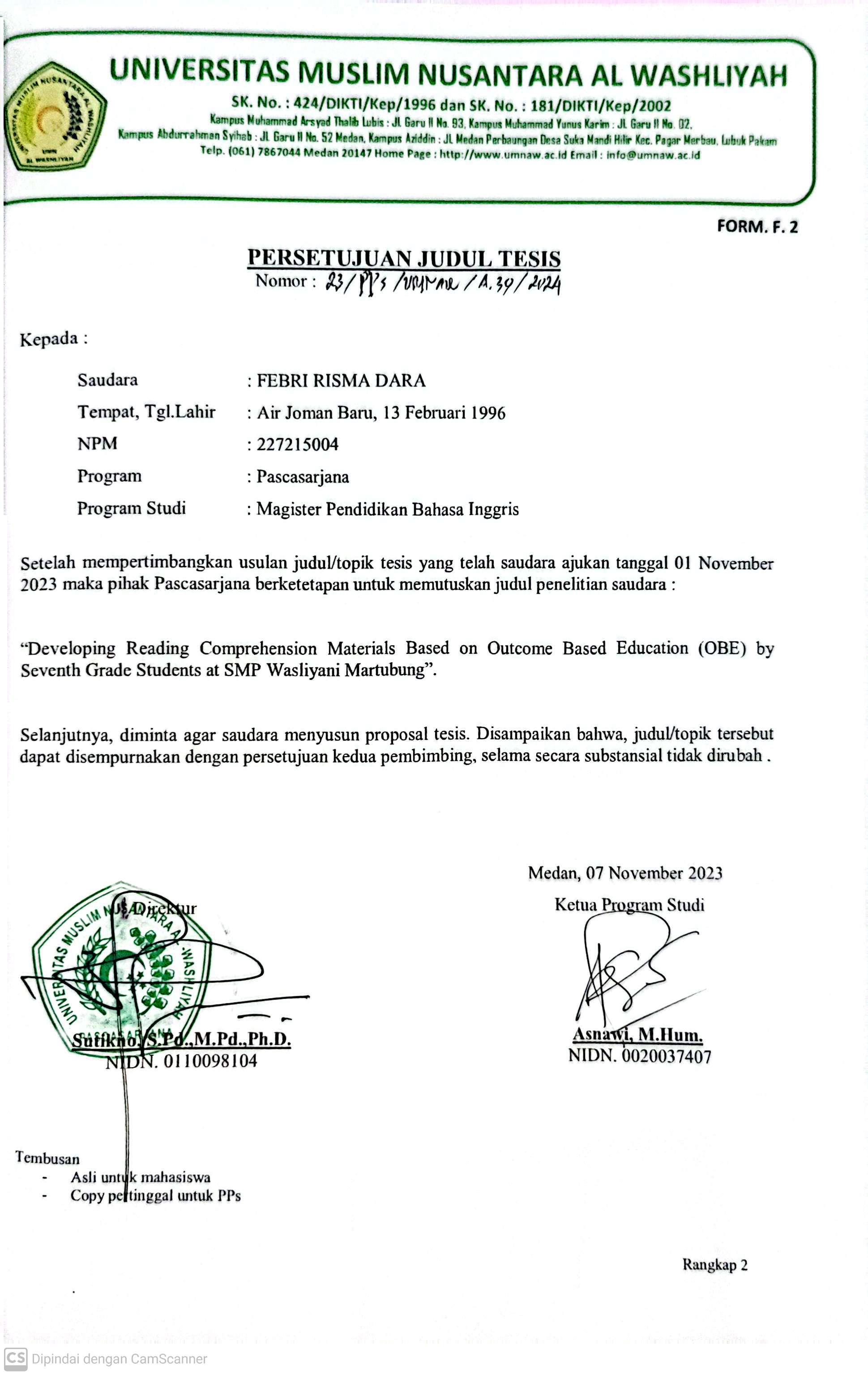
1. Imagine you are Lily, and you are writing a journal entry about your experience of painting the starry night. What would you write?

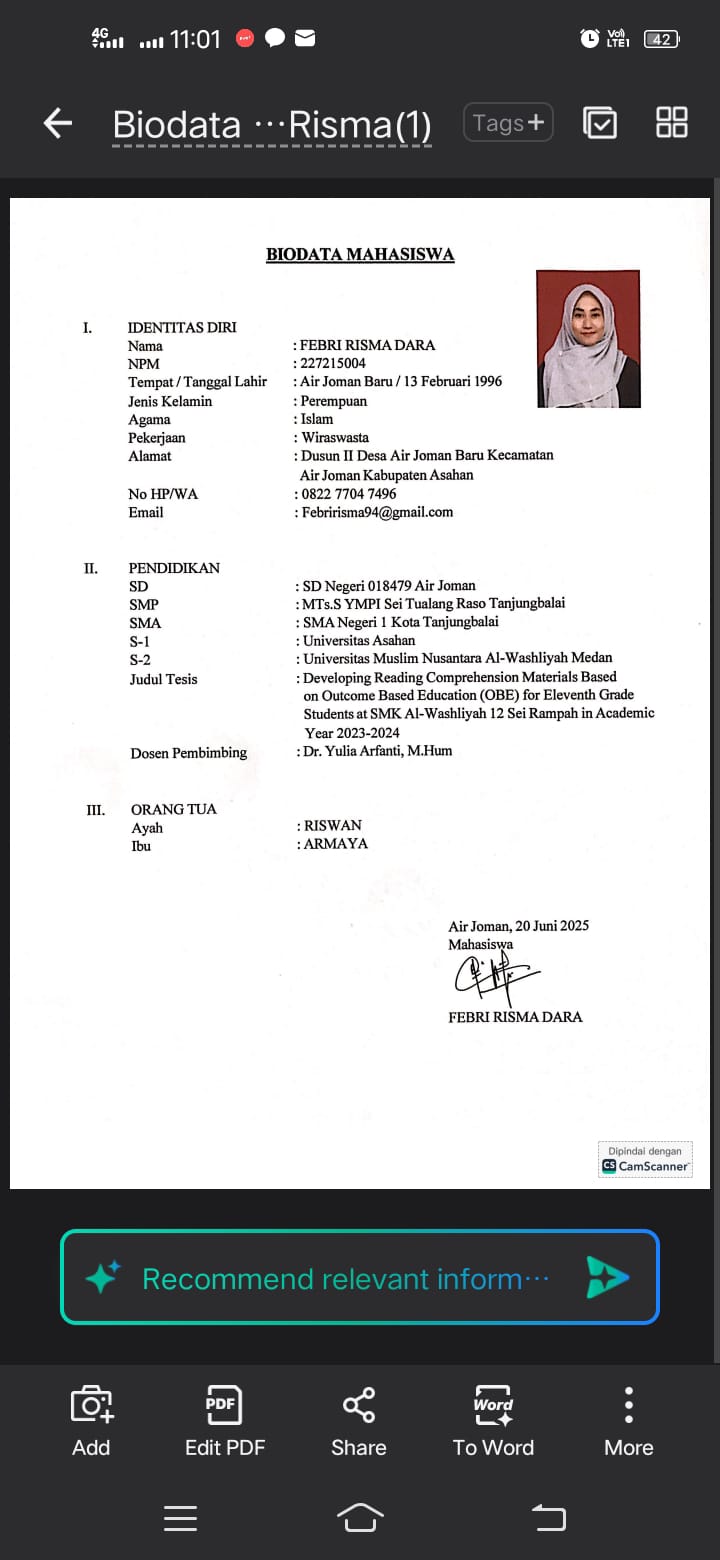
(a) Describe the emotions and thoughts that filled you as you painted. (b) Share the challenges and triumphs you faced during the creative process. (c) Express your gratitude for the inspiration you found in the night sky. (d) All of the above

1. If you were to create a musical piece inspired by the story, what kind of mood or atmosphere would you try to convey?

(a) A sense of awe and wonder at the vastness of the universe. (b) A feeling of tranquility and peace inspired by nature's beauty. (c) A surge of passion and creativity as the artist immerses themselves in their work. (d) All of the above

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