

**THE EFFECT OF TEXT-TO-SELF CONNECTION
TECHNIQUE ON READING COMPREHENSION
AT THE XI GRADE STUDENTS OF
MAS KHA DAHLAN SIPIROK**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Degree of Educational (S.Pd) in English Educational
Department*

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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2025

LETTER OF AGREEMENT

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Padangsidempuan, November 2025
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Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to *Yessy Marhamah*, entitled "*The Effect of Text-to-Self Connection Technique on Reading Comprehension at the XI Grade Students of MAS KHA Dahlan Sapirok*," the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

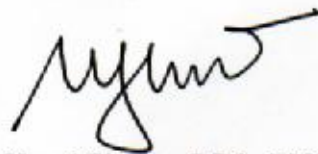
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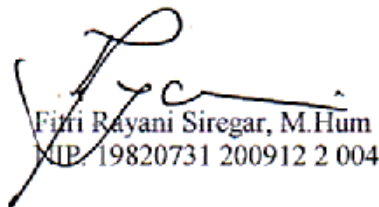
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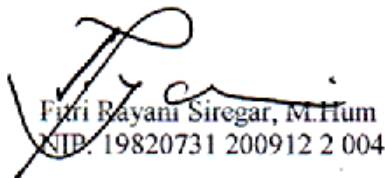
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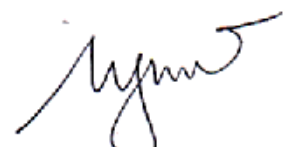

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ABSTRACT

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Title of Thesis : **The Effect of Text-to-Self Connection Technique on Reading Comprehension at the XI grade Students of MAS KHA Dahlan Sapirok**

This research focused on finding the effect of Text-to-Self Connection Technique to Students Reading Comprehension at the XI grade of MAS KHA Dahlan Sapirok. There are some difficulties on students' Reading Comprehension such as: 1) Most of the students had lack of understanding an English text. 2) Most of the students had poor reading comprehension. 3) Most of the students did not have many vocabularies in English. 4) There is need to use a learning technique for reading comprehension. The purposes of this research were to know the students' reading comprehension before and after learning by using Text-to-Self Connection Technique and to examine the significant effect of using of using Text-to-Self Connection Technique on students reading comprehension. This research has quantitative with experimental method with pretest-posttest control group design. The population were all of the students in the XI grade. The samples taken by Total sampling technique where class XI-1 (25 students) as experimental class and XI-2 (25 students) as control class. The data is collected through pre-test and post-test and analyzed by using T-test formula. The result of this research showed that the mean score of experimental class was higher than the mean score of control class after learning by using Text-to-Self Connection Technique. In addition, after doing T-test, this study found that $t\text{-count} > t\text{-table}$ with score $2.258 > 2.060$. Therefore, alternative hypothesis (H_a) of this study was accepted. It can be concluded that there is a significant effect of using Text-to-Self Connection Technique on Reading Comprehension at the XI grade student of MAS KHA Dahlan Sapirok.

Keywords: Text-to-Self Connection, Reading Comprehension, Recount Text

ABSTRAK

Nama : Yessy Marhamah
NIM : 2120300042
Judul Skripsi : **Pengaruh Teknik Text-to-Self Connection terhadap Pemahaman Membaca pada Siswa Kelas XI MAS KHA Dahlan Sapiro**

Penelitian ini difokuskan untuk menemukan pengaruh Teknik Text-to-Self Connection terhadap Pemahaman Membaca Siswa Kelas XI MAS KHA Dahlan Sapiro. Ada beberapa kesulitan pada Pemahaman Membaca siswa seperti: 1) Sebagian besar siswa kurang memahami teks bahasa Inggris. 2) Sebagian besar siswa memiliki pemahaman membaca yang buruk. 3) Sebagian besar siswa tidak memiliki banyak kosakata dalam bahasa Inggris. 4) Perlu menggunakan teknik pembelajaran untuk pemahaman membaca. Tujuan dari penelitian ini adalah untuk mengetahui pemahaman membaca siswa sebelum dan sesudah pembelajaran dengan menggunakan Teknik Text-to-Self Connection dan untuk menguji pengaruh signifikan penggunaan Teknik Text-to-Self Connection terhadap pemahaman membaca siswa. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen dengan desain pretest-posttest control group design. Populasi dalam penelitian ini adalah seluruh siswa kelas XI. Pengambilan sampel menggunakan teknik Total Sampling, yaitu kelas XI-1 (25 siswa) sebagai kelas eksperimen dan XI-2 (25 siswa) sebagai kelas kontrol. Data dikumpulkan melalui pre-test dan post-test serta dianalisis menggunakan rumus uji-t. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi daripada nilai rata-rata kelas kontrol setelah pembelajaran menggunakan Teknik Text-to-Self Connection. Selain itu, setelah dilakukan uji-t, penelitian ini menemukan bahwa $t\text{-hitung} > t\text{-tabel}$ dengan skor $2.258 > 2.060$. Dengan demikian, hipotesis alternatif (H_a) penelitian ini diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan Teknik Text-to-Self Connection terhadap Pemahaman Membaca pada siswa kelas XI MAS KHA Dahlan Sapiro.

Kata Kunci: *Text-to-Self Connection, Pemahaman Membaca, Teks Recount*

خالصة

الاسم : ييسي مرحة
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عنوان الرسالة : أثر تقنية الربط بين النص والذات على فهم القراءة لدى طلاب الصف الحادي عشر في مدرسة كياي حاجي أحمد دحلان سيبروك الإسلامية الثانوية الخاصة

ركزت هذه الدراسة على إيجاد أثر تقنية الربط بين النص والذات على فهم المقروء لدى طلاب الصف الحادي عشر في مدرسة كياي حاجي أحمد دحلان سيبروك الإسلامية الثانوية الخاصة. يواجه الطلاب عدة صعوبات في فهم المقروء، منها: (١) عدم فهم معظم الطلاب للنصوص الإنجليزية. (٢) ضعف فهم المقروء لدى معظم الطلاب. (٣) قلة مفردات اللغة الإنجليزية لدى معظم الطلاب. (٤) الحاجة إلى استخدام تقنيات تعليمية لتحسين فهم المقروء. هدفت هذه الدراسة إلى تحديد مستوى فهم المقروء لدى الطلاب قبل وبعد استخدام تقنية الربط بين النص والذات، واختبار الأثر الملحوظ لهذه التقنية على فهمهم للمقروء. تُعد هذه الدراسة دراسة كمية ذات منهج تجريبي، بتصميم مجموعة ضابطة مع اختبار قبلي وبعدي. شملت عينة الدراسة جميع طلاب الصف الحادي عشر. استُخدمت تقنية المعاينة الشاملة، حيث تم اختيار الصف الحادي عشر- ١ (٢٥ طالبًا) كصف تجريبي، والصف الحادي عشر- ٢ (٢٥ طالبًا) كصف ضابط. جُمعت البيانات من خلال اختبار قبلي واختبار بعدي، وحُللت باستخدام اختبار t. أظهرت النتائج أن متوسط درجات الصف التجريبي كان أعلى من متوسط درجات الصف الضابط بعد تطبيق تقنية الربط بين النص والذات. علاوة على ذلك، أظهر اختبار t أن قيمة t المحسوبة أكبر من قيمة t الجدولية (٢٢٥٨ < ٠.٦٠٢). وبناءً على ذلك، قُبِلت الفرضية البديلة (هـ ١) للدراسة. ويمكن استنتاج وجود تأثير معنوي لاستخدام تقنية الربط بين النص والذات على فهم المقروء لدى طلاب الصف الحادي عشر في مدرسة كياي حاجي أحمد دحلان سيبروك الإسلامية الثانوية الخاصة.

الكلمات المفتاحية: الربط بين النص والذات، فهم المقروء، نص سردي

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Padangsidempuan, 2025
Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the skills that students learn in english , Reading is used by the students to obtain information, this would be submitted by the author through the written language. Moreover, reading is a language skill that related to other skill. Reading also is an active process that has a goal and need a strategy. Reading is the basic skill in the study, reading is the basic of all education, reading is the primary avenue to knowledge, reading is a skill essential for formal education and for individual's succes in society.¹ It means reading is a basic skill that is important for learning and gaining knowledge. It helps people understand information in school and in life. Without being able to read, it is hard to do well in school or succeed in society, where reading is needed to learn, work, and make good choices. In short, reading is very important for education and success.

Reading is an interactive process between the reader and text. An interactive process happens when the readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers.² Reading is not a passive activity but an interactive process between the reader and the text. During reading, readers actively try to understand the meaning by thinking

¹ Ilzamudin Ma'mur, *Membangun budaya literasi meretas komunikasi global* (Serang: IAIN Suhada Press, 2010), hlm.139

<https://scholar.google.com/citations?user=hRpeu9wAAAAJ&hl=id>

² Eka Sustris Harida, "*Basic Reading For EFL University Students*", (Medan : Merdeka Kreasi, 2021) <https://books.google.co.id/books?id=wtRgEAAAQBAJ>

and interpreting the information. In this process, readers mentally communicate with the ideas presented by the writer.

When beginning students struggle over individual words, reading is become slow and comprehension are seriously compromised. This struggle happened because there are some words that unfamiliar when reading a text. Students also can not get the point because feels uninterested in to the topic. It might students will not understand the topic in the text. With those struggles, students will feel difficult to identify underlying themes or draw parallels to their own experiences, which limits their ability to analyze the text critically.

So, the students need reading comprehension to develop and understand the text in English. In reading comprehension, the students are not only understanding ideas, but also recognizing the relationships and structures among ideas. Students will get the information and message from the written text. Additionally it helps students to comprehend the text in an effective way, allows students to enhance their vocabulary, improve their grammar, and develop their critical thinking skills, as students learn to analyze and get information.

The whole purpose for reading comprehension is to get the meaning from the text. It is the ability to understand the text, understand its meaning and to integrate it with what the students already know. It is absolutely important to understand it because when the students can not get the meaning its mean that they do not know about what they are reading in a text. Therefore, students need a technique that can improve their reading comprehension and enhance students' understanding and retention of the material.

In order to develop appropriate and engaging techniques related to students' conditions, it is imperative to discover an alternate technique. The researcher makes the assumption that the teacher's approach is probably not the best one at this point for helping students comprehension in reading. Therefore, teachers need techniques that can improve students' understanding in reading a text.

Students at the XI grade of MAS KHA Dahlan Sapirok have some problems when reading a text or story. These problems include a lack of understanding an English text that they read, poor reading comprehension, limited vocabulary knowledge.³ With those problems the researcher assumes that using Text-to-Self Connection Technique is one of the best method to use when teaching reading comprehension.

Students will get their reading comprehension, if students use the right technique and it will become easier for them to read an English text. Text-to-Self Connection Technique is when a student have a connection to a story that being read to their own experiences. Text-to-Self Connections are very personal to the reader. A Text-to-Self Connection is when you connect a book you are reading to your own life experiences.⁴ In this connection, students will connect the information that found in the text with students'personal experience. The Experience maybe a story that the students has experienced it or it has happened before.

³ Rizqiyyah Nadliroh Siregar, the English Teacher of MAS KHA Dahlan Sapirok, *Private Interview* (Sapirok, September 10th, 2024)

⁴ Jen Bradshaw, *Making Connections Freebie*, n.d.(Teacher Karma.com, 2012), hlm. 3
<https://www.teacherspayteachers.com/Product/Making-Connections1443317>

The implementation of Text-to-Self Connection Technique on reading comprehension is reading a story that connect to students' experience. With Using the Text-to-Self Connection Technique for reading comprehension, students also can activate prior knowledge with reading connections and personal experiences. By relating the themes, characters, and conflicts in the story to their own situations.

This Text-to-Self Connection is the easiest reading technique.⁵ It can help students understand the text that they are reading, because the story related to students' experiences and it is interesting for them. Students will be able to read the text if they use the right techniques and strategies that can enhance their reading. Therefore, researcher wants to see whether this Text-to-Self Connection Technique can have an effect on improving students' reading comprehension.

Additionally, it makes the writing and reading more interesting and engaging.⁶ Students are more invested when they can find personal relevance and meaning in what they are reading. It helps students visualize and make inferences about the text, understand the meaning that found in the text and they will be more interested in reading and that will improve their way of learning in reading comprehension.

From the above explanations, the researcher assumed that Text-to-Self Connection Technique helped students to create the connection between the text

⁵ Debbie Draper, *Comprehension Strategies Making Connections DECS Curriculum Consultant*, (Northern Adelaide, 2010), hlm. 10

⁶ Louise M. Rosenblatt, *The Transactional Theory of Reading and Writing*. (Scribd. com, 2009), hlm. 115 <https://share.google/yCG7JG1hI6Ajay6YC>

and their personal experiences. It facilitated students to activate their background knowledge and gather the idea better. Those benefits led students to have a better skill in reading comprehension.

Based on the explanation above the researcher is interested in conducting research entitle “ The Effect of Text-to-Self Connection Technique on Reading Comprehension at the XI Grade Students of MAS KHA Dahlan Sapirok in academic year 2024/2025.”

B. The Identifications of the Problem

Based on the background explained, several problems can be identified in this research namely :

1. The Students have difficulty in understanding an English text
2. The Students have poor reading comprehension.
3. The Students do not have many vocabularies in English
4. There is a need to use a learning technique for reading comprehension

C. The Limitation of the Problem

Based on the background of the problems stated above, this research focuses on the effect of Text-to-Self on students’ reading comprehension. This technique is used for reading a recount text. So, the writer limited the research on the students’ are able to identify the main idea of the recount text, students are able to identify needed information, students are able to identify the structure of recount text and the model or methods that the use in the classroom especially

As a result, the researcher focus only on reading Comprehension a recount text at the XI grade students of MAS KHA Dahlan Sapirok in academic year 2024/2025.

D. The Formulations of the Problem

Based on the background of the problem, the formulation in this research as a follow:

1. How is the reading comprehension of the students before learning by using Text-to-Self Connection Technique at the XI grade Students MAS KHA Dahlan Sapirok?
2. How is the reading comprehension of the students after learning by using Text-to-Self Connection Technique at the XI grade Students MAS KHA Dahlan Sapirok?
3. Is there any significant effect of using Text-to-Self Connection Technique on reading comprehension at the XI grade Students MAS KHA Dahlan Sapirok?

E. The Objectives of the Research

According to the formulation above, the purpose of this research as a follow:

1. To describe the students' reading comprehension before learning by using Text-to-Self Connection Technique.
2. To describe the students' reading comprehension after learning by using Text-to-Self Connection Technique.
3. To examine any significant effect between before and after learning by using Text-to-Self Connection Technique on students' reading comprehension.

A recount typically starts by introducing the key people involved in the event, giving the reader a clear understanding of who was part of the story. It then describes the main events that took place, outlining the sequence of actions or experiences. Finally, a recount provides context by mentioning where the event occurred and when it happened, helping to set the time and place for the reader.

F. The Significances of the Research

Based on the title. The effect of Text-to-Self Connection Technique on reading comprehension at the XI grade students MAS KHA Dahlan Sipirop, the research intended to be useful for:

1. Teacher

The result of this research is expected to enrich the teachers' knowledge in terms of the teaching English in using Text-to-Self Connection on reading comprehension.

2. Student

This research indicates that students can develop an interest in and finding motivation for learning English about reading comprehension and can improve their reading comprehension.

3. Readers

This research will be useful for readers as an additional references for reading comprehension in the future and as a comparison for using strategy in teaching English.

G. The Definitions of Operational Variables

1. Text-to-Self Connection Technique

A Text-to-Self Connection refers to the process of relating the content of a book one is reading to one's personal life experiences.⁷ When readers can relate a text or story to their own experiences, it deepens their understanding of the material.

2. Reading Comprehension

Reading comprehension is a process of understanding written text, understand its meaning, and to integrate with what the reader already knows. Reading comprehension relies on two abilities that are connected to each other, word reading and language comprehension. Therefore, students can get the information of the text.

H. Outline of Thesis

In this research, the researcher organized the systematic of the research into five chapters. Each chapter includes of sub chapters which designated as follow: in chapter I, consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definition of operational variables and outline of thesis.

Chapter II, consists of theoritical description of Team Game Tournament Technique, description about Degree of Comparison, teaching Degree of

⁷ Jen Bradshaw, *Making Connections Freebie*, n.d.(Teacher Karma.com, 2012), hlm. 3
<https://www.teacherspayteachers.com/Product/Making-Connections1443317>

Comparison by using Team Game Tournament Technique and by using teacher's method, review of related findings, conceptual framework and research hypothesis.

Chapter III, consists of research method, which consists of the time and place of the research, the research design, the population and sample, the instrument of the research, the validity and reliability instrument, procedures of Collecting data and technique of analyzing data.

Chapter IV, is result of the research, this chapter is talking about the description of the data, hypothesis, discussion and threats of the research.

Lastly, chapter V consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to readers, teachers and next researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Text-to-Self Connection

a. Definitions of Text-to-Self Connection

Text-to-Self Connection is one part of the Making Connection Strategies in reading comprehension. Making Connection is a reading comprehension strategy when the students can connect to the text they are reading. Through Text-to-Self connections, students will understand more about what the writer wants to tell because they also involve their feeling toward the event in the text because they have been in the same situation with the event in the text.¹ It means when the students read a text through the writer's story, it will bring them also to their experiences that relate to them. Students will get the way the writer tell the story about something that happen with him in the past by remembered their own life experiences.

When students understand how to connect what they have read to their own lives, they make connections between what they have read and the world around them.² This technique can help students connect and feel in the same

¹ Stephanie Harvey, Anne Goudvis, *Strategies That Work Teaching Comprehension for Understanding and Engagement Second Edition*, (The Politics of Northern Ireland, 2007), hlm. 37 <https://lms.su.edu.pk/download?filename=1588759946comprehensionstrategiesli.pdf&lesson=28159>

² Linda Odom, *Reading Comprehension Strategies*, n.d, (Heartland Elementary School, 2016), hlm. 8 <https://www.geneva304.org/Downloads/Comprehension Strategies2.pdf>

situation with the text that they are reading. They will be easily to retell the story to the other friends because it is a memory that there is still in their head.

These connections are very personal to the reader. A Text-to-Self Connection is when you connect a book you are reading to your own life experience.³ It shows to the students a story that relate to their own lives. So if the text relates to them, they will can understand and comprehend the text well. When students use this technique they will think and remember something that they felt before. Therefore, it is so personal to the reader when reading a text if they use Text-to-Self Connection Technique.

Teachers should model Text-to-Self Connections initially with selections that are relatively close to the students' personal experience. A key phrase that prompts text-to-self connections is, "this reminds me of...".⁴ For used this technique, teacher needs to prepare the model of text that can use with Text-to-Self Connection technique and also it is relate to their personal experience. By modelling the text that use for Text-to-Self Connection, it helps students to understanding the text before reading.

The implementation of Text-to-Self Connection Technique on reading comprehension is reading a story that connect to students' experience. By Using Text-to-Self Connection Technique for reading comprehension, students also can activate prior knowledge with reading connections and

³ Jen Bradshaw, *Making Connections Freebie*, n.d.(Teacher Karma.com, 2012), hlm. 3 <https://www.teacherspayteachers.com/Product/Making-Connections1443317>

⁴ Debbie Draper, *Comprehension Strategies Making Connections DECS Curriculum Consultant*, (Northern Adelaide, 2010), hlm. 10

personal experiences. By relating the themes, characters, and conflicts in the story to their own situations.

In helping students to activate the prior knowledge they bring to the learning environment, the teachers build on students' strengths and experiences to create new learning.⁵ Teacher needs to build students' knowledge on develop learning. Activate their background knowledge will enhance their method in learning. Especially in reading comprehension to create their learning by use a right technique. Therefore, Text-to-Self Connection will improve their reading comprehension by making a text that connect to their live experiences.

Based on the descriptions above, it can be inferred that the Text-to-Self Connection is when students connect to the text that they are reading. This technique is designed to help students understand through the text that relate to their own experiences. It also has some procedures to do this Text-to-Self Connection Technique on reading comprehension that can manage the process of reading in a classroom with students. Overall, Text-to-Self Connection is a useful technique for reading comprehension.

b. The Procedures of Text-to-Self Connection Technique

There are some procedures in teaching reading comprehension by using Text-to-Self Connection technique :

⁵ Nafisya Alfiani Aisyah, Nur Fajar Arief, "Enhancing 11th Graders' Reading Comprehension by Using Making Connection Technique," (EDUTECH : Journal of Education And Technology, 2021), hlm. 3 <https://ejournal.ijshs.org/index.php/edu/article/view/187>

- 1) The teacher guides students to activate their background knowledge by giving them a picture.
- 2) The teacher invite student to share their opinion toward the picture.
- 3) After students seem have already had background knowledge about the topic, the teacher explains the material about recount text and introduce them about Text-to-Self Connection Technique.
- 4) The teacher explains about the advantage of using Text-to-Self Connection Technique for developing students' ability in comprehending the text.
- 5) The teacher shows a table that consist of several questions that will help students connect the text with themselves.
 - a) How is this similar to my life?
 - b) How is this different from my life?
 - c) Has something like this ever happened to me?
 - d) How does this relate to my life?
 - e) What was my feeling when I read this?
- 6) Teacher distributes a text that tells a personal experience (for example about a holiday, a funny event, or a school activity) and ask them to look it briefly.
- 7) Teacher gives opportunities to some students to read the text aloud. Others also should pay attention to the text.
- 8) Teacher reads text aloud then take a quote from the text and connect to their self. Then, the teacher writes it in the column Text-to-Self Connection Technique.

- 10) Teacher asks some students to connect the quote from the text that they read to themselves. The volunteer students write down his connections on the board, so that the other students can understand the ways to apply this technique.
- 11) Next, teacher asks all of students to read the text again and write the connections on the table as it is shown
- 12) To check students' comprehension, teacher gives several questions based on text.⁶

By looking of the procedures above, the teacher and students are known about what is the step by step to apply Text-to-Self Connection Technique when reading a text. If the teachers do not make the procedures when use this technique for reading comprehension, it shames with the teacher can not bring the learning to the classroom. When the teacher is doing Text-to-Self Connection Technique in the classroom, it hoped that the students will fell easier to read an English text.

c. The Advantages of Text-to-Self Connection Technique

There are several advantages when using Text-to-Self Connection as a method of learning in English. Through Text-to-Self Connections, students will understand more about what the writer wants to tell because they also involve their feeling toward the event in the text because they have been in

⁶ Fatma Wahyuni, Jufri, “ *Using Making Connections Strategy in Teaching Reading Comprehension at Senior High School*”, (Journal of English Language Teaching, no. 1, 2016), hlm. 4-5 <https://ejournal.unp.ac.id/index.php/jelt/article/download/7301/5732>

the same situation with the event in the text.⁷ For students who have struggle in reading, it is very useful. When they use this technique, they will feel enjoy of the way the story is about because they have ever in the same situation as what happened in the story.

According to Tovani, the Text-to-Self Connection Technique has several benefits they are:

- 1) Students will understand how characters feel and the motivation behind their actions.
- 2) Students have a clearer picture in their head as they read thus making the reader more engaged.
- 3) Text-to-self Connection technique make students become actively involved.
- 4) Students will remember what they have read and asked questions about the text.⁸ Students will develop a richer understanding of characters' emotions and motivations, enhancing their ability to visualize the story and remain engaged. The text-to-self connection technique promotes active involvement, resulting in improved retention and the capacity to formulate insightful questions about the text.

⁷ Stephanie Harvey, Anne Goudvis, *Strategies That Work Teaching Comprehension for Understanding and Engagement Second Edition*, (*The Politics of Northern Ireland*, 2007), hlm. 37 <https://lms.su.edu.pk/download?filename=1588759946comprehensionstrategiesli.pdf&lesson=28159>

⁸ Cris Tovani . *I read it, but I don't get it: Comprehension strategies for adolescent readers.*(Stenhouse Publishers, 2000), hlm. 13<https://share.google/6IAzUOIR2hUPWjcEB>

d. The Disadvantages of Text-to-Self Connection Technique

While the disadvantages of Text-to-Self Connection technique is when Students may make tangential connections that can distract them from the text. Students will have a lack of focus when reading a text by using making connection strategy. So when it happened to students, they need to stay focus to the text that they are reading. They need to try to be mindful of their own thoughts and feelings and redirect their attention when they find theirself getting distracted. So, the Text-to-Self Connection technique can lead to distractions if students make unrelated connections, affecting their focus. To stay on track, students need to be aware of their thoughts and redirect their attention to the text when necessary.

2. Reading Comprehension

a. The Concepts of Reading Comprehension

Reading is a process of understanding and get the information from the written text. The process to understand of what is written can be done by saying it out loud or silent. It is an activity in which a reader respond to a text being read and get the information of the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. The text can be about the story that relate to their lives experiences that it is usefull for understanding meaning of words, sentence, and even a text.

It means that reading comprehension is the process of getting the meaning from the text and it is enjoyable activities for fluent readers and for transforming experience if the writer messages are successfully understood.⁹ Reading comprehension is the process of extracting meaning from a text, allowing the reader to fully understand the writer's message. For fluent readers, it becomes an enjoyable activity as they can easily connect with the content and engage with the ideas presented. When the writer's message is successfully understood, the experience becomes transformative, as it enables the reader to reflect and connect with the text on a deeper level.

Reading is an interactive process as the reader interacts with the text, using both linguistic and background knowledge to build his interpretation of the text.¹⁰ This interaction allows readers to develop their own understanding of the text with using some methods that can improve their comprehension. If they use a right method to get information from the text it will build their understanding. This activity is done by the students as they want to get the information and knowledge from the text meanwhile the students have their own background knowledge. Automatically their knowledge will connected with a new knowledge from what they are reading.

⁹ Walidah Sofyan Siregar, Eka Sustru Harida, Sokhira Linda Vinde Rambe, *The Students Reading Comprehension of the Second Year MTs Muhammadiyah Padangsidempuan*, (IAIN Padangsidempuan, 2020), hlm. 104
<http://jurnal.uinsyahada.ac.id/index.php/yoctbi/article/viewFile/4135/2831>

¹⁰ Danielle S McNamara, *Reading Comprehension Strategies, Theories, Interventions, and Technologies*, (Psychology Press, 2007), hlm. 51 <https://psycnet.apa.org/record/2007-15600000>

Reading is one of the important language skills taught in English classes of Indonesian secondary schools.¹¹ In Indonesia English become a subject that students must learn from elementary school. There are four skills in english, they are listening, speaking, reading, and writing. Reading become a learning that teacher always teach in english class. Students have learned about reading in the class but they feel difficult to understand it because it is an English text which is a language that they do not use in daily life. Therefore, the students need some method to improve their understanding when reading a text.

Reading is also a comprehending process.¹² When it becomes to understand and get iformation of the text, students also need to comprehend it. It helps students reach deeper meaning in the text. The process of reading will become more enjoyable, fun, and informative. It is needed to succeed in school, work, and life in general. So, if the students use the right method for reading, they will improve their learning process in english.

From the references above, it can be concluded that reading is a process that needs an interaction between the reader and the text. The reader gets some informations from the text by using their knowledge. Reading can add usefull knowledge because every words that is read by the reader can give

¹¹ Nafisyah Alfiani Aisyah, Nur Fajar Arief, "Enhancing 11th Graders' Reading Comprehension by Using Making Connection Technique," (EDUTECH : Journal of Education And Technology 4, no. 3, 2021), hlm. 2 <https://ejournal.ijshs.org/index.php/edu/article/view/187>

¹² William Grabe and Fredricka L Stoller, *Teaching and Researching Reading*, (Third Edition, 2013), hlm. 13
https://api.pageplace.de/preview/DT0400.9781317536437_A38499059/previ-ew-9781317536437_A38499059.pdf

them a new experience and some motivation about all of the story in the text that they are reading. Reading also has a useful purpose to make students know why they need to do this activity. When a reader reads a text, they need to comprehend it to construct meaning. Therefore, students need reading comprehension to make their reading skill in a learning process become more effective and develop.

One of the purpose of reading is reading comprehension. Comprehend is the ability of understanding a text. Reading comprehension is a complex task that draws on a range of skills and processes.¹³ It involves understanding and interpreting text, which requires various skills and process. It means students will be able to analyze the text, identify main ideas, and get the information of the text. Overall, it is about making sense of what you are reading and being able to think critically about it.

Three important elements contributing to reading comprehension are word meaning, sentence meaning and paragraph meaning. In this reading comprehension students must catch the meaning from all of sentences in the text. It means when students know the meaning, they can comprehend it well. So it is important for students that reading a text must be able to comprehend the text during reading.

Reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and

¹³ Danielle S McNamara, *Reading Comprehension Strategies, Theories, Interventions, and Technologies*, (Psychology Press, 2007), hlm. 63 <https://psycnet.apa.org/record/2007-15600000>

linking key ideas, besides the reader will get idea or meaning from the written text.¹⁴ When students read a text, they need to understand it well to get information and also the meaning. Therefore, students need a comprehension when read a text. The activity is not just read a text, but in reading comprehension they need to understand every sentences in a text, like the vocabulary, the main idea, and what is story about. If students can catch all of part from the text, their reading comprehension will become more advance.

Reading comprehension is an interactive process as a transaction between the reader and the author through the text.¹⁵ It means that in reading comprehension needs an interaction between the reader and the text. Because when the reader reads a story there is a needed to relate to the story or the text. Therefore, students need some techniques or methods that can help them on reading comprehension. Their skill in reading will become more effective, enjoyfull and they will not feel bored for that.

Furthermore, reading comprehension is defined as a complex process that includes to get a meaning of the word, sentence and paragraph. It used to make a reading process more understandable and effective for learning. Students will not feel difficult anymore when they read a text because they already know the story in the text by comprehend it. Moreover,

¹⁴ Nurdiana and Rizki Amelia, *Interpretative Reading*, (Sustainability Switzerland, 2017), hlm . 8 <https://repository.uin-suska.ac.id/49373/1/buku>

¹⁵ Siti Khodijah Harahap “*The Effect of Herringbone Tecnique on Students’ Reading Comprehension in Narative Text at Grade X of SMA Negeri 6 Padangsidimpuan,*” (UIN Syahada Padangsidimpuan, 2024), hlm. 11 <http://etd.uinsyahada.ac.id/10888/>

comprehension is not an activity that happens after reading. It is the thinking done before, during and after reading. Therefore, students need to know and understand some purposes of reading to develop their reading comprehension.

b. Purposes of Reading

Reading is an activity that has a purpose for improving an english for students. A reader may read to get information and enhance knowledge. A reader may also read for enjoyment and feel interesting about a story in the text that autor write. According to Grabe and Stoller, there are some purposes of reading, they are:

- 1) Reading to search for simple information
- 2) Reading to learn from the text
- 3) Reading to integrate information
- 4) Reading for general comprehension¹⁶

Usually the main purpose behind reading is to make connections between what students already know and what students need to know. Knowing why you are reading will greatly increase your chances of understanding the material.¹⁷ It means that in enhancing reading, of course students must know the purpose. Usually reading purpose is to make students understanding the material in their learning process from unknown to know. Many of students do not good in their study, it is because they are not

¹⁶ William Grabe and Fredricka L. Stoller, *Teaching and Researching: Reading*, (Third Edition, 2013), hlm. 22
https://api.pageplace.de/preview/DT0400.9781317536437_A38499059/preview-9781317536437_A38499059.pdf

¹⁷ Nurdiana and Rizki Amelia, *Interpretative Reading*, (Sustainability Switzerland, 2017), hlm. 2 <https://repository.uin-suska.ac.id/49373/1/buku>

following the process of learning well. So, teacher need to give some motivation of what is the goal when do this learning. Therefore, when students reading a text, it is hoped that they can connect to the text they are reading well and also get the meaning to enhance their english.

For improving students' reading comprehension, they need to know what is some purposes of reading. Because it makes the activity more interactive between the reader and text. Some purposes above is very needed for students to know what is reading for. Therefore students will get information from unknown to know, with skim the text they are reading, learn from the text, and also comprehend it. One thing that students need to know is they need to use a right technique to get purpose of reading. There are many techniques that can be use, and one of them is Text-to-Self Connection that can help them to improving their reading comprehension. Therefore, to improve reading comprehension, students need to understand the purpose of reading, as it makes the activity more interactive. By knowing the purpose, students can extract information, learn, and comprehend the text. Using the right technique, such as the Text-to-Self Connection, is essential to achieving this goal.

c. Assessments of Reading

Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher

subconsciously makes an assessment of the student's performance.¹⁸ Every time a student engages in the learning process whether by answering a question, making a comment, or experimenting with new vocabulary or structures the teacher is constantly observing and evaluating their performance. This kind of informal, everyday assessment happens subconsciously, as teachers pay attention to how well students understand concepts, communicate, or apply new skills. Through these observations, teachers gather valuable insights into each student's progress and areas of need, allowing them to adjust instruction and provide targeted support. This ongoing process of assessment helps guide the learning experience in real time.

Teachers are constantly assessing, but the primary purpose of the assessment is to inform better teaching and more efficient learning.¹⁹ However, the main goal of this assessment is not just to measure or judge student performance but to improve the teaching and learning process. By understanding where students are struggling or excelling, teachers can adjust their teaching strategies to better address the needs of the class. This ensures that instruction is more effective, personalized, and focused on helping students learn efficiently. In essence, assessment helps guide teachers in

¹⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Sustainability Newyork, vol. 11, 2004), hlm. 4
<https://www.scribd.com/document/80798491/Brown-2004-LanguageAssessment-Principles-and-Classroom-Practices>

¹⁹ Glen Fulcher and Fred Davidson, *Language Testing and Assessment*, Roulledge Applied Linguistics, (2018), hlm.27 <https://www.kau.edu.sa/Files/0005056/Subjects/Fulcher>

making real time adjustments to foster a more supportive and successful learning environment.

When evaluating students' reading, the teacher needs to assess their skill. There are some indicators in assessing students' reading, they are:

- 1) Able to identify the topic of the text.
- 2) Able to identify the main idea of the text.
- 3) Able to identify needed information of the text.
- 4) Able to get the meaning of the content in the text.²⁰

Based on the indicators mentioned above, students should be able to identify the main idea, identify the detail information, and also get the meaning from the text. Teachers will use these indicators for assessing their students' reading comprehension in this study.

Reading comprehension is a complex process that involves understanding the meaning of a text. To effectively assess students' reading comprehension, there are also some indicators to evaluate students, they are:

- 1) Students can identify general comprehension
- 2) Students can identify the structure of the text
- 3) Students can find detail information of the text²¹

In conclusion, this research evaluates students' reading comprehension using recount texts, focusing on three key indicators: general comprehension,

²⁰ O. Malley Pierce, *Authentic Assessment for English Language Learners*, (Longman, 1996), hlm. 97-98 <https://share.google/Ck4rTZigsob0p3tHy>

²¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Sustainability Newyork, vol. 11, 2004), hlm. 4
<https://www.scribd.com/document/80798491/Brown-2004-LanguageAssessment-Principles-and-Classroom-Practices>

where students grasp the main ideas and meaning of the text; the ability to identify the structure of the text, including orientation, events, and reorientation; and the ability to find specific details within the text. These indicators provide a comprehensive framework for assessing how well students understand recount texts, both in terms of overall meaning and detailed information.

3. Recount Text

a. Definition of Recount Text

A recount is a text that focuses on describing events that have already happened. Recount begins by telling the reader who was involved, what happened, where this event took place and when it happened.²² A recount typically starts by introducing the key people involved in the event, giving the reader a clear understanding of who was part of the story. It then describes the main events that took place, outlining the sequence of actions or experiences. Finally, a recount provides context by mentioning where the event occurred and when it happened, helping to set the time and place for the reader. The purpose of a recount text is to give the audience a description of what happened and when it happened. It involves narrating or telling the story of something that happened in the past.

The key idea here is that it's about events that are not happening right now but have already taken place. The recount's main objective is to describe

²² Nurkholila Simatupang, Fitriadi Lubis, *Students' Reading Recount Text Mastery*, (English Journal for Teaching and Learning, 2020) hlm. 158
<http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>

the events, making sure to include details such as what happened and when it happened (time and sequence), so that readers can easily follow and visualize the story. Therefore, recount text usually use for telling someone about the reader's experience in the past. In other word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader.²³ By looking back on a particular experience or series of events, the writer not only shares information but also aims to engage the reader through an interesting and enjoyable narrative. The combination of factual recounting and a lively presentation makes recount texts both informative and entertaining.

b. The Generic Structures of Recount Text

Generic structures are the parts building the text. Each part has its own function. In other words, generic structures are the elements existing in the text.

1) Orientation

The opening section provides the background information, such as the setting and introduces the participants in the recounted event. It answers the questions of who, what, when, and where.

2) Events

²³ Putri Aisah Ningsih, "*The Effectiveness of Teaching Writing Recount Text by Using Facebook (AQuasi-Experimental Study at Tenth Grade Students of SMAN Negeri 4 Kota Tangerang Selatan,*" (UIN Syarif Hidayatullah Jakarta, 2020), hlm. 10. <https://share.google/3bsJJPfbtLISm5vaE>

It is the main body of the text where the writer narrates the series of events chronologically. The events are typically presented logically to maintain coherence and clarity.

3) Reorientation

Some recount texts may include a closing section summarizing or reflecting on the events. It is not always present in all recount texts but may be included to provide closure or offer insights gained from the experience.

In conclusion, generic structures are essential components in building a clear and coherent text. The orientation provides the necessary background information, introducing the participants and setting the scene for the events to unfold. The events section serves as the main body, presenting the narrative in a logical, chronological order to maintain clarity and flow. Finally, the reorientation, though not always included, offers a reflective or concluding perspective on the events, providing closure or insights. Together, these structures help to organize and communicate the narrative effectively.

c. The Language Features of Recount Text

In this context, language feature influence writing to be more interesting and meaningful. Word selections, sentence structure, and layout test among other included of the language feature.

- 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
- 5) Using simple past tense

In conclusion, the language features of recount texts are designed to effectively retell past events in a clear and engaging manner. These features typically include the use of personal participants (I, we, my group) to establish the narrator's involvement, chronological connections (first, then, next) to organize events in a logical sequence, and simple past tense to describe actions or situations that have already occurred. Additionally, linking verbs (was, were) and action verbs (look, go, change) are used to describe states, conditions, and actions during the recount. These language features help maintain clarity, coherence, and flow, ensuring that the reader can easily follow the sequence of events and understand the writer's experiences or observations.

d. Material of Reading Comprehension a recount text

This reading comprehension exercise focuses on a recount text, which retells events or experiences in a chronological order, utilizing key language features such as personal participants, chronological connections, linking verbs, action verbs, and the simple past tense to enhance clarity and structure.

Here is example of recount text :

Text 1

The holidays had come. At first, I didn't know how to spend my long holiday. I didn't have any plans because my parents were very busy. Fortunately, one of my friends, Zaky didn't have any plans either. So, we spent the holiday together because during the holiday, he came to my house almost every day. We did a lot of things. One day, we rode a bicycle and went around the city. We stopped at some shops and enjoyed the window shopping. I taught Zaky how to play basketball the next day. In the last two days, we visited museums in our city. They were Ronngowarsito and Mandala Bakti. We learnt alot from the collectionsin the museums.

Text 2

Waking Up Late for Subuh Prayer

Last month, I had an unpleasant experience in my boarding school. One morning, my friends and I woke up late for the Subuh prayer. The night before, We stayed up late finishing our assignments, so we did not hear the teacher when she tried to wake us up.

When we woke up, the Subuh prayer had already finished. We rushed to take wudhu and went to the mosque, but it was too late to join the congregational prayer. We felt very scared and embarrassed because the dormitory supervisor was already there. After that, the supervisor called us and asked why we were late. As a punishment, we were told to clean the bathroom in the dormitory. We had to scrub the floor, clean the toilets, and wash the buckets. The bathroom was very dirty and smelly, so the punishment was very tiring.

Although it was a hard experience, we learned an important lesson. Waking up early and being disciplined were very important in boarding school. Since that day, we have always tried to sleep earlier and wake up on time so we could join the Subuh prayer together.

e. Teaching Reading Comprehension by Using Text-to-Self Connection

Teaching Reading Comprehension by using Text-to-Self Connection Technique is consist to 4 stage there are activate prior knowledge, modeling Text-to-Self Connection Technique, discussion and sharing, and extend connections, as the follow in table below:

Table II.1 Teaching Reading Comprehension by Text-to-Self Connection Technique²⁴

Teacher's Activity	Procedures	Students Activity
Pre Teaching 1. Teacher says greetings 2. Teacher says to pray together 3. Teacher checks attendance		Pre Teaching 1. Students answer greetings 2. Students pray together 3. Students listen to their name
While Teaching 1. The teacher shows a picture to the students	The teacher guides students to activate their background knowledge by giving them a picture.	While Teaching 1. Students receive a worksheet containing pictures
2. The teacher asks students to give oppinion.	The teacher invites students to share their oppinion.	2. Students state several oppinion toward the picture.

²⁴ Debbie Draper, *Comprehension Strategies Making Connections DECS Curriculum Consultant*, (Northern Adelaide, 2010) hlm. 65

3. The teacher explains the material	After students seem have already had background knowledge about the topic that will be read in the text, the teacher explain the material about recount text.	3. Students pay attention to the teacher's explanation
4. The teacher shows table that consist of several question	The teacher shows a table that consist of several questions that helps students connect the text with themselves. a. How is this similar to my life? b. How is this different from my life? c. Has something like this ever happened to me? d. How does this relate to my life? e. What was my feeling when I read this?	4. Students receive paper containing several questions from the teacher
5. Teacher shares a text to the students.	Teacher shares a text that tells a personal experiences (for example about holiday, a funny event, or a school activity) and ask them to look it briefly	5. Students receive texts given by the teacher
6. Teacher asks students to read the text.	Teacher gives opportunities to some students to read the text aloud. Others also should pay attention to the text.	6. One of the students reads the text
7. Teacher reads the text and writes the connection in the column	Teacher will read text aloud then take a quote from the text and connect to their self. Then, the teacher writes it in the column Text-to-Self Connection Technique	7. Students pay attention to make connection from the text

8. Teacher asks students to make connection and write in the column	Teacher asks some students to connect the quote from the text that they read to themselves. The volunteer students will write down his connections on the board, so that the other students can understand the ways to apply this technique.	8. Each student reads and writes their own connections
Post Teaching 1. Teacher reminds students to keep practicing 2. Teacher close the class.		Post Teaching 1. Students remember to practice the material 2. Students close the class together

B. The Review of Related Findings

Previous related finding is used to support argument in this research. Besides, it is also used as reference and comparison the research with the other research. There have been some finding related to this study. Some of them are:

Alfiani and Fajar stated that to enhance reading comprehension students, teacher need a strategy. The researcher implemented the Making Connection Technique in the reading lessons in collaborative with the classroom teacher. The design of this research was Classroom Action Research covering four stages; they were planning, implementing, observing, and reflecting. The subjects of the study were 29 students of class XI SCIENCE 1 of MAN 3 Malang. The instruments used to collect the data

were students' reading comprehension pre and post-test), observation checklist, and field notes. Since the researcher aimed to know whether the technique helped the students in both lower and upper group, this research is successful if there was a significant improvement from their pre and post-test scores. Based on the research findings, the researcher suggested English teachers to implement the making connection technique in more interesting ways. Future researchers can investigate the use of making connection technique for other research purposes.²⁵

The others research was done by Ariana and Ardiana which aims to find out the enhancement of students in reading comprehension through making connections strategy to eleventh grade students of SMP N 3 Galesong Utara. The Result of this research was in main idea, the students' mean score achievement in pre-test was 42.78 becomes 65.83. So, the enhancement of students' reading comprehension achievement from pre-test to post-test was 53.88%. In supporting details, the students' mean score achievement in pre-test was 31.39, becomes 44.17. So the enhancement of students' reading comprehension achievement from pre-test to post-test was 40, 71%. And the mean score of students' reading comprehension in main idea and supporting details in pre-test 37.08 becomes 55. So the

²⁵ Nafisya Alfiani Aisyah, Nur Fajar Arief, "Enhancing 11th Graders' Reading Comprehension by Using Making Connection Technique." (EDUTECH: Journal of Education and Technology, 2021), hlm. 1 <https://ejournal.ijshs.org/index.php/edu/article/view/187>

enhancement of students' reading comprehension achievement from pre-test to post-test was 48.33%.²⁶

The others research was done by Ekasari *et al.*, that stated that the research objectives are to know the types of schema used by the students in reading comprehension; and the level of learning the students have while using background knowledge on reading comprehension. The result of the data analysis presents that students used linguistic schema and content schema in understanding the reading test. Other than that, the level of students' learning in reading was also measured. The result presented that 31% of students performed a deep level learning and 69% of them applied a surface level learning. It was measured by their reading test results using the Making Connection strategy.²⁷

The other research was done by Antoinette and Montanez stated that Reading comprehension skill is crucial for success beyond academic endeavor. However, even academic success can never be possible when a student does not understand the importance of developing good reading comprehension. Results of the Metacognitive Awareness Reading Strategies Inventory (MARSİ) indicated that students were unconsciously using Global reading, Problem-solving, and Support reading strategies. Focus group discussion revealed factors that affect the reading

²⁶ Ardiana and Ariana, "Making Connections : A Teaching Strategy to Foster Junior High School Students ' Reading Comprehension," (Journal of Language Teaching and Literature, 2021) hlm.1. <https://ethicallingua.org/25409190/article/download/327/174/>

²⁷ Maulidya Ekasari, Murni Mahmud, and Kisman Salija "The Use of Learners ' Background Knowledge to Connect to Text on Reading Comprehension" 2, no. 1 (2022): 1. <https://ojs.unm.ac.id/PJAHSS/article/download/32069/14810>

comprehension such as interest, teaching styles, and language. The study suggested the important role that educators play in maximizing the benefits of making connections and making use of any other metacognitive strategy towards developing higher level of comprehension leading to academic success.²⁸

The other research was done Wahyuni and Jufri stated that lack of the students' reading comprehension ability toward English text that they read is commonly influenced by two main factors, they are come from students' side and teacher's side. As a result, they are unable to explain what exactly they read and write as answers from the question that are constructed based on the text. Next factor is teacher's factor, the method that teacher use still do not motivate students to interact actively with the text that they read. As the effect, students assume that reading is boring activity because it does not make sense for them. To solve those problems, the writer recommends a reading comprehension strategy called as making connections. This strategy guide students to connect the information that they find in the text with themselves, the other texts, and the world, so they can interact and involve actively with the text. The connections that students made will help students to comprehend the text and it is hoped that they reading comprehension ability increase as well.²⁹

²⁸ Louise Mariz Antoinette G, Nobles-Montanez, "Making Connections : A Metacognitive Teaching Strategy in Enhancing Students ' Reading Comprehension," 2020, hlm. 1 <http://dx.doi.org/10.31327/jee.v5i1.1209>

²⁹ Fatma Wahyuni, Jufri, 'Using Making Connections Strategy in Teaching Reading Comprehension at Senior High School', (Journal of English Language Teaching, 2021), hlm. 1

After the review of journals above, the researcher get interested to prove this method, whether this method (Text-to-self connection) has an effect or not to students' Reading Comprehension. This research will be do in MAS KHA Dahlan Sapirok. The researcher hope this research can get effect to students' Reading Comprehension.

C. The Conceptual Framework

There are some problems in students' English learning, such as: Students still have limited vocabularies, students felt difficult to read a long text, they felt difficult to understand an English text, and the last the student felt bored in learning.

In this research the researcher is interested to use Text-to-self Connection as a method for improving reading comprehension. In this research, the research will prove whether this method has an effect or not on students' Reading Comprehension. The researcher used test in this research to prove this method.

In experimental class the researcher taught reading comprehension using Text-to-Self Connection Technique, while in control class used teachers' method. So that in post-test, it known whether this method has an effect or not on students' Reading Comprehension. Based on the above, conceptual framework can be seen from the figure below:

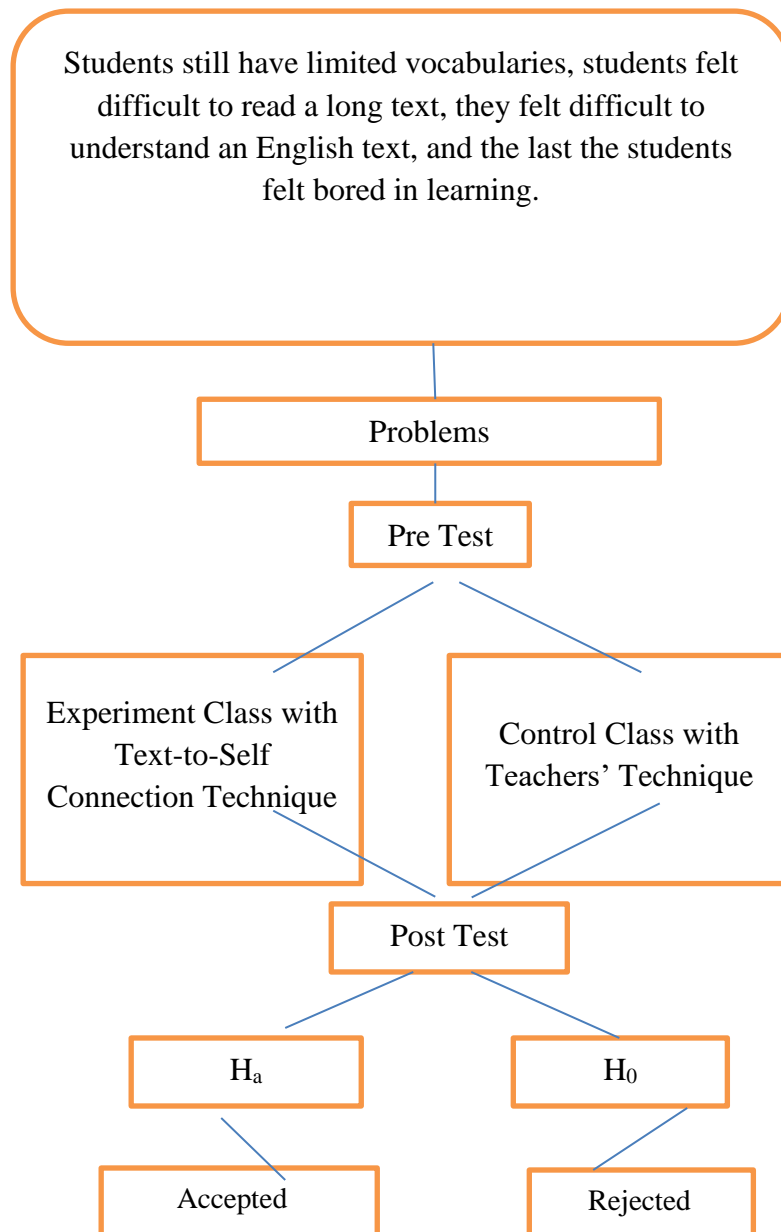


Figure 1.1: Conceptual Framework of Text to Self Connection

D. The Hypothesis

This study formulates the hypothesis of the research stated:

1. Alternative hypothesis (H_a): There is a significant effect of Text-to-Self Connection Technique on Students' Reading Comprehension at the XI Grade of MAS KHA Dahlan Sipirok.

2. Null hypothesis (Ho): There is no a significant effect of Text-to-self Connection Technique on Students' Reading Comprehension at the XI Grade
MAS KHA Dahlan Sapirok.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of The Research

The location of the research is in MAS KHA Dahlan Sapirok, Sarogogodung, South Tapanuli, North Sumatera. This research has been stated on September 2024 up to finish

B. The Research Design

This research used two classes, which experimental class and a control class. The kind of this research is quantitative research with experimental method.¹ This research used experimental design with pre-test and post-test with control group design. That means there are two classes have been selected, then given pre-test to know the basic condition of the two classes. Next, the both of classes are given post-test. The result of the test is compared to know the different effect of treatment to experimental class.

Table III.1 Research Design

Group	Pre Test	Treatment	Post Test
Experiment	O ₁	X	O ₁
Control	O ₂	-	O ₂

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2013) .P.76.
https://scholar.google.com/citations?view_op=view_citation&hl=id&user=MGOs5rkAAAAJ&citation_for_view=MGOs5rkAAAAJ:a9-T7VOCCH8C

In which:

O1: Pre-test value of experiment and control class

O2: Post-test value of experiment and control class

X: Treatment²

C. The Population and The Sample

1. Population

Population is the total number of unit individual that the characteristic or subject of research. The population of this research is all of students at the XI Grade of MAS KHA Dahlan Sapirok. They consisted of 50 students in 2 classes.

Table III.2 The Population of IX Grade Students

No	Grade	Total
1	XI-1	25
2	XI-2	25
Total		50

2. Sample

In this research, the researcher chooses the Total Sampling as the way to get the sample. Based on the design above the researcher took all of the population as the sample. In this research the researcher choosed XI-1 as the experimental class and XI-2 as a control class. It can be seen from the table follow:

Table III.3 The Sample of The Research

No	Grade	Number
1	XI-1 (Experimental class)	25
2	XI-2 (Control class)	25
Total		50

² Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003).Retrieved from <https://jurnal.undhirabali.ac.id/index.php/litera/article/view/329/297>

D. The Instrument of Data Collection

The researcher used test as instrumentation. The test consisted of 50 questions where 25 questions for pre test and 25 questions for post test. This test gave to both classes, experiment and control class. To find out the scores of the students' answer, the researcher gave 4 score for each item. So, the maximum score of test is 100.

The indicator of this research is the students are able to identify the main idea, students are able to identify needed information of the text, students are able to identify the structure of the text, as a table below:

Table III.4 The Indicator of Test³

Indicator	Number of Items	Total Items	Score	Total Score
1. Students are able to identify the main idea of the text	1, 2, 7, 12, 18, 21	6	4	24
2. Students are able to identify needed information of the text	3, 4, 6, 8, 9, 10, 13, 14, 15, 16, 19, 20, 22, 23, 24	15	4	60
3. Students are able to Identify the structure of text	5, 11, 17, 25	4	4	16
		25		100

$$\text{Score} = \frac{\text{Maximum Score}}{\text{Total Score}} \times \text{Total of Correct Answer}^4$$

³ O. Malley Pierce, *Authentic Assessment for English Language Learners*, (Longman, 1996), hlm. 97-98 <https://share.google/Ck4rTZigsob0p3tHy>

⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2013).P. 76.
https://scholar.google.com/citations?view_op=view_citation&hl=id&user=MGOs5rkAAAAJ&citation_for_view=MGOs5rkAAAAJ:a9-T7VOCCH8C

- Score** : The final score a student or participant receives.
- Maximum Score** : The highest possible score.
- Correct Answers** : The number of questions answered correctly.
- Total Score** : The total number of questions in the test

E. The Validity and the Reliability of Instrument

1. Test of Validity

Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. The researcher used construct validity in this research. In this research the test validated by teacher by considering it according to the indicators that applied in the students' Reading Comprehension lesson at Grade XI MAS KHA Dahlan Sapirok.

To calculate the correlation of the instrument score with the total score, researcher used Product Moment correlation with the formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Explanation :

r_{xy} = Coefficient of Validity

N = The Number of Students

$\sum x$ = The number of score item

$\sum Y$ = The total of score

$\sum xy$ = The result of the number of score item X the total of

score⁵

Researcher validated the test to the teacher. In this research, the function of conducting the test is to measure reading skill, so the test would be reading. The validation of Reading Comprehension test checked and signed by English teacher of MAS KHA Dahlan Sipirok.

In conclusion the validation of Reading Comprehension approved by the English Teacher in MAS KHA Dahlan Sipirok and the validation same as the indicator of the test.

Before the test is given to the research sample, the researcher conducted a validity test on 25 questions. The results of the validity test indicated that all 25 questions were valid and suitable for use in the research, and evidence of validity can be seen in the last attachment.

2. Reliability

The reliability test means that the test result shows similarity. It makes the result in the measurement consistent. In this study, the researcher used interrater reliability to measure the reliability of multiple choice test. To do this, the researcher asked the teacher to correct. Therefore, the researcher concluded that the instrument that applied in this research was reliable and can be used to test the students at Grade XI MAS KHA Dahlan Sipirok.

⁵ Sugiyono, *Statistika untuk penelitian*, (Penerbit Alfabeta, Bandung, 2023) hlm.228
<https://share.google/bqGSjpU5IoRwgsOB1>

F. The Research Procedures

In this research, the researcher is given pre-test, treatment and post-test to collect the data.

1. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the Text-to-Self Connection group before the researcher give treatment to the experimental group. In this case, the researcher uses some steps. They are:

- a. The researcher shared the paper of the test and answered sheets to both classes, experimental and control class.
- b. Next, the researcher explained the way to answer the test.
- c. After that, the students were given time to answer.
- d. The researcher collected the students' answer.
- e. The last, the researcher checked the answer sheets and counted the students score.

2. Treatment

- a. The teacher guides students to activate their background knowledge by giving them a picture.
- b. The teacher shows a picture that related to the topic.
- c. The teacher invites student to share their opinion toward the picture.
- d. After students seem have already had background knowledge about the topic, teacher introduces them to make a connections with Text-to-Self Connection Technique.
- e. The teacher explains about the advantages of using Text-to-Self Connection Technique for developing students' ability in comprehending the text.

- f. The teacher shows a table that consist of several questions that will help students connect the text with themselves.
 - 1) How is this similar to my life?
 - 2) How is this different from my life?
 - 3) Has something like this ever happened to me?
 - 4) How does this relate to my life?
 - 5) What was my feeling when I read this?
- g. Teacher distributes a text about holiday and ask them to look it briefly.
- h. Teacher gives opportunities to some students to read the text aloud. Others also should pay attention to the text.
- i. Teacher reads text aloud then take a quote from the text and connect to their self. Then, the teacher writes it in the column Text-to-Self Connection Technique
- j. Teacher asks some students to connect the quote from the text that they read to themselves. The volunteer students will write down his connections on the board, so that the other students can understand the ways to apply this technique.
- k. Next, teacher asks all of students to read the text again and write the connections on the table as it is shown.
- l. To check students' comprehension, teacher gives several questions based on text

3. Post-Test

Following treatment, the researcher uses a post-test, which is different from the pre-test and wasn't done in the earlier study. This post-test is the last assessment in the study, particularly in terms of determining whether an effect exists or not. The researcher follows a certain procedure. There are:

- a. The researcher give the test paper to the experimental and control group students.
- b. The researcher explain what students do.

- c. The researcher give student time to answer the question.
- d. The students responded to the question.
- e. The students give the researcher their paper test
- f. The researcher check the answer of students and finds the mean score of control and experimental class.

G. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

The data that would be analyses in this normality test are Post-test value data in the experimental class and control class. The aims of Normality test is to determine whether the data of each class is normally distribute or not. In this research, the researcher use Chi Kuadrat. where H_0 = normal distribution and H_i = not normal distribution.

- 1) If $x^2 \text{ table} < x^2 \text{ count}$, therefore H_0 is accept and H_i is reject, so, the data is normal distribution
- 2) If $x^2 \text{ count} \leq x^2 \text{ table}$ therefore H_i accept and H_0 is reject, so the data is not normal distribution.

b. Homogeneity Test

Homogeneity test is used to see if two or more classes of sample data that have been taken come from populations that have the same variance, it is calculated by using SPSS v.26. Hypothesis is rejected if $F \leq F_{1-\alpha} (n_1-1, n_2-1)$, while if $F_{\text{count}} > F_{\text{table}}$ hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n1-1), while dk deminator is (n2-1).

c. Hypothesis Test

The research use T-test to investigate the hypothesis. The researcher use Independent Sample T-test with using SPSS v 26. The result can be see from the mean of score. The mean score would be show whether there is the difference between mean score of control class and mean score of experimental class that means the technique useful or not.

The researcher should make the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{count} > t_{table}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{count} < t_{table}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

If $t_{count} > t_{table}$ so this accept and H_0 is reject which means there is influence of learning by using Text-to-Self Connection trough learning English.

If $t_{count} \leq t_{table}$ so H_0 is accept and H_1 is reject which means there is no influence of learning by using Text-to-Self Connection trough learning English.

d. T-Test

If both samples are normally distributed and have homogeneous variance, the statistic used is the t-test, the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Explanation:

- \bar{X}_1 = The Average Post Test Of Experiment Class
- \bar{X}_2 = The Average Post Test Of Control Class
- S_1^2 = The Variance Value Of Experiment Class

- s_2^2 = The Variance Value Of Control Class
 n_1 = Number of students in experiment Class
 n_2 = Number of students in experiment Class⁶

The degree of freedom (dk) in the t distribution list is ($n^1 + n^2$) and its probability ($1 - \alpha$) with alpha = 0.05 or 5% the criteria to test the t-test are:

If $t_{\text{count}} > t_{\text{table}}$ so this accept and H_0 is reject which means there is influence of learning by using Team Game Tournament trough learning English.

If $t_{\text{count}} \leq t_{\text{table}}$ so H_0 is accept and H_1 is reject which means there is no influence of learning by using Team Game Tournament trough learning English

⁶ Sugiyono, *Statistika untuk penelitian*, (Penerbit Alfabeta, Bandung, 2023) P.58
<https://share.google/bqGSjpU5IoRwgsOB1>

CHAPTER IV

RESEARCH RESULT

In this chapter, the researcher discussed the result of the Text-to-Self Connection Technique on students' Reading Comprehension at the XI grade of MAS KHA Dahlan Sapirok. The researcher calculated the data through pre-test and post-test. The researcher conducted the research with a pre-test to determine the students' reading comprehension before the treatment and a post-test to assess the students' reading comprehension after the treatment that was performed using of the Text-to-Self Connection Technique. Using quantitative research, the researcher used the independent t-test formula using SPSS version v.26 application to test the hypothesis. Here the researcher would like to describe the result based on the examined data as follows:

A. Data Description

1. Data Description Before Using Text-to-Self Connection Technique

a. Score of Pre test in Experimental Class

In pre-test of experimental class, the researcher assessed the scores achieved by students in their responses to the questions. The score of pre-test in experimental class can be seen in the following table:

Table IV.1 The Score of Experimental class in Pre-Test

No.	Descriptive	Statistic
1.	Mean	74.72
2.	Median	80.00
3.	Mode	84
4.	Std. Deviation	13.698
5.	Variance	187.627
6.	Range	48
7.	Minimum	48
8.	Maximum	96

9.	Sum	1868
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The sum (total score) of the experimental class in the previous test was 1.868, the mean was 74.72, the median was 80.00, the mode was 84, the range was 48, the minimum score was 48 and the maximum score was 96. The calculated frequency distribution of the experimental class students' scores can be arranged in a frequency distribution table as follows:

Table IV.2 Frequency Distribution of Students' Score

NO	Interval	Mid Point	Frequency	Percentage
1	48-56	52	4	8%
2	57-65	61	4	8 %
3	66-74	70	2	12%
4	75-83	79	4	8 %
5	84-92	88	10	56 %
6	93-101	97	1	8%
<i>I = 9</i>			25	100%

From the above table, the students' score in class interval between 48-56 was 2 students (8%), class interval between 57-65 was 2 students (8%), class interval between 66-74 was 3 students (12%), class interval between 75-83 was 2 students (8%), class interval between 84-92 was 14 students (56%), and class interval between 93-101 was 2 students (8%). In order to get the description of the data clearly and completely, the researcher presented it in a histogram on the following below:

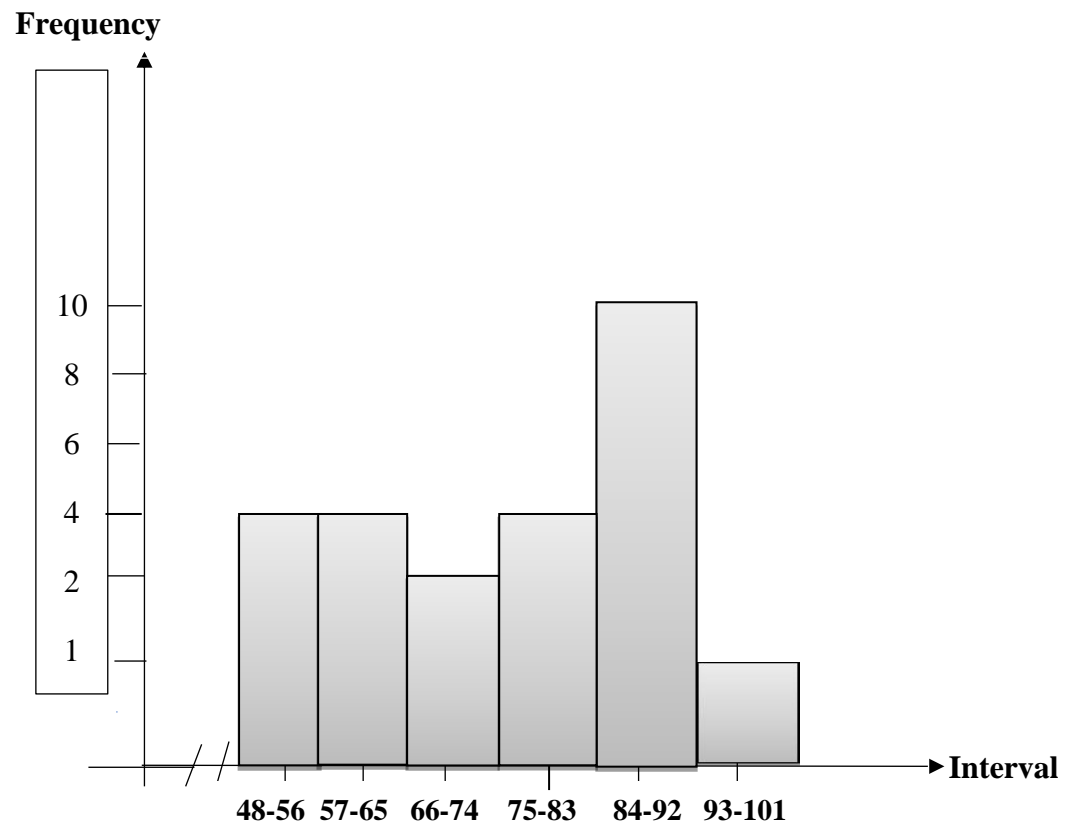


Figure IV.1: Data Description of Pre-Test in Experimental Class

b. Score of Pre test in Control Class

In pre-test of control class, the researcher assessed the scores achieved by students in their responses to the questions. The score of pre-test in control class can be seen in the following table.

Table IV.3 The Score of control Class in Pre-Test

No.	Descriptive	Statistic
1.	Mean	74.72
2.	Median	76.00
3.	Mode	80
4.	Std. Deviation	12.947
5.	Variance	167.627
6.	Range	56
7.	Minimum	40
8.	Maximum	96
9.	Sum	1868

The sum (total score) of the control class in the previous test was 1868, the mean was 74.72, the median was 76.00, the mode was 80, the range was 56, the minimum score was 40 and the maximum score was 96. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as followed

Table IV.4 Frequency Distribution of Students' Score

NO	Interval	Mid Point	Frequency	Percentage
1	40-49	44.5	1	4%
2	50-59	54.5	3	12 %
3	60-69	64.5	2	8%
4	70-79	74.5	7	28%
5	80-89	84.5	10	40%
6	90-99	94.5	2	8%
<i>I = 10</i>			25	100%

From the above table, the students' score in class interval between 40-49 was 1 student (4%), class interval between 50-59 was 3 students (12%), class interval between 60-69 was 2 students (8%), class interval between 70-79 was 7 students (28%), class interval between 80-89 was 10 students (40%), and class interval between 90-99 was 2 students (8%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

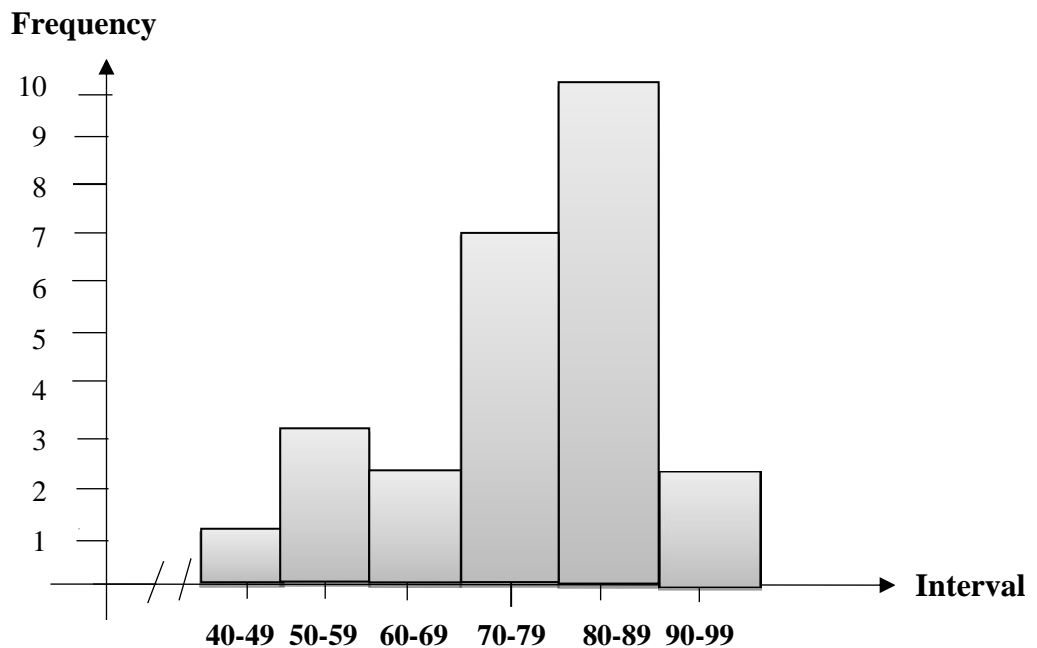


Figure IV.2: Data Description of Pre-Test in Control Class

2. The Description of Data After Using Text-to-Self Connection Technique

a. Score of Post test in Experimental Class

In post-test in experimental class, the researcher assessed the scores achieved by students in their responses to the questions. The score of post-test in experimental class could be seen in the following table:

Table IV.5 The Score of Experimental Class in Post-Test

No.	Description	Statistic
1.	Mean	81.12
2.	Median	84.00
3.	Mode	92
4.	Std. Deviation	12.303
5.	Variance	151.360
6.	Range	40
7.	Minimum	56
8.	Maximum	96
9.	Sum	2028

The sum (total score) of the experimental class in the previous test was 2028, the mean was 81.12, the median was 84.00, the mode was 92, the range was 40, the minimum score was 56 and the maximum score was 96. Then, the computed of the frequency distribution of the students' score of experimental class could be applied into table frequency distribution as followed:

Table IV.6 Frequency Distribution of Students' Score

NO	Interval	Mid Point	Frequency	Percentage
1	56-62	59	3	12 %
2	63-69	66	2	8%
3	70-76	73	4	16%
4	77-83	80	3	12%
5	84-90	87	4	16%
6	91-97	94	9	36%
<i>I = 7</i>			25	100 %

From the above table, the students' score in class interval between 56-62 was 3 students (12%), class interval between 63-69 was 2 students (8%), class interval between 70-76 was 4 students (16%), class interval between 77-83 was 3 students (12%), class interval between 84-90 was 4 students (16%), and class interval between 91-97 was 9 students (36%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

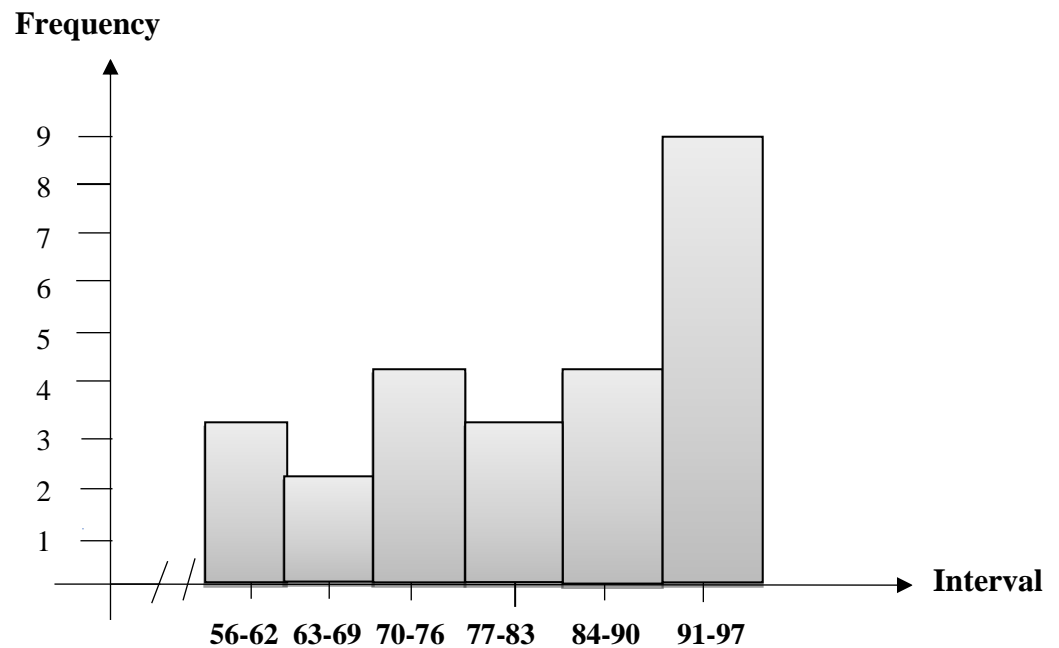


Figure IV.3: Data Description of Post-Test in Experimental Class

b. Score of Post test in Control Class

In post-test of Control class, the researcher assessed the scores achieved by students in their responses to the questions. The score of Post-test in control class could be seen in the following table:

Table IV.7 The Score of control Class in Post-Test

No.	Descriptive	Statistic
1.	Mean	77.28
2.	Median	84.00
3.	Mode	88
4.	Std. Deviation	13.746
5.	Variance	188.960
6.	Range	52
7.	Minimum	44
8.	Maximum	96
9.	Sum	1932

The sum (total score) of the control class in the previous test was 1932, the mean was 77.28 the median was 84.00, the mode was 88, the range was 52, the minimum score was 44 and the maximum score was 96. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as followed:

Table IV.8 Frequency Distribution of Students' Score

NO	Interval	Mid Point	Frequency	Percentage
1	44-52	48	2	8%
2	53-61	57	2	8 %
3	62-70	66	3	12 %
4	71-79	75	2	8 %
5	80-88	84	14	56 %
6	89-97	93	2	8 %
<i>I = 9</i>			25	100 %

From the above table, the students' score in class interval between 44-52 was 2 students (8%), class interval between 53-61 was 2 students (8%), class interval between 62-70 was 3 students (12%), class interval between 71-79 was 2 students (8%), class interval between 80-88 was 14 students (56%), and class interval between 89-97 was 2 students (8%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

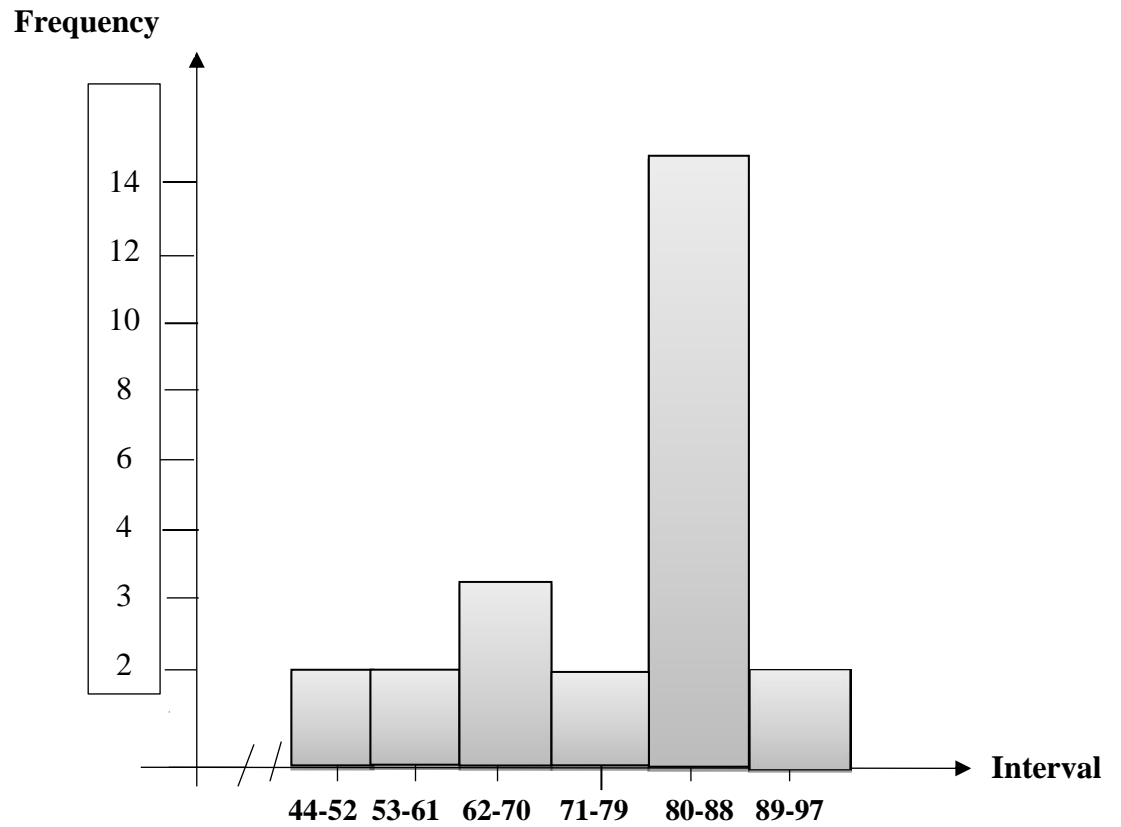


Figure IV.4: Data Description of Post-Test in Control Class

3. The Comparison of Statistic in Post-test experimental and control class

Score in experimental group before using Text-to-Self Connection Technique and after using Text-to-Self Connection Technique have a significant contrast. The researcher presented the score in the histogram below:

Table IV.9 Data Description of comparing Post Test score

NO	Descriptive	Experiment	Control
1	Mean	81.12	77.28
2	Maximum	96	96
3	Minimum	56	44

From the table above it knew that the post test in experimental class and post-test in control class were very different. The blue meand or experimental then the red meand for control. In the experimental the mean score is 81.12, and in control is 77.28. The minimum score was (lowest score) in experiment is 56 and control is 44. Next the maximum score (highest score) in experiment is 96 and also in control the highest score was 96.

B. Data Analysis

1. Normality Test and Homogeneity Test

a. Normality Test

After getting the score of Pre-Test and Post-Test in Experimental class and control class, the researcher calculated the normality test. The normality test in this researcher used *Shapiro-Wilk*. The data were calculated using SPPSS v.26. The result of normality data can be seen in the table below.

Table IV.10 Normality Test

Class	df	Sig.
Pre-Test Experimental	25	.073
Post-Test Experimental	25	.104
Pre-Test Control	25	.065
Post-Test Control	25	.067

In this research, the researcher used *Shapiro-wilk* that the test used for small samples (less than 100). If the p-value was grater than 0.05, the data considered normal. So, based on the table test of normality above, the significances was bigger than 0.05.

b. Homogeneity Test of Pre-Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS v.26. The result in calculating the data can be seen in the table below.

Table IV. 11 Homogeneity Test of Pre-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	1.002	1	48	.322
	Based on Median	.668	1	48	.418
	Based on Median and with adjusted df	.668	1	47,987	.418
	Based on trimmed mean	1.068	1	48	.307

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.26 calculation obtained a significance value (sig) was 0.322. Based on criteria for testing data homogeneity using SPSS v.26 obtained a value significance (sig) based on mean > 0.05 or $0.322 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

c. Homogeneity Test of Post-Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

Table IV. 12 Homogeneity Test of Post-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.164	1	48	.687
	Based on Median	.000	1	48	1.000
	Based on Median and with adjusted df	.000	1	40,567	1.000
	Based on trimmed mean	.086	1	48	.771

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.26 calculation obtained a significance value (sig) was 0.687. Based on criteria for testing data homogeneity using SPSS v.26 obtained a value significance (sig) based on mean > 0.05 or $0.687 > 0.05$ it means the post-test value of the sample has a homogeneous variance.

2. Hypothesis Test

After performing the normality and homogeneity tests, the results indicated that the data were suitable for analysis using a t-test to examine the hypothesis. This hypothesis test aimed to assess whether there were significant differences in the post-test results between the experimental and control classes following the administration of treatment. The test sought to determine the potential impact of the Text-to-Self Connection Technique on students' reading comprehension. the hypothesis using Independent Sample t-test using SPSS

v.26, obtained a value significance (sig) based on mean > 0.05 , and the results are presented in the following table:

Table IV.13 Independent Sample T-Test

			F	Sig	t
Students Learning Outcomes	Equal Variances Assumed		.191	.664	2.258
	Equal Variances Not Assumed				2.258

From the table above, this research found that t_{count} is 2.258. For significant (2-tailed), it can be seen on the table below:

Result	
t_{count}	t_{table}
2.258	2.060

From the table above, this research found that t_{count} is 2.258, it can be seen on t column. It means that t_{count} is higher than t_{table} $2.258 > 2.060$. Based on the test criteria, H_0 is rejected and H_a is accepted. So, there was significant effect of using Text-to-Self Connection Technique on Reading Comprehension at the XI grade Students of MAS KHA Dahlan Sapirok.

C. The Discussion of the Result

Based on the finding and the result of the research above, it revealed that Text-to-Self Connection Technique had an effect on students' reading comprehension. This research is intended to answer the research question of whether the use of Text-to-Self Connection Technique is effective to be applied in students' reading comprehension. The result of the research proved theory from

Harvey and Goudvis which stated that Text-to-Self Connection technique to increase students' Reading Comprehension. Through Text-to-Self connections, students will understand more about what the writer wants to tell because they also involve their feeling toward the event in the text and they have been in the same situation with the event in the text.¹ Moreover, from this research above is proved that Text-to-Self Connection Technique be able to make students easier to develop their reading comprehension. The researcher was taken the data of the result from pre-test and post-test of experiment and control class. To prove whether the technique is effective or not.

Therefore, this result of this research had answered the research question that being in the beginning of the study. The researcher discussed the result of this reasearch and compared with related findings. This study also supported previous study. First, the technique which conducted by Aisyah and Arief similar to this study. It because, their study used one of technique in making connection strategies as their technique. However the place of the study and the number of participants were rather different. Aisyah and Arief found that, there was a significant improvement from their pre and post-test scores.² Meanwhile in this research, the researcher found that $t\text{-count} > t\text{-table}$ or $3.150 > 2.060$. It means that H_a was accepted.

¹ Stephanie Harvey, Anne Goudvis, *Strategies That Work Teaching Comprehension for Understanding and Engagement Second Edition.*
<https://lms.su.edu.pk/download?filename=1588759946comprehension-strategiesli.pdf&lesson=28159>

² Nafisyah Alfiani Aisyah, Nur Fajar Arief, "Enhancing 11th Graders' Reading Comprehension by Using Making Connection Technique."
<https://ejournal.ijshs.org/index.php/edu/article/view/187>

Second, Ariana and Ardiana found the hypothesis accepted, H_a (Alternative Hypothesis). The Result of this research was in main idea and supporting details, the mean score of students' reading comprehension in main idea and supporting details in pre-test 37.08 becomes 55. So the enhancement of students' reading comprehension achievement from pre- test to post-test was 48.33%.³ Meanwhile the mean score in experimental class in this research was 81.12 while the mean score of controlled class was 77.28 and this research only using Text-to-Self Connection as a technique while in Ariana and Ardiana's thesis used all of type of making connection as the strategy.

Third, Wahyuni and Jufri found Text-to-Self Connection Technique can makes the students actively involved in the learning activity. But Unfortunately, the method that teacher use still do not motivate students to interact actively with the text that they read. As the effect, students assume that reading is boring activity because it does not make sense for them. To solve those problems, Fatma and Jufri in their research recommends a reading comprehension strategy called as making connections. This strategy guide students to connect the information that they find in the text with themselves, the other texts, and the world, so they can interact and involve actively with the text. The connections that students made will help students to comprehend the text and it is hoped that they reading comprehension ability increase as well.⁴ Meanwhile in this research, researcher found the students

³ Ariana and Ardiana, "Making Connections : A Teaching Strategy to Foster Junior High School Students' Reading Comprehension." <https://ethicallingua.org/25409190/article/download/327/174/>

⁴ Fatma Wahyuni and Jufri, "Using Making Connections Strategy in Teaching Reading Comprehension at Senior High School." <https://ejournal.unp.ac.id/index.php/jelt/article/download/7301/5732>

understand about their problem in reading an English text. Researcher also found the teacher did not use method for learning in the classroom.

Fourth, Nurjayanti found that the application of the three connections strategy was significant in improving the students' reading comprehension in terms of literal comprehension and interpretive comprehension. It is proved by the mean score of the cycle I was 4.55 than improved become 7.7 in cycle II. They were higher than the mean score of diagnostic test 3.34. It means that there was the improvement of the students reading comprehension in terms of literal comprehension dealing with the main idea and interpretive comprehension with the conclusion.⁵ Meanwhile in this study found that there was the significant effect the mean score in experimental class in this research was 81.12 while the mean score of controlled class was 77.28.

Fifth, Suryandari found that H_a was accepted and H_o was rejected. So, the researcher concluded that the students' reading comprehension had better score and there was a significance effect to improved students' reading comprehension on recount and narrative text at Junior High School 9 Pekanbaru.⁶ Meanwhile this study found the sig. 2 tailed was 0,003. The mean score in in experimental class in this research was 81.12 while the mean score of controlled class was 77.28, and this study also teach about recount text.

⁵ Reni Nurjayanti, "Improving The Students' Reading Comprehension Through The Three Connections Strategy," 2021, hlm. 3.
<https://share.google/Or7zbBX5szpH2CsAV>

⁶ Erlinda Suryandari, "The Effect of Using Text to Self, to Text, to World Strategy on Students' Reading Comprehension in Recount and Narrative Text at Junior High School 9 Pekanbaru." 17 (2020) hlm. 3.
<https://share.google/tUNEe0P8CMOEuBvvE>

Based on the result that calculated by using SPSS that the writer explains before, this study proved that Text-to-Self Connection Technique is one of a good method to be implemented for reading comprehension. This study focused in using Text-to-Self Connection Technique to make students understand what they read and make a connection related to the topic. Text-to-Self Connection Technique help students to think clearly and really related about the given topic.

Based on the result, it can be seen that Text-to-Self Connection Technique can increase the students' reading comprehension which focused to develop their understanding in English text. It proved that using Text-to-Self Connection Technique is quite effective to enhance students' reading comprehension at the eleventh-grade students of MAS KH Ahmad Dahlan Sapirok.

D. The Threats of the Research

The threats of this research as follows:

1. Students can not follow the learning effectively
2. Learning application was not effective because of the limit time.
3. The researcher couldn't explain the material by using English fully because some of the students did not understand English well. Some of them were difficult to understand the material if the teacher use English fully.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the research can be concluded:

1. The students' Reading Comprehension before learning by Text-to-Self Connection Technique at the XI grade of MAS KHA Dahlan Sapirok is 74.72 It can be classified to good category.
2. The students' Reading Comprehension after learning by Text-to-Self Connection Technique at the XI grade of MAS KHA Dahlan Sapirok is 81.12 . It can be categorized to very good category.
3. There is a significant effect of Text-to-Self Connection to students Reading Comprehension at the XI grade of MAS KHA Dahlan Sapirok. The result found that $t_{count} > t_{table}$ $2.258 > 2.060$ which means that H_a is accepted and H_0 is rejected.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. It is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Text-to-Self Connection Technique in teaching, because this technique can achieve the students' skill especially in Reading Comprehension.

2. It is also as the information to the English teacher to use Text-to-Self Connection Technique as a reference in reading to make learning process more active so that students can express their thought or idea confidently.
3. The researcher suggests for who wants to do research the same problem as information about the topic or as reference for researcher in the next.

B. Research Implications

Based on research conducted on” Text-to-Self Connection Technique to students Reading Comprehension at the XI grade of MAS KHA Dahlan Sapirok”. Then some of the implications obtained from the results of the study include:

1. Text-to-Self Connection can be used as an alternative in creating a fun learning method for students because this method uses students own experiences, so students are more active in the class and more interesting and fun. So students will get more understanding about the text.
2. Based on the analysis of the experimental class and the control class, it can be seen that the scores obtained in the experimental class during the post- test were higher, this indicates that students are interested and easier to understand Reading a recount text using this method.
3. This research can be used as input for English teachers in senior high schools. Using this method, which can increase learning activity, and it was easy to understand, and there needs to be an appropriate time setting in using this method.

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APPENDIX 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAS KHA Dahlan Sipirok
Kelas/Semester : XI/2
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Recount Text
Alokasi Waktu : 2 x Pertemuan (1 x 45 Menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan Mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, Kerjasama, toleran damai) santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.6 Memahami makna teks fungsional pendek dan esei sederhana narrative, dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- 4.6 Menyusun teks tulis, pendek dan sederhana terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau (Recount text).
- 5.6 Menyusun kalimat meminta informasi keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi ide pokok dalam Recount Text
2. Siswa mampu menemukan informasi detail dari Recount Text
3. Siswa mampu mengidentifikasi unsur kebahasaan pada Recount Text
4. Siswa mampu membuat koneksi dengan teks yang dibaca dengan menggunakan Text-to-Self Connection Technique

D. Indikator Pembelajaran

1. Mengidentifikasi ide pokok pada teks recount terkait pengalaman.
2. Menentukan fungsi sosial dan struktur teks terkait peristiwa pada suatu teks recount.
3. Menyampaikan isi teks recount terkait pengalaman secara lisan.

E. Media Pembelajaran

1. Buku Paket
2. Spidol
3. Papan Tulis
4. Laptop
5. Infocus

F. Metode Pembelajaran

Text-to-Self Connection Technique

G. Sumber Pembelajaran

1. Buku Yang berkaitan
2. Internet

H. Materi Pembelajaran

1. Recount text merupakan salah satu jenis teks dalam Bahasa Inggris yang berisi mengenai cerita suatu tindakan maupun kegiatan penulis atau tokoh-tokoh dalam cerita tersebut. kegiatan atau tindakan yang dimaksud merupakan pengalaman dari penulis yang diungkapkan melalui recount text biasanya tujuan recount text adalah untuk menghibur pembaca, serta memberikan informasi.
2. Generic Structure Recount Text
 - a. Orientation, struktur pertama yang berisi informasi mengenai tokoh, tempat kejadian, kapan kejadian berlangsung dan lain sebagainya. Informasi yang diberikan oleh penulis diharapkan dapat memberikan pengetahuan atau informasi yang diperlukan oleh pembaca agar dapat memahami jalan cerita.
 - b. Events, struktur kedua merupakan isi dari teks atau berupa cerita mengenai kejadian maupun pengalaman yang ingin disampaikan oleh penulis kepada pembaca.
 - c. Reorientation, struktur ketiga berisi mengenai kesimpulan maupun

rangkuman atau pengulangan informasi yang ada pada struktur orientation.

3. Language feature pada recount text
 - a. Menggunakan personal participant seperti I, my, me dan lain sebagainya.
 - b. Menggunakan chronological connection seperti first, then dan lain sebagainya.
 - c. Menggunakan linking verb seperti were, was, heard, saw dan lain sebagainya.
 - d. Menggunakan action verb seperti go, look, change, run dan lain sebagainya.
 - e. Menggunakan simple past tense.
4. Example of recount text

"Holiday"

Last weekend, my friends and I decided to go on a spontaneous road trip to the beach. We packed our bags, filled the car with snacks, and set off early in the morning. The weather was perfect, and we couldn't wait to spend a day by the ocean. As we arrived at the beach, the sun was shining brightly, and the sound of the waves crashing against the shore was music to our ears. We laid out our beach towels, applied sunscreen, and went for a refreshing swim.

The water was cool and inviting, and we spent hours playing in the waves and building sandcastles. For lunch, we enjoyed a picnic we had brought with us, complete with rice with fried chicken, noodle, chips, and drink. After eating, we decided to take a long walk along the shoreline, collecting seashells and taking photos of the beautiful scenery. The day seemed to pass by in the blink of an eye. As the sun began to set, we gathered around a bonfire on the beach and roasted marshmallows. It was a perfect way to end the day, with the orange and pink hues of the sunset painting the sky.

Reluctantly, we packed up our belongings and headed back home, tired but incredibly satisfied with our spontaneous beach adventure. It was a day filled with laughter, fun, and great memories, and we promised ourselves that we would do it again soon.

I. Kegiatan Pembelajaran

Pertemuan Pertama (2 × 45 menit)

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru memberi salam (Greeting)2. Membacakan Doa bersama dipimpin oleh satu siswa3. Guru memeriksa kehadiran siswa4. Guru menjelaskan tujuan pembelajaran kepada siswa	10 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru membimbing siswa untuk mengaktifkan pengetahuan latar belakang mereka dengan memberikan sebuah gambar2. Guru menunjukkan beberapa gambar yang berhubungan dengan topik.3. Guru mengajak siswa untuk berbagi pendapat tentang gambar tersebut.4. Setelah siswa tampaknya sudah memiliki pengetahuan latar belakang tentang topik yang akan dibaca dalam teks, guru akan menjelaskan materi tentang Recount text kepada siswa.5. Guru menjelaskan tentang pengertian, struktur teks dan language feature Recount text dengan menggunakan Text-to-Self Connection Technique untuk mengembangkan kemampuan siswa dalam memahami teks.6. Guru menunjukkan tabel yang berisi beberapa pertanyaan yang akan membantu siswa menghubungkan teks dengan diri mereka sendiri.<ol style="list-style-type: none">a) How is this similar to my life?b) How is this different from my life?c) Has something like this ever happened to me?d) How does this relate to my life?e) What was my feeling when I read this?7. Guru membagikan sebuah teks dan meminta mereka untuk melihatnya secara singkat8. Guru memberikan kesempatan kepada beberapa siswa untuk membaca teks dengan suara keras. Yang lain juga harus memperhatikan teks tersebut.9. Guru akan membaca teks dengan suara keras kemudian mengambil kutipan dari teks tersebut dan menghubungkannya dengan diri mereka sendiri. Kemudian guru menuliskannya di kolom Text-to-Self Connection Technique	30 menit

	<p>10. Guru meminta beberapa siswa untuk menghubungkan kutipan dari teks yang mereka baca dengan diri mereka sendiri. Siswa yang sukarela akan menuliskan koneksinya di papan tulis, sehingga siswa lain dapat memahami cara menerapkan teknik ini.</p> <p>11. Selanjutnya, guru meminta semua siswa untuk membaca teks tersebut lagi dan menulis koneksinya di table seperti yang ditunjukkan.</p> <p>12. Untuk memeriksa pemahaman siswa, guru memberikan beberapa pertanyaan berdasarkan teks</p>	
Kegiatan Penutup	<p>1. Guru memberikan arahan pada siswa menyimpulkan materi yang sudah dipelajari.</p> <p>2. Guru meminta siswa untuk mempelajari di rumah tentang materi yang akan dipelajari.</p> <p>3. Guru bersama siswa berdo'a bersama dengan dipimpin oleh salah satu siswa.</p> <p>4. Guru mengucapkan salam penutup.</p>	5 menit

Pertemuan Kedua (2 × 45 menit)

Kegiatan pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru memberi salam (Greeting)2. Membacakan Doa bersama dipimpin oleh satu siswa3. Guru memeriksa kehadiran siswa4. Guru menjelaskan tujuan pembelajaran kepada siswa	10 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru dan siswa mendiskusikan jawabannya bersama-sama2. Guru memberikan klarifikasi terhadap jawaban siswa. Jika terdapat beberapa masalah yang dihadapi siswa selama menggunakan strategi membuat koneksi, guru akan membimbing mereka untuk memperbaiki masalah tersebut.3. Guru memberikan motivasi bagi siswa yang masih sulit memahami teks. Jika mereka masih bingung tentang cara menggunakan strategi membuat koneksi, mereka diperbolehkan untuk bertanya kepada guru atau teman mereka.4. Guru memberikan teks baru sebagai tugas atau pekerjaan rumah bagi siswa untuk berlatih membuat strategi koneksi sendiri.	30 menit
Kegiatan Penutup	<ol style="list-style-type: none">1. Guru memberikan arahan pada siswa menyimpulkan materi yang sudah dipelajari.2. Guru meminta siswa untuk mempelajari di rumah tentang materi yang akan dipelajari.3. Guru bersama siswa berdoa bersama dengan dipimpin oleh salah satu siswa.4. Guru mengucapkan salam penutup	5 menit

J. Penilaian Pembelajaran

Sub indikator pencapaian Kompetensi	Teknik penilaian	Bentuk Instrument	Instrument Soal
1. Students are able to identify the main idea of the text 2. Students are able to identify needed information of the text 3. Students are able to Identify the structure of text	Test Tertulis	Multiple choices test	Multiple choices test (choose the correct answer from options a, b, c and d)

Padangsidempuan, 15 April 2025

Mengetahui,
English Teacher

Peneliti

Rizqiyyah Nadliroh Siregar

Yessy Marhamah
NIM: 2120300042

APPENDIX 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MAS KHA Dahlan Sipirok
Kelas/Semester	: XI/2
Mata Pelajaran	: Bahasa Inggris Materi Pembelajaran : Recount Text
Alokasi Waktu	: 2 x Pertemuan (1 x 45 Menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan Mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, Kerjasama, toleran damai) santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.6 Memahami makna teks fungsional pendek dan esei sederhana narrative, dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.
- 4.6 Menyusun teks tulis, pendek dn sederhana terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau (Recount text).
- 5.6 Menyusun kalimat meminta informasi keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi ide pokok dalam Recount Text
2. Siswa mampu menemukan informasi detail dari Recount Text
3. Siswa mampu mengidentifikasi unsur kebahasaan pada Recount Text

4. Siswa mampu membuat koneksi dengan teks yang dibaca dengan menggunakan Text-to-Self Connection Technique

D. Indikator Pembelajaran

1. Mengidentifikasi ide pokok pada teks recount terkait pengalaman.
2. Menentukan fungsi sosial dan struktur teks terkait peristiwa pada suatu teks recount.
3. Menyampaikan isi teks recount terkait pengalaman secara lisan.

E. Media Pembelajaran

1. Buku Paket
2. Spidol
3. Papan Tulis
4. Laptop
5. Infocus

F. Metode Pembelajaran

Text-to-Self Connection Technique

G. Sumber Pembelajaran

1. Buku Yang berkaitan
2. Internet

H. Materi Pembelajaran

1. Recount text merupakan salah satu jenis teks dalam Bahasa Inggris yang berisi mengenai cerita suatu tindakan maupun kegiatan penulis atau tokoh-tokoh dalam cerita tersebut. kegiatan atau tindakan yang dimaksud merupakan pengalaman dari penulis yang diungkapkan melalui recount text biasanya tujuan recount text adalah untuk menghibur pembaca, serta memberikan informasi.
2. Generic Structure Recount Text
 - a. Orientation, struktur pertama yang berisi informasi mengenai tokoh, tempat kejadian, kapan kejadian berlangsung dan lain sebagainya. Informasi yang diberikan oleh penulis diharapkan dapat memberikan pengetahuan atau informasi yang diperlukan oleh pembaca agar dapat memahami jalan cerita.
 - b. Events, struktur kedua merupakan isi dari teks atau berupa cerita mengenai kejadian maupun pengalaman yang ingin disampaikan oleh penulis kepada pembaca.
 - c. Reorientation, struktur ketiga berisi mengenai kesimpulan maupun rangkuman atau pengulangan informasi yang ada pada struktur orientation.

3. Language feature pada recount text
 - a. Menggunakan personal participant seperti I, my, me dan lain sebagainya.
 - b. Menggunakan chronological connection seperti first, then dan lain sebagainya.
 - c. Menggunakan linking verb seperti were, was, heard, saw dan lain sebagainya.
 - d. Menggunakan action verb seperti go, look, change, run dan lain sebagainya.
 - e. Menggunakan simple past tense.
4. Example of recount text

"Holiday"

Last weekend, my friends and I decided to go on a spontaneous road trip to the beach. We packed our bags, filled the car with snacks, and set off early in the morning. The weather was perfect, and we couldn't wait to spend a day by the ocean. As we arrived at the beach, the sun was shining brightly, and the sound of the waves crashing against the shore was music to our ears. We laid out our beach towels, applied sunscreen, and went for a refreshing swim.

The water was cool and inviting, and we spent hours playing in the waves and building sandcastles. For lunch, we enjoyed a picnic we had brought with us, complete with rice with fried chicken, noodle, chips, and drink. After eating, we decided to take a long walk along the shoreline, collecting seashells and taking photos of the beautiful scenery. The day seemed to pass by in the blink of an eye. As the sun began to set, we gathered around a bonfire on the beach and roasted marshmallows. It was a perfect way to end the day, with the orange and pink hues of the sunset painting the sky.

Reluctantly, we packed up our belongings and headed back home, tired but incredibly satisfied with our spontaneous beach adventure. It was a day filled with laughter, fun, and great memories, and we promised ourselves that we would do it again soon.

B. Kegiatan Pembelajaran
Pertemuan Pertama (2 × 45 menit)

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam (Greeting) 2. Membacakan Doa bersama dipimpin oleh satu siswa 3. Guru memeriksa kehadiran siswa 4. Guru menjelaskan tujuan pembelajaran kepada siswa 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menjelaskan tentang Recount Text (Pengertian, Fungsi dan Generic Structure). 2. Guru memberikan tentang pengalaman liburan sebagai salah satu contoh dari recount text. 3. Siswa diminta untuk membaca cerita tersebut. 4. Siswa diminta untuk mengamati cerita tersebut dan mengidentifikasi main idea dan struktur teks recount. 5. Setiap siswa diminta untuk menulis hasil dari apa yang mereka amati 6. Guru memberikan tanggapan dari setiap pertanyaan ketika siswa merasa kesulitan. 	30 menit
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan arahan pada siswa menyimpulkan materi yang sudah dipelajari. 2. Guru meminta siswa untuk mempelajari di rumah tentang materi yang akan dipelajari. 3. Guru bersama siswa berdo'a bersama dengan dipimpin oleh salah satu siswa. 4. Guru mengucapkan salam penutup. 	5 menit

Pertemuan Kedua (2 × 45 menit)

Kegiatan pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru memberi salam (Greeting)2. Membacakan Doa bersama dipimpin oleh satu siswa3. Guru memeriksa kehadiran siswa4. Guru menjelaskan tujuan pembelajaran kepada siswa	10 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru menjelaskan tentang language features yang digunakan pada Recount text.2. Guru memberikan recount text.3. Guru memberikan beberapa pertanyaan yang berkaitan dengan teks tersebut.4. Siswa diminta untuk menjawab pertanyaan dari guru.4. Setiap siswa memberikan hasil jawabannya.5. Guru memberikan tanggapan dari setiap pertanyaan ketika siswa merasa kesulitan.	30 menit
Kegiatan Penutup	<ol style="list-style-type: none">1. Guru memberikan arahan pada siswa menyimpulkan materi yang sudah dipelajari.2. Guru meminta siswa untuk mempelajari di rumah tentang materi yang akan dipelajari.3. Guru bersama siswa berdo'a bersama dengan dipimpin oleh salah satu siswa.4. Guru mengucapkan salam penutup	5 menit

G. Penilaian Pembelajaran

Sub indikator pencapaian Kompetensi	Teknik penilaian	Bentuk Instrument	Instrument Soal
1. Students are able to identify the main idea of the text 2. Students are able to identify needed information of the text 3. Students are able to Identify the structure of text	Test Tertulis	Multiple choices test	Multiple choices test (choose the correct answer from options a, b, c and d)

Padangsidempuan, 15 April 2025

Mengetahui,
English Teacher

Peneliti

Rizqiyyah Nadliroh Siregar

Yessy Marhamah
NIM : 2120300042

APPENDIX 3
RESEARCH INSTRUMENTS
Reading Comprehension Test
PRE-TEST

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (a, b, c and d)

Name :

Class :

Read the text to answer question 1-6!

Holiday

Last weekend, my friends and I decided to go on a spontaneous road trip to the beach. We packed our bags, filled the car with snacks, and set off early in the morning. The weather was perfect, and we couldn't wait to spend a day by the ocean.

As we arrived at the beach, the sun was shining brightly, and the sound of the waves crashing against the shore was music to our ears. We laid out our beach towels, applied sunscreen, and went for a refreshing swim. The water was cool and inviting, and we spent hours playing in the waves and building sandcastles. For lunch, we enjoyed a picnic we had brought with us, complete with rice with fried chicken, noodle, chips, and drink. After eating, we decided to take a long walk along the shoreline, collecting seashells and taking photos of the beautiful scenery. The day seemed to pass by in the blink of an eye. As the sun began to set, we gathered around a bonfire on the beach and roasted marshmallows. It was a perfect way to end the day, with the orange and pink hues of the sunset painting the sky.

Reluctantly, we packed up our belongings and headed back home, tired but incredibly satisfied with our spontaneous beach adventure. It was a day filled with laughter, fun, and great memories, and we promised ourselves that we would do it again soon.

1. What is the main idea of the text...
 - a. The students had a boring weekend.
 - b. The students went on a spontaneous road trip to the beach.

- c. The students dislike going to the beach.
 - d. The students packed too many snacks.
2. What was the primary purpose of the trip mentioned in the text...
- a. To study for exams.
 - b. To enjoy a spontaneous day at the beach.
 - c. To attend a family gathering.
 - d. To explore a new city.
3. What activity did they do first when arrived at the beach..
- a. They went for a swim.
 - b. They laid out their beach towels.
 - c. They built sandcastles.
 - d. They had a picnic.
4. What did they have for lunch...
- a. Sandwiches and juice boxes
 - b. Pizza and soda
 - c. Rice with fried chicken, noodles, chips, and drinks
 - d. Burgers and fries
5. What is the reorientation in the text...
- a. "We packed our bags, filled the car with snacks..."
 - b. "After eating, we decided to take a long walk along the shoreline..."
 - c. "It was a day filled with laughter, fun, and great memories..."
 - d. "The water was cool and inviting, and we spent hours playing in the waves..."

6. How did they feel at the end of the day...

- a. Tired but satisfied
- b. Angry and upset
- c. Bored and ready to go home
- d. Confused and lost

Read the text to answer question 7-11!

My Holiday at home

Last holiday was my worst holiday because I did not go anywhere. I just stayed in my home. In the morning, I woke up and had a breakfast. After that, I played with my cat. In the afternoon, I had a lunch and after that I took a nap. In the evening, I watched until I felt boring.

My daily activities were like that during the holiday. So, I was sure last holiday was my worst holiday.

7. What is the main idea of the text..

- a. The writer had a fun holiday.
- b. The writer 's last holiday was disappointing.
- c. The writer traveled to a new city.
- d. The writer enjoyed playing with their cat.

8. What did he do before taking a nap....

- a. He had lunch
- b. He watched a movie
- c. He played with his cat
- d. He had breakfast

9. Where did the writer spend his holiday...

- a. in the morning

- b. in the afternoon
 - c. in his home
 - d. in his room
10. What did he feel about the holiday...
- a. He felt satisfied
 - b. He felt glad
 - c. He felt annoyed
 - d. He felt happy
11. What part of the text reflects the writer's final thoughts...
- a. "I just stayed in my home."
 - b. "So, I was sure last holiday was my worst holiday."
 - c. "After that, I played with my cat."
 - d. "In the evening, I watched until I felt boring."

Read the text to answer question 12-17!

Coming 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.

12. Why did he come late to school...
- a. He missed the bus
 - b. He played playstation until 2.00 am

c. He had a family emergency

d. He forgot his homework

13. What time did he wake up....

a. 5:30 am

b. 6:00 am

c. 6:30 am

d. 7:00 am

14. How did he usually go to school...

a. By bus

b. By bicycle

c. By motorcycle

d. By walking

15. What was he is usual morning routine...

a. Wake up, take a bath, have breakfast, go to school

b. Wake up, go to school, take a bath

c. Wake up, have breakfast, play video games, go to school

d. Wake up, take a bath, go to school

16. How did the teacher react to him for coming late...

a. He was happy

b. He was indifferent

c. He was angry

d. He did not notice

17. The part of the story where he came late to school is the....

- a. Orientation
- b. Resolution
- c. Climax
- d. Complication

Read the text to answer question 18-25!

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. My Mom 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, but of course I was very happy.

18. What is the main idea of the text...

- a. The family's experience visiting the National Zoo and Aquarium.
- b. The importance of cooking a barbecue.
- c. The types of animals found in the zoo.
- d. The long line at the zoo.

19. What animals were they particularly excited to see...

- a. Monkeys
- b. Lions
- c. Snow cubs

d. Elephants

20. What type of food did they have for lunch...

a. Burgers

b. Pizza

c. Sausage sandwiches

d. Hot dogs

21. Who is the main character in the story....

a. The writer's brother

b. The writer's father

c. The writer

d. The writer's mother

22. How did he feel at the end of the trip....

a. Tired and unhappy

b. Happy

c. Frustrated

d. Bored

23. What did they decide not to do at the end of the day....

a. Go home

b. Visit another zoo

c. Get ice cream

d. Go to the aquarium again

24. When did the trip take place....

a. Last week

b. Yesterday

c. Tomorrow

d. Last month

25. The story focuses on which of the following events...

a. A birthday party.

b. A family trip to see snow cubs and other animals.

c. A school field trip.

d. A vacation to the beach.

APPENDIX 4
RESEARCH INSTRUMENTS
Reading Comprehension Test
POST-TEST

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (a, b, c and d)

Name :

Class :

Read the text to answer question 1-6!

Holiday

Last weekend, my friends and I decided to go on a spontaneous road trip to the beach. We packed our bags, filled the car with snacks, and set off early in the morning. The weather was perfect, and we couldn't wait to spend a day by the ocean.

As we arrived at the beach, the sun was shining brightly, and the sound of the waves crashing against the shore was music to our ears. We laid out our beach towels, applied sunscreen, and went for a refreshing swim. The water was cool and inviting, and we spent hours playing in the waves and building sandcastles. For lunch, we enjoyed a picnic we had brought with us, complete with rice with fried chicken, noodle, chips, and drink. After eating, we decided to take a long walk along the shoreline, collecting seashells and taking photos of the beautiful scenery. The day seemed to pass by in the blink of an eye. As the sun began to set, we gathered around a bonfire on the beach and roasted marshmallows. It was a perfect way to end the day, with the orange and pink hues of the sunset painting the sky.

Reluctantly, we packed up our belongings and headed back home, tired but incredibly satisfied with our spontaneous beach adventure. It was a day filled with laughter, fun, and great memories, and we promised ourselves that we would do it again soon.

1. What is the main idea of the text...
 - a. The students had a boring weekend.
 - b. The students went on a spontaneous road trip to the beach.

- c. The students dislike going to the beach.
 - d. We enjoyed a picnic
2. What was the primary purpose of the trip mentioned in the text...
- a. To study for exams.
 - b. To enjoy a spontaneous day at the beach.
 - c. To attend a family gathering.
 - d. To explore a new city.
3. What activity did they do first when arrived at the beach..
- a. They went for a swim.
 - b. They laid out their beach towels.
 - c. They built sandcastles.
 - d. They had a picnic.
4. What did they have for lunch...
- a. Sandwiches and juice boxes
 - b. Pizza and soda
 - c. Rice with fried chicken, noodles, chips, and drinks
 - d. Burgers and fries
5. What is the reorientation in the text...
- a. "We packed our bags, filled the car with snacks..."
 - b. "After eating, we decided to take a long walk along the shoreline..."
 - c. "It was a day filled with laughter, fun, and great memories..."
 - d. "The water was cool and inviting, and we spent hours playing in the waves..."

6. How did they feel at the end of the day...

- a. Tired but satisfied
- b. Angry and upset
- c. Bored and ready to go home
- d. Confused and lost

Read the text to answer question 7-11!

My Holiday at home

Last holiday was my worst holiday because I did not go anywhere. I just stayed in my home. In the morning, I woke up and had a breakfast. After that, I played with my cat. In the afternoon, I had a lunch and after that I took a nap. In the evening, I watched until I felt boring.

My daily activities were like that during the holiday. So, I was sure last holiday was my worst holiday.

7. What is the main idea of the text..

- a. The writer had a fun holiday.
- b. The writer 's last holiday was disappointing.
- c. The writer traveled to a new city.
- d. The writer enjoyed playing with their cat.

8. Where did the writer spend his holiday...

- a. in the morning
- b. in the afternoon
- c. in his home
- d. in his room

9. What did he do before taking a nap...

- a. He had lunch

- b. He watched a movie
 - c. He played with his cat
 - d. He had breakfast
10. What did he feel about the holiday...
- a. He felt satisfied
 - b. He felt glad
 - c. He felt annoyed
 - d. He felt happy
11. What part of the text reflects the writer's final thoughts...
- a. "I just stayed in my home."
 - b. "So, I was sure last holiday was my worst holiday."
 - c. "After that, I played with my cat."
 - d. "In the evening, I watched until I felt boring."

Read the text to answer question 12-17!

Coming Late to School Last Wednesday

I came late to my school because I played playstation until 2.00 am in the night. 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.

12. What time did he wake up....
- a. 5:30 am
 - b. 6:00 am

c. 6:30 am

d. 7:00 am

13. Why did he come late to school...

a. He missed the bus

b. He played playstation until 2.00 am

c. He had a family emergency

d. He forgot his homework

14. What was he is usual morning routine...

a. Wake up, take a bath, have breakfast, go to school

b. Wake up, go to school, take a bath

c. Wake up, have breakfast, play video games, go to school

d. Wake up, take a bath, go to school

15. The part of the story where he came late to school is the.....

a. orientation

b. resolution

c. climax

d. complication

16. How did he usually go to school...

a. By bus

b. By bicycle

c. By motorcycle

d. By walking

17. How did the teacher react to him for coming late...

- a. He was happy
- b. He was indifferent
- c. He was angry
- d. He did not notice

Read the text to answer question 18-25!

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 a while 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. My Mom 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, but of course I was very happy.

18. What is the main idea of the text...

- a. The family's experience visiting the National Zoo and Aquarium.
- b. The importance of cooking a barbecue.
- c. The types of animals found in the zoo.
- d. The long line at the zoo.

19. The story focuses on which of the following events...

- a. A birthday party.
- b. A family trip to see snow cubs and other animals.
- c. A school field trip.
- d. A vacation to the beach.

20. What animals were they particularly excited to see...

- a. Monkeys
- b. Lions
- c. Snow cubs
- d. Elephants

21. Who is the main character in the story....

- a. The writer's brother
- b. The writer's father
- c. The writer
- d. The writer's mother

22. What type of food did they have for lunch...

- a. Burgers
- b. Pizza
- c. Sausage sandwiches
- d. Hot dogs

23. When did the trip take place....

- a. Last week
- b. Yesterday
- c. Tomorrow
- d. Last month

24. How did he feel at the end of the trip....

- a. Tired and unhappy
- b. Happy

c. Frustrated

d. Bored

25. What did they decide not to do at the end of the day....

a. Go home

b. Visit another zoo

c. Get ice cream

d. Go to the aquarium again

APPENDIX 5

Key Answer of Pre-Test

- | | |
|-------|-------|
| 1. B | 16. C |
| 2. B | 17. A |
| 3. B | 18. A |
| 4. C | 19. C |
| 5. C | 20. C |
| 6. A | 21. C |
| 7. B | 22. B |
| 8. A | 23. C |
| 9. C | 24. B |
| 10. C | 25. B |
| 11. B | |
| 12. B | |
| 13. C | |
| 14. C | |
| 15. A | |

Key Answer of Post-Test

- | | |
|-------|-------|
| 1. B | 16. C |
| 2. B | 17. C |
| 3. B | 18. A |
| 4. C | 19. B |
| 5. C | 20. C |
| 6. A | 21. C |
| 7. B | 22. C |
| 8. C | 23. B |
| 9. A | 24. B |
| 10. A | 25. C |
| 11. B | |
| 12. C | |
| 13. B | |
| 14. A | |
| 15. A | |

APPENDIX 6

Score of Pre-Test in Experimental Class and Control Class

A. Score of Experimental Class

No	Student's Initial Name	Correct Answer	Wrong Answer	Total
1	ABH	21	4	84
2	AT	22	3	88
3	AW	16	9	64
4	AMR	19	6	76
5	ADR	16	9	64
6	AZ	23	2	92
7	AG	18	7	72
8	AAS	22	3	88
9	DAP	24	1	96
10	FNS	21	4	84
11	F	14	11	56
12	FHN	21	4	84
13	FAF	14	11	56
14	KH	13	12	52
15	MAAS	21	4	84
16	MSZ	20	5	80
17	MFS	12	13	48
18	MZH	21	4	84
19	NR	15	10	60
20	PIT	15	10	60
21	SAH	17	8	68
22	UFS	21	4	84
23	U	19	6	76
24	Z	20	5	80
25	ANS	22	3	88

B. Score of Control Class

No	Student's Initial Name	Correct Answer	Wrong Answer	Total
1	AM	18	7	72
2	AN	21	4	84
3	DKH	20	5	80
4	DH	14	11	56
5	G	16	9	64
6	IAH	13	12	52
7	KAR	22	3	88
8	KNA	19	6	76
9	KH	20	5	80
10	LA	17	8	68
11	AAN	19	6	76
12	MZH	21	4	84
13	NFS	21	4	84
14	NS	20	5	80
15	N	20	5	80
16	N	18	7	72
17	P	23	2	92
18	PH	24	1	96
19	R	21	4	84
20	RAH	19	6	76
21	RP	10	15	40
22	IW	18	7	72
23	ZA	20	5	80
24	ZM	14	11	56
25	SN	19	6	76

APPENDIX 7

Score of Post Test in Experimental Class and Control Class

A. Score of Experimental Class

No	Student's Initial Name	Correct Answer	Wrong Answer	Total
1	ABH	21	4	84
2	AT	23	2	92
3	AW	18	7	72
4	AMR	23	2	92
5	ADR	17	8	68
6	AZ	23	2	92
7	AG	20	5	80
8	AAS	23	2	92
9	DAP	24	1	96
10	FNS	20	5	80
11	F	15	10	60
12	FHN	22	3	88
13	FAF	14	11	56
14	KH	19	6	76
15	MAAS	22	3	88
16	MSZ	23	2	92
17	MFS	16	9	64
18	MZH	23	2	92
19	NR	19	6	76
20	PIT	15	10	60
21	SAH	18	7	72
22	UFS	24	1	96
23	U	20	5	80
24	Z	22	3	88
25	ANS	23	2	92

B. Score of Control class

No	Student's Initial Name	Correct Answer	Wrong Answer	Total
1	AM	19	6	76
2	AN	22	3	88
3	DKH	22	3	88
4	DH	15	10	60
5	G	16	9	64
6	IAH	12	13	48
7	KAR	21	4	84
8	KNA	21	4	84
9	KH	20	4	80
10	LA	17	8	68
11	AAN	20	5	80
12	MZH	21	4	84
13	NFS	22	3	88
14	NS	20	5	80
15	N	21	4	84
16	N	16	9	64
17	P	24	1	96
18	PH	23	2	92
19	R	22	3	88
20	RAH	22	4	88
21	RP	11	14	44
22	IW	18	7	72
23	ZA	22	3	88
24	ZM	15	10	60
25	SN	21	5	84

APPENDIX 8

Score of Experimental Class and Control Class in Pre-test

Pre Test in Experimental Class

Statistics		
Pre Test Experiment		
N	Valid	25
	Missing	0
Mean		74.72
Std. Error of Mean		2.740
Median		80.00
Mode		84
Std. Deviation		13.698
Variance		187.627
Range		48
Minimum		48
Maximum		96
Sum		1868

Pre Test in Control Class

Statistics		
Pre-Test Control		
N	Valid	25
	Missing	0
Mean		74.72
Median		76.00
Mode		80
Std. Deviation		12.947
Variance		167.627
Range		56
Minimum		40
Maximum		96
Sum		1868

APPENDIX 9

Score of Experimental Class and Control Class in Post-test

Post Test in Experimental Class

Statistics		
Post Test Experiment		
N	Valid	25
	Missing	0
Mean		81.12
Median		84.00
Mode		92
Std. Deviation		12.303
Variance		151.360
Range		40
Minimum		56
Maximum		96
Sum		2028

Post Test in Control Class

Statistics		
Pos Test Control		
N	Valid	25
	Missing	0
Mean		77.28
Median		84.00
Mode		88
Std. Deviation		13.746
Variance		188.960
Range		52
Minimum		44
Maximum		96
Sum		1932

APPENDIX 10
Result of Normality Test in Pre-test and Post-test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti c	df	Sig.	Statisti c	df	Sig.
Pre-test experiment	.191	25	.019	.927	25	.073
Post-test experiment	.085	25	.200*	.982	25	.104
Pre-test control	.179	25	.037	.924	25	.065
post-test control	.097	25	.200*	.983	25	.067
*. This is a lower bound of the true significance.						
a. Test distribution is normal						
b. Calculated from data						
c. Lilliefors Significance Correction						

APPENDIX 11

Result of Homogeneity

Homogeneity of Pre-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.002	1	48	.322
	Based on Median	.668	1	48	.418
	Based on Median and with adjusted df	.668	1	47.987	.418
	Based on trimmed mean	1.068	1	48	.307

Homogeneity of Post-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.164	1	48	.687
	Based on Median	.000	1	48	1.000
	Based on Median and with adjusted df	.000	1	40.567	1.000
	Based on trimmed mean	.086	1	48	.771

APPENDIX 12

Result of Hypothesis

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Diffe rence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.191	.664	2.258	48	.029	8.160	3.613	.895	15.425
	Equal variances not assumed			2.258	47.749	.029	8.160	3.613	.894	15.426

APPENDIX 13

Research Documentation

1. Pre-Test in Experimental Class



2. Pre-Test in Control Class



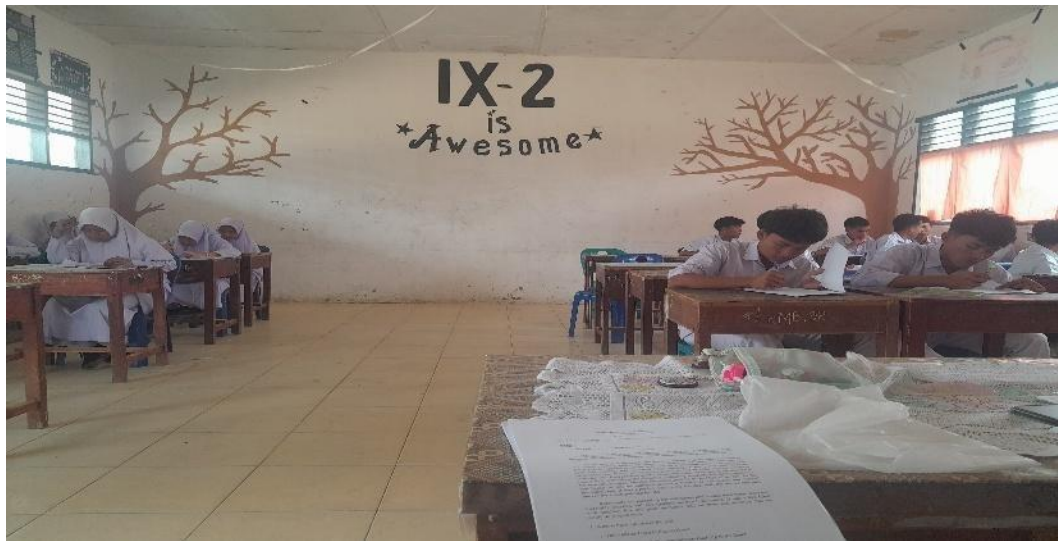
3. Treatment in Experimental Class



4. Post-Test in Experimental Class



5. Post-Test in Control Class



21	22	23	24	25	Total
4	4	4	4	4	84
4	4	4	4	4	92
4	4	0	0	4	56
4	4	4	4	4	92
0	4	4	4	4	68
4	4	0	4	0	92
0	0	4	4	0	80
4	4	4	4	4	92
4	4	4	4	4	96
0	0	0	0	4	80
0	4	0	0	4	60
4	4	4	4	4	88
0	0	4	0	4	56
0	0	0	4	0	52
4	4	0	0	4	88
4	4	4	4	0	92
0	4	4	4	0	56
4	4	4	0	4	92
4	0	0	4	4	56
0	0	4	4	4	60
4	4	4	4	0	52
4	4	4	4	4	96
4	4	4	4	4	80
4	0	4	4	0	52
4	4	4	4	4	92
0,343228	0,401133	0,292736	0,317274	0,27663	
0,266	0,266	0,266	0,266	0,266	
Valid	Valid	Valid	Valid	Valid	

**SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN
TUGAS AKHIR SKRIPSI**

Saya yang bertanda tangan dibawah ini:

Nama : Rizqiyah Nadliroh Siregar, S. Pd. I

Nip :

Jurusan : Bahasa Inggris

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Yessy Marhamah

Nim : 2120300042

Program Studi : Tadris Bahasa Inggris

Judul Penelitian : The Effect of Text-to-Self Connection Technique on Reading

Comprehension at The XI Grade Students of MAS KHA

Dahlan Sipirok

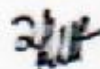
Setelah dilakukan kajian atas Instrumental Penelitian dengan mempertimbangkan beberapa aspek diantaranya topic, soal, jumlah item dan model soal yang bervariasi sesuai dengan indikator nya. Instrument ini layak digunakan untuk penelitian dan dapat diujikan diantaranya :

Jumlah item	Soal yang layak diuji kan	Soal yang tidak layak diuji kan
25	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	---
Total :	---	---

Demikian agar dapat digunakan sebagaimana mestinya.

Sipirok,

Validator



Rizqiyah Nadliroh Siregar



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31 Desember 2024

Lamp :-

Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

Yth.

1. **Sokhira Linda Vinde Rambe, M.Pd.** (Pembimbing I)
2. **Yusni Sinaga, S.Pd., M.Hum.** (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Yessy Marhamah
NIM	: 2120300042
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Text-to-Self Connection Technique on Reading Comprehension at The XI Grade Students of MAS KHA Dahlan Sipirok

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 112 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.


Mengetahui an.

Dekan

Wakil Dekan Bidang Akademik
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14 Mei 2025

Lampiran : -

Hal : Izin Riset
Penyelesaian Skripsi

Yth. Kepala MAS KHA.Dahlan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yessy Marhama

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Fakultas : FTIK

Program Studi : Tadris Bahasa Inggris

Alamat : Jln.Haji Agussalim padangsidempuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Text – to –self Connection Technique on reading Comprehension at the XI Grade Studends of MAS KHA Dahlan Sipirok.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas,mulai dari tanggal 12 Mei s.d.17 Mei 2025.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang akademik dan
Kelembagaan



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Piagam Pendirian
No.1899/II-47/SU-62/1978

وما كان المؤمنون لينتظروا كلمة غلوا نفر من كل فرقة منهم طائفة ليتفقهوا في الدين لينتظروا قومه إذا رجعوا اليهم لعلمهم بالظنون (التوبة: ١٢٢)

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH TAPANULI SELATAN
(MAS KH. AHMAD DAHLAN SIPIROK)

NSM : 131212030001 NPSN. 10263675 Akreditasi " A "

Jl. Lobu Tanjung Baringin Desa Kampung Setia Kec.Sipirok Kab. Tapanuli Selatan
Provinsi Sumatera Utara Kode Pos 22742 e-mail. maskha.dahlan@yahoo.co.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Nomor: 134/KET/III.4.AU/F/2025

Yang bertanda tangan dibawah ini :

Nama : Ikhsan Bonar Pratama, S. Pd
NIP : -
Pangkat/Golongan : -
Jabatan : Kepala MAS KH. Ahmad Dahlan Sipirok

Dengan ini menerangkan bahwa :

Nama : **YESSY MARHAMAH**
NIM : 2120300042
Program Studi : Tadris Bahasa Inggris
Fakultas : FTIK UIN SYAHADA Padangsidempuan

adalah benar telah melakukan Riset di MAS KH. Ahmad Dahlan Sipirok, sejak 12 Mei sampai dengan 17 Mei 2025 dalam rangka menyelesaikan skripsi yang berjudul: *"The Effect of Text – to -self Connection Technique on Reading Comprehension at the XI Grade Students of MAS KH Ahmad Dahlan Sipirok"*.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Sipirok, 17 Mei 2025
Kepala Madrasah,

Ikhsan Bonar Pratama, S. Pd
NIP -

CURRICULUM VITAE



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Collage : UIN Syahada Padangsidempuan