

APPENDICES

Appendix 1. Research Permission

PEMERINTAH KABUPATEN GIANYAR
DINAS PENDIDIKAN
SMP NEGERI 2 TAMPAKSIRING
Alamat : Desa Pejeng Kangin, Kec. Tampaksiring, Kab. Gianyar



SURAT KETERANGAN
Nomor: 421/025/SMPN.2/2025

Yang Bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 2 Tampaksiring.
Dengan ini menerangkan bahwa yang teresebut dibawah ini:

Nama : Putu Paradila Sita Anugrah
Nim : 2329081051
Program Studi : Pendidikan Bahasa Inggris (S2)
Universitas : Universitas Pendidikan Ganesha

Benar telah melaksanakan penelitian di SMP Negeri 2 Tampaksiring dari bulan Februari s.d. Mei 2025 dengan judul: **STUDENTS' LEARNING STRATEGIES AND CHALLENGES IN DEVELOPING ENGLISH READING SKILLS: A CASE STUDY OF JUNIOR HIGH SCHOOL**. Penelitian ini dilaksanakan sebagai bagian dari penyusunan tesis pada Program Studi Pendidikan Bahasa Inggris (S2), Universitas Pendidikan Ganesha.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tampaksiring, 10 Februari 2025
Mengetahui,
Kepala SMP N 2 Tampaksiring


Nyoman Karta, S.Pd., M.Pd.
NIP. 19980202199103 1 007

Appendix 2. Validity of Instruments and Teaching Materials

OBSERVATION INSTRUMENT OUTLINE FOR STUDENTS' USE OF
LEARNING STRATEGIES IN READING ENGLISH TEXTS

No.	Aspect	Descriptor
1	Cognitive Strategy Types (based on Oxford, 2017; O'Malley & Chamot, 1990)	Several types of cognitive strategies are seen in reading learning, such as: a. scanning to identify specific information b. skimming to get the basic idea of the book c. inferring meaning from context d. translating keywords or sentences e. providing a summary of the text f. applying awareness of text structure.
2	Types of Metacognitive Strategies (Oxford, 2017; Anderson, 2018)	Metacognitive strategies that emerge during reading activities include: a. Planning before reading (determining the purpose of reading) b. Monitoring comprehension while reading c. Evaluating comprehension results after reading d. Self-questioning the content of the text e. Adjusting reading strategies when experiencing difficulties.
3	Socio-Affective Strategies (Oxford, 2017; Vandergrift, 2003)	Socio-affective strategies used by students in the classroom context include: a. Asking for clarification from teachers or friends b. Cooperating with peers during discussions c. Reducing anxiety when reading English texts d. Showing confidence when

		reading or answering questions.
1.	Student Participation Level	Students who actively respond to teacher questions, participate in group discussions, are willing to read texts independently, and respond to teacher feedback are all indicators of their engagement in reading learning.
2.	Challenges in Using Reading Strategies	Reading challenges include: a. lack of vocabulary; b. reliance on dictionaries; c. reading word for word; d. lack of confidence; and e. difficulty understanding long phrases.

References:

- Anderson, N. J. (2018). Metacognition and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 99–109). Cambridge University Press.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Oxford, R. L. (2017). *Teaching and researching language learning strategies: Self-regulation in context* (2nd ed.). Routledge.
- Vandergrift, L. (2003). Orchestrating strategy use: Toward a model of the skilled second language listener. *Language Learning*, 53(3), 463–496.

Appendix 3. Teaching Materials

MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS FASE D KELAS VIII

INFORMASI UMUM		
A. IDENTITAS MODUL		
Penyusun	:	I Gusti Ayu Made Sri Purwantari,S.Pd
Instansi	:	SMP Negeri 2 Tampaksiring
Tahun Penyusunan	:	Tahun 2025
Jenjang Sekolah	:	SMP
Mata Pelajaran	:	Bahasa Inggris
Fase / Kelas	:	D / VIII
Tema	:	Descriptive Text
Materi	:	Describing Animals
Elemen	:	Membaca -memirsa
Capaian Pembelajaran	:	a) Elemen pembelajaran membaca- memirsa ▪ Pada akhir fase D,peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yag familiar secara mandiri.mereka mencari dan megevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks.teks ini dapat berbentuk cetak atau digital.termasuk dianatarnya teks visual atau multimedia atau interaktif. b) Elemen Menulis- mempresentasikan ▪ Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana.mereka membuat perencanaan menulis dan menyajikan teks informasi, imajinasi dan persuasi menggunakan kalimat sederhana.
Alokasi Waktu	:	2 JP (2x40 menit)

B. KOMPETENSI AWAL		
▪ Peserta didik memahami fungsi ,strukture dan unsur unsur kebahasaan teks descriptive ▪ Peserta didik mengetahui nama hewan dalam bahasa inggris.		
C. PROFIL PELAJAR PANCASILA		
▪ Gotong royong ▪ Kreatif ▪ Bernalar kritis		
D. SARANA DAN PRASARANA		
Media, Sumber Belajar, dan Alat 1. Video tentang teks yang berkaitan tentang teks deskriptive 2. Laptop 3. Buku referensi 4. Proyektor		
E. TARGET PESERTA DIDIK		
▪ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.(tidak berkebutuhan khusus)		
F. MODEL PEMBELAJARAN DAN METODE PEMBELAJARAN		
▪ Model atau kerangka pembelajaran yang memberikan gambaran sistematis pelaksanaan pembelajaran. Model pembelajaran dapat berupa model pembelajaran tatap muka, ▪ <i>Problem- based learning</i>. ▪ Model pembelajaran :Diskusi, Penugasan, dan tanya jawab		
KOMPONEN INTI		
A. TUJUAN KEGIATAN PEMBELAJARAN		
Tujuan Pembelajaran : a. Setelah melaksanakan pembelajaran dengan model problem based learning dengan media video descriptive text hewan, peserta didik mampu mengidentifikasi konteks , gagasan utama,dan informasi terperinci dari ragam teks lisan /tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluaraga dan kelas dengan tepat. b. .Setelah melaksanakan pembelajaran dengan modelproblem based learning dengan media video descriptive text peserta didik mampu menggunakan		

struktur teks dan unsur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk tertulis (minimal 6 kalimat) dalam lingkup keluarga dan kelas dengan tepat

B. PEMAHAMAN BERMAKNA

Manfaat yang akan peserta didik terima setelah mengikuti peroses pembelajaran adalah peserta didik mengetahui :

1. Teks deskripsi dalam menggambarkan hewan.
2. Struktur dan language feature dalam teks deskripsi menggambarkan hewan.
3. Cara mmbuat teks deskripsi dalam menggambarkan hewan.

C. PERTANYAAN PEMANTIK

- Have you ever found any animal in your school?
- What animal is/are/it/they?
- How would you describe the animal?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)

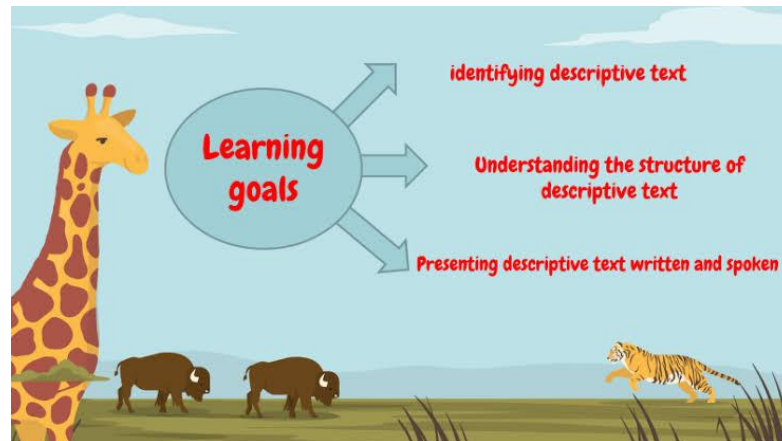
1. Guru mengucapkan salam dan menanyakan kabar peserta didik dan guru mengucapkan syukur tentang keadaan peserta didik.
2. Guru menyiapkan kelas untuk berdoa sebelum pelajaran dimulai.
3. Guru mengecek kehadiran peserta didik
4. Peserta didik diingatkan agar selalu menerapkan kesepakatan kelas.
5. Guru mengkondisikan peserta didik agar siap menerima materi yang akan dipelajari.
6. Guru melakukan apersepsi menyimak penjelasan guru tentang keterkaitan materi sebelumnya dengan materi yang akan dipelajari.



7. Guru memberikan pertanyaan pemantik berdasarkan gambar.

- Have you ever found any animal in your school?
- What animal is/are/it/they?
- How would you describe the animal?

8. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai:



9. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.

10. Menjelaskan asesmen yang akan didapatkan peserta didik.

Kegiatan Inti (60 menit)

1. Mengorientasikan peserta didik terhadap masalah
 - a. Peserta didik diminta untuk menyimak dan mengamati video teks descriptive Peserta didik bersama guru berdiskusi tentang apa yang mereka dapat dari video <https://www.youtube.com/watch?v=YlhY-tlGsY>
2. Mengorganisasi peserta didik untuk belajar
 - a. Peserta didik dibagi menjadi beberapa kelompok.
 - b. Peserta didik ditayangkan sebuah gambar rumah dan dibimbing oleh guru untuk mencari tahu hewan apa saja yang mungkin ada di rumah?(Activity 1)



3. Membimbing kegiatan individual maupun kelompok

- a. Guru membimbing siswa dalam kelompok untuk mengumpulkan informasi tentang hasil prediksi dengan kelompok yang lain
- b. Peserta didik mencatat nama-nama hewan
- c. Peserta didik menentukan hewan yang akan dideskripsikan dan ditulis dalam 6-8 kalimat sederhana

4. Mengembangkan dan menyajikan hasil karya

- Guru mempersilahkan perwakilan peserta didik untuk menyampaikan hasil diskusi terkait hewan yang akan digambarkan/dideskripsikan.
- Dibimbing guru peserta didik dijelaskan mengenai unsur kebahasaan struktur teks deskripsi.



- Peserta didik menyusun hasil diskusi mereka.
 - Guru memantau dan mengajukan pertanyaan lanjutan kepada peserta didik yang masih memerlukan bantuan.
 - Setiap perwakilan kelompok mempresentasikan hasil diskusi.
 - Kelompok lain mendengarkan dan memberikan apresiasi dengan memberikan tepuk tangan.
- ### 5. Menganalisis dan mengevaluasi proses pemecahan masalah
- Peserta didik diberikan latihan terkait materi teks deskripsi (Activity 2)
 - Peserta didik melakukan sesi tanya jawab dan menanggapi hasil penyampaian kelompok
 - Peserta didik bertanya materi yang belum mereka pahami dan diberikan latihan (Activity 3)

Penutup(10menit)

1. Memberikan umpan balik terhadap proses pembelajaran
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya
4. Kegiatan pembelajaran diakhiri dengan berdoa bersama.

E ASESMEN / PENILAIAN

- a. Asesmen Diagnostik
- b. Asesmen formatif
- c. Asesmen sumatif

F. PENGAYAAN DAN REMEDIAL**G. KEGIATAN PENGAYAAN DAN REMEDIAL****Remedial**

Peserta didik yang belum mencapai kriteria ketercapaian tujuan pembelajaran (KKTP) diberikan program pembelajaran remedial. Pembelajaran remedial dapat dilakukan pada kompetensi pengetahuan dan keterampilan. Langkah-langkah dalam pembelajaran remedial antara lain:

1. Identifikasi permasalahan pembelajaran peserta didik.
2. Merancang pembelajaran remedial
3. Membuat perencanaan pembelajaran remedial
4. Menyiapkan perangkat pembelajaran remedial
5. Melaksanakan pembelajaran remedial
6. Melaksanakan evaluasi

Pengayaan

Pengayaan diberikan kepada peserta didik yang telah mencapai (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan.

LAMPIRAN**A. LEMBAR KERJA PESERTA DIDIK****LEMBAR KERJA PESERTA DIDIK (LKPD)**

Kata kunci

1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
2. Menjelaskan konteks, gagasan utama, dan informasi terperinci lingkup keluarga dan kelas
3. Menggunakan struktur teks unsur kebahasaan secara tulisan dan lisan lingkup keluaran dan kelas.

Tujuan Pembelajaran:

- a. Setelah melaksanakan pembelajaran dengan model problem based learning dengan media video descriptive text hewan, peserta didik mampu mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan / tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas dengan tepat.
- b. Setelah melaksanakan pembelajaran dengan model problem based learning dengan media video descriptive text peserta didik mampu menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk tertulis (minimal 6 kalimat) dalam lingkup keluarga dan kelas dengan tepat

Diagnostik Assesmen

1. What is descriptive text?
 - a. A text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.
 - b. A text that contains the description of an object which is an animal, place, people, thing, etc.
2. What is the example of descriptive text?
Topics:
 - My pet
 - My house
 - My favorite idol
3. What language features are used in descriptive text?
 - a. Simple Present tense
 - b. Linking verb (to have)
4. What is the text structure of descriptive text?
 - a. Identification
 - b. Description

Activity 1

Describing possible animal in your house



Guidance

- a. what animal?
- b. Size
- c. Physical Characteristic
- d. Food
- e. Activity
- f. Habitat

Penilaian Pengetahuan

Activity 2

Describe the pictures below in 3-5 sentences!



- 1.
- 2
- 3

4

5



1

2

3

4

5

Activity 3

Find out the structure of the text below!

My cat

I have a Cat. His fur is orange. He has long tail. He also has cute black big eyes. my cat likes to eat fish and cat food.

When i release my cat out of his cage, he used to run everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. i don't wanna lost my ct because I love him very much.

.....

.....

.....

.....

.....

.....

D. DAFTAR PUSTAKA

https://www.youtube.com/watch?v=Ylhy_-tIGsY

KISI KISI**ISI KISI SOAL PENGETAHUAN**

CAPAIAN PEMBELAJARAN	Soal	kunci
Mengidentifikasi konteks gagasan utama dan informasi terperinci dari ragam teks lisan /tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas dengan tepat		Possible answer 1. It has two wings 2. It is cute 3. It is small 4. It fly in the sky 5. It has beautiful colors
Indikator soal mengidentifikasi gambar yang disajikan dengan menggunakan kata sifat		b. orangutans 1. It has two arms 2. It is cute 3. It has soft fur 4. It is strong 5. It has brown colors
Menjelaskan konteks gagasan utama dan informasi terperinci dari ragam teks lisan/ tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas dengan tepat.		Identification I have cat Description: His fur is orange. He has long tail. He also has cute black

***)Diisi dengan**

- a. **BT** (Belum Terlihat)-jika peserta didik belum memperlihatkan perilaku yang tertera dalam indikator
- b. **MT** (Mulai terlihat)- jika peserta didik mulai memperlihatkan perilaku yang tertera dalam indikator tetapi belum konsisten.
- c. **MB** (Mulai berkembang)-jika peserta didik mulai konsisten memperlihatkan perilaku yang tertera dalam indikator
- d. **MK** (Menjadi Kebiasaan Membudaya)-jika peserta didik terus menerus / konsisten memperlihatkan perilaku yang tertera dalam indikator

Nilai efektif:

BT : Setara dengan 41-55 (D)

MT : setara dengan 56-70 (C)

MB: setara dengan 71- 85 (B)

MK: Setara dengan 86-100 (A)

Rubrik Aspek Pengetahuan

Tabel 2.1 penilaian Pengetahuan

No soal	Skor	Indikator
1	3	Siswa menuliskan 3 kalimat
	4	Siswa menuliskan 4 kalimat
	5	Siswa menuliskan 5 kalimat
2	3	Siswa menuliskan 3 kalimat
	4	Siswa menuliskan 4 kalimat
	5	Siwa meniskan 5 kalimat

Skoring : Nilai benar siswa x 10 = Nilai akhir

Tabel 2.2 penilaian Pengetahuan

Analysis of text structure :

No soal	Skor	Indikator
	4	Siswa hanya menjelaskan identification
	6	Siswa menjelaskan identification dan description

Skoring: Nilai benar siswa x 10 = Nilai akhir

Tabel 3. Penilaian Speaking Compehension

Rubrik Penilaian Speaking			
Aspek	skor	Keterangan	
Pengucapan	5		Mudah dipahami dan memiliki aksen penutur asli
	4		Mudah dipahami meskipun dengan aksen tertentu
	3		Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang kadang ada kesalahpahaman
	2		Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang.
	1		Masalah pengucapan serius sehingga tidak bisa dipahami
	5		Tidak membuat kesalahan tata bahasa
	4		Kadang kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
Tata bahasa	3		Sering membuat kesalahan tata bahasa yang mempengaruhi makna
	2		Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
	1		Kesalahan tata bahasa begitu parah sehingga sulit dipahami
Kosa kata	5		Menggunakan kosakata secara dan ungkapan seperti penutur asli
	4		Kadang kadang menggunakan kosakata yang tidak tepat

	3	Sering menggunakan kosa kata yang tidak tepat percakapan menjadi terbatas karena keterbatasan kosakata
	2	Menggunakan kosakata secara salah dan kosakata terbatas sehingga sulit dipahami
	1	Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi
kelancaran	5	Lancar seperti penutur asli
	4	Kelancaran tampak sedikit terganggu oleh masalah bahasa
	3	Kelancaran agak banyak terganggu oleh masalah bahasa
	2	Sering ragu ragu dan berhenti sehingga percakapan tidak mungkin terjadi
	1	Bicara terputus putus dan terhenti sehingga percakapan tidak mungkin terjadi
Pemahaman	5	Memahami semua tanpa mengalami kesulitan
	4	Memahami hampir semuanya walau ada pengulangan pada bagian tertentu
	3	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan
	2	Susah mengikuti apa yang dikatakan
	1	Tidak bisa memahami walaupun percakapan sederhana

Mengetahui

Kepala Sekolah

Guru Mapel,

Nyoman Karta,S.Pd.,M.Pd

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I Gusti Ayu Purwantari,S.Pd

NIP. -

Appendix 4. Observation Instrument

LEMBAR OBSERVASI PENGUNAAN PENGUATAN DALAM PEMBELAJARAN READING (Instrumen untuk Mengamati Strategi Belajar Siswa)

Petunjuk:

- Lembar ini digunakan untuk mencatat hasil observasi strategi belajar siswa dalam pembelajaran reading.
- Tuliskan hasil pengamatan dan penjelasan tambahan pada kolom Keterangan sesuai dengan kegiatan yang terjadi selama proses pembelajaran.

IDENTITAS OBSERVASI

Nama Sekolah : SMP Negeri 2 Tampaksiring
 Kelas : VIII
 Mata Pelajaran : Bahasa Inggris
 Tanggal Observasi: : 11-20 Februari
 Nama Observer : Putu Paradila Sita Anugrah

No	Aspek yang Diamati	Keterangan
1.	Cognitive Strategies - Siswa menggunakan skimming. - Siswa menggunakan scanning untuk mencari informasi spesifik. - Siswa mengidentifikasi ide pokok dalam teks. - Siswa membuat prediksi sebelum reading.	
2.	Metacognitive Strategies - Siswa merencanakan strategi sebelum membaca. - Siswa membuat pemahaman sendiri selama membaca. - Siswa mengevaluasi pemahaman setelah membaca.	
3.	Socio Affective-Strategies - Siswa bertanya kepada teman/guru tentang hal yang tidak dipahami - Siswa berdiskusi dengan teman tentang isi teks - Siswa menunjukkan motivasi dan minat dalam membaca - Siswa bisa mengatasi kecemasan saat membaca di depan kelas	

Referensi

- Oxford, R. L.** (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.
- Grellet, F.** (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.
- Nunan, D.** (2003). *Practical English Language Teaching*. New York: McGraw-Hill.

Appendix 5. Uji Ahli Lembar Observasi

UJI AHLI LEMBAR OBSERVASI

**EXPLORING JUNIOR HIGH SCHOOL STUDENTS' LEARNING STRATEGIES AND
CHALLENGES IN DEVELOPING ENGLISH READING SKILLS: A CASE STUDY AT
SMPN 2 TAMPAKSIRING**

Aspek yang Diamati	Relevan	Tidak Relevan
Partisipasi siswa selama kegiatan membaca	√	
Perhatian siswa selama tugas membaca	√	
Penggunaan kamus oleh siswa saat membaca	√	
Aktivitas mencatat siswa selama membaca	√	
Diskusi siswa dengan teman sebaya	√	
Aktivitas bertanya siswa selama pembelajaran membacakalimat atau paragraf	√	
Respons siswa terhadap pertanyaan guru	√	
Kepercayaan diri siswa selama kegiatan membaca	√	
Kesulitan siswa dalam memahami teks	√	
Interaksi siswa dalam diskusi kelompok	√	

Ahli 1,



Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

UJI AHLI LEMBAR OBSERVASI

UJI AHLI LEMBAR OBSERVASI

EXPLORING JUNIOR HIGH SCHOOL STUDENTS' LEARNING STRATEGIES AND CHALLENGES IN DEVELOPING ENGLISH READING SKILLS: A CASE STUDY AT SMPN 2 TAMPAKSIRING

Aspek yang Diamati	Relevan	Tidak Relevan
Partisipasi siswa selama kegiatan membaca	√	
Perhatian siswa selama tugas membaca	√	
Penggunaan kamus oleh siswa saat membaca	√	
Aktivitas mencatat siswa selama membaca	√	
Diskusi siswa dengan teman sebaya	√	
Aktivitas bertanya siswa selama pembelajaran membacakalimat atau paragraf	√	
Respons siswa terhadap pertanyaan guru	√	
Kepercayaan diri siswa selama kegiatan membaca	√	
Kesulitan siswa dalam memahami teks	√	
Interaksi siswa dalam diskusi kelompok	√	

Ahli 2,



Dr. Putu Suarcaya, S.Pd., M. Sc

Appendix 6. Observation Sheet

OBSERVATION SHEET

Classroom Observation-English Reading Lesson

No	Student Code	Activity	Strategy Used (Observed Behavior)	Notes
1	S1	Reading descriptive text	Understood the main ideas but frequently paused when challenged with unfamiliar words	Asked peers about words that were challenging.
2	S2	Answering comprehension question	Re-read the text before answer the question	Showed effort to check understanding
3	S3	Group discussion	Participated a role in conversations and confronted peers	Participated in some part in the conversation and answered questions from peers, but not all the time.
4	S4	Reading narrative text	Read slowly without checking up the meanings of challenging words.	Looked confused and made no effort to ask for clarification or guidance.
5	S5	Identifying detailed information	Focused on spesific parts of the text when answering to questions	Tried to find specific information by looking over relevant passages of the text, but showed difficulty in identifying accurate details
6	S6	Monitoring comprehension	Demonstrated awareness of problems with	Showed effort in keeping a check on and monitoring comprehension, though

			comprehension by paused reading, thinking about sections that were unclear, and rereading to enhance understanding generally.	individual still need guidance.
7	S7	Understanding text structure	Tried to identify the narrative text's structural aspects (orientation, complication, and resolution) by concentrating on particular passages.	Showed a lack of understanding of text structure and frequently misinterpreted sections, indicating misunderstanding about the narrative's structure.
8	S8	Group discussion	Paid attention to peers without aggressively offering suggestions or answers, demonstrating little participation in group discussions.	Depended on more actively participating group members in order to come prepared with suggestions and answers, and only took part when asked.

Appendix 7. Field Notes

Field Notes

During participating in reading activities, completing comprehension assignments, and group discussions throughout the English reading class, students displayed a range of learning strategies and challenges.

1. Student S1 was seen reading a descriptive text and seemed to understand the passage's main points. But when faced with new words, the student often paused. S1 strongly looked out word meanings from peers in order to get beyond this challenge, demonstrating the application of a social strategy together with fundamental cognitive processing.
2. Student S2 responded to comprehension questions in a structured manner. The student regularly rereads the material before answering, indicating the application of a cognitive strategies, namely rereading to ensure comprehension. This behavior demonstrated intentional effort to confirm the accuracy of the response.
3. Student S3 rarely contributed to the group conversation by offering some ideas. Nevertheless, the student did not actively participate in the discussion, therefore participation was inconsistent. This suggests a partial use of social strategies.
4. On the other hand, Student S4 had trouble reading a narrative text. The student read slowly and seemed confused, but he or she made no effort to look up definitions or ask questions. The lack of observable strategies

indicates not enough initiative in resolving comprehension challenges as well as limit usage of both cognitive and metacognitive strategies.

5. Student S5 tried to find specific information by concentrating on specific parts of the text, The student used a cognitive strategy (scanning) to find answers by quickly skimming pertinent areas. S5, however, had trouble finding specific details, indicating that the strategy was used but was not yet successful.
6. Student S6 clearly used metacognitive strategies while maintaining a focus on comprehension. In order to enhance comprehension, the student took pauses while reading, thought about any parts that were unclear, and reread some passages. The student still needed assistance to apply the strategies more successfully.
7. Student S7 focused on aspects including orientation, complication, and resolution in an effort to determine the structure of a narrative text. The student's frequent misidentification of these components, however, suggests a lack of understanding of story structure. This shows that the student has started to develop an understanding of text structure, but the strategy is not yet fully developed.
8. Lastly, S8 participated very little in the group discussion. The student relied heavily on more engaged group members for ideas and listened to peers. Only when specifically pushed did participation take place, indicating little involvement and reliance on others. This indicates a lack application of social strategies.

Appendix 8. Interview Guide

Title : Interview Guide for Exploring Students' Learning Strategies and Challenges in Developing English Reading Skills

Setting : SMP N 2 Tampaksiring

Participants: Students of Class VIII B

A. Purpose of the Interview

The purpose of this interview is to explore the learning strategies employed by junior high school students in developing English reading skills and to identify the challenges they encounter during English reading activities. The interview focuses on students' cognitive, metacognitive, and socio-affective learning strategies based on the framework proposed by O'Malley and Chamot (1990).

B. Theoretical Basis

This interview guide is developed based on learning strategies theories, particularly:

1. Cognitive, Metacognitive, and Socio-Affective Strategies (Oxford, 2017)
2. Metacognitive Awareness in Reading (Anderson, 2018)
3. Socio-Affective Strategy Use in Language Learning (Vandergrift, 2003)

C. Opening Statement

Selamat pagi/siang.

Terima kasih ya sudah bersedia mengikuti wawancara ini. Wawancara ini bertujuan untuk mengetahui pengalaman dan cara kamu belajar membaca teks dalam bahasa Inggris. Tidak ada jawaban yang benar atau salah. Jadi, kamu cukup menjawab sesuai dengan pengalaman dan pendapatmu sendiri. Semua jawaban yang kamu berikan akan dirahasiakan dan hanya digunakan untuk keperluan penelitian. Terima kasih atas kerja sama dan waktunya.

D. Interview Questions

1. Students' Difficulties in Reading English Texts (Metacognitive)

- Apa saja kesulitan yang biasanya kamu alami ketika membaca teks bahasa Inggris?
- Bagian mana yang menurutmu paling sulit?
- Mengapa bagian tersebut sulit dipahami?
- Apa yang biasanya kamu lakukan ketika mengalami kesulitan tersebut?

2. Strategies Used Before Reading (Metacognitive)

- Apa yang biasanya kamu lakukan sebelum mulai membaca teks bahasa Inggris?
- Apakah kamu membaca judul terlebih dahulu?
- Apakah kamu mencoba menebak isi bacaan?
- Apakah kamu memiliki tujuan sebelum membaca?

3. Strategies Used During Reading (Metacognitive)

- Apa yang biasanya kamu lakukan saat membaca teks bahasa Inggris?
- Apa yang kamu lakukan ketika menemukan bagian yang sulit?
- Hal apa yang paling kamu perhatikan saat membaca?

4. Strategies Used After Reading (Metacognitive)

- Apa yang biasanya kamu lakukan setelah selesai membaca teks bahasa Inggris?
- Apakah kamu memeriksa kembali apakah sudah memahami isi bacaan?
- Apakah kamu membaca ulang atau meninjau kembali isi bacaan?

5. Use of Dictionaries or Translation Tools (Cognitive)

- Apakah kamu menggunakan kamus atau aplikasi penerjemah ketika membaca teks bahasa Inggris? Jelaskan.
- Kapan biasanya kamu menggunakan kamus atau aplikasi tersebut?
- Mengapa kamu memilih menggunakan kamus atau aplikasi penerjemah?

6. Note-taking Strategies (Cognitive)

- Apakah kamu biasanya membuat catatan atau memberi tanda pada bagian penting saat membaca? Jelaskan.

- Apa yang biasanya kamu catat?
- Mengapa kamu membuat catatan tersebut?

7. Guessing Word Meaning from Context (Cognitive)

- Ketika menemukan kata yang belum kamu ketahui, apakah kamu mencoba menebak artinya dari kalimat atau konteks bacaan sebelum membuka kamus? Jelaskan.
- Bisa berikan contohnya?
- Apakah cara tersebut membantumu memahami bacaan?

8. Monitoring Comprehension While Reading (Metacognitive)

- Bagaimana kamu mengetahui bahwa kamu sudah memahami isi bacaan saat sedang membaca?
- Apa yang kamu lakukan jika ternyata belum memahami isi bacaan?
- Bagaimana kamu memastikan bahwa pemahamanmu sudah benar?

9. Re-reading Difficult Texts (Cognitive)

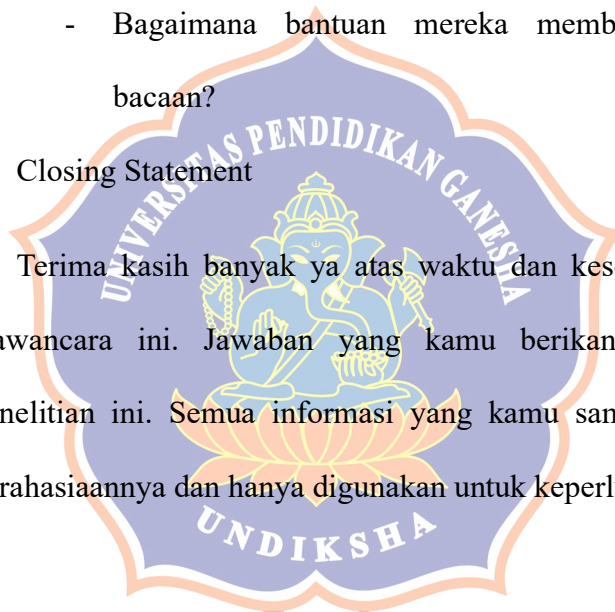
- Apakah kamu membaca kembali bagian yang sulit ketika membaca teks bahasa Inggris? Mengapa?
- Bagian seperti apa yang biasanya kamu baca ulang?
- Apakah membaca ulang membantumu memahami bacaan?

10. Asking Friends or Teachers for Help (Socio-affective)

- Ketika mengalami kesulitan memahami teks bahasa Inggris, apakah kamu meminta bantuan kepada guru atau teman? Jelaskan.
- Siapa yang biasanya kamu minta bantuan?
- Mengapa kamu memilih meminta bantuan kepada orang tersebut?
- Bagaimana bantuan mereka membantumu memahami bacaan?

E. Closing Statement

Terima kasih banyak ya atas waktu dan kesediaanmu mengikuti wawancara ini. Jawaban yang kamu berikan sangat membantu penelitian ini. Semua informasi yang kamu sampaikan akan dijaga kerahasiaannya dan hanya digunakan untuk keperluan penelitian.



Appendix 9. Uji Ahli Lembar Interview

UJI AHLI LEMBAR INTERVIEW

No	Aspek yang Dinilai	Relevan	Tidak Relevan
1.	Kesulitan siswa dalam membaca teks bahasa Inggris	√	
2.	Strategi yang digunakan sebelum membaca	√	
3.	Strategi yang digunakan saat membaca	√	
4.	Strategi yang digunakan setelah membaca	√	
5.	Penggunaan kamus dalam membaca	√	
6.	Strategi mencatat poin penting saat membaca	√	
7.	Strategi menebak makna kata berdasarkan konteks	√	
8.	Monitoring pemahaman selama membaca	√	
9.	Membaca ulang teks yang sulit dipahami	√	
10.	Mencari bantuan dari teman atau guru	√	

Ahli 1,



Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

UJI AHLI LEMBAR INTERVIEW

No	Aspek yang Dinilai	Relevan	Tidak Relevan
1.	Kesulitan siswa dalam membaca teks bahasa Inggris	√	
2.	Strategi yang digunakan sebelum membaca	√	
3.	Strategi yang digunakan saat membaca	√	
4.	Strategi yang digunakan setelah membaca	√	
5.	Penggunaan kamus dalam membaca	√	
6.	Strategi mencatat poin penting saat membaca	√	
7.	Strategi menebak makna kata berdasarkan konteks	√	
8.	Monitoring pemahaman selama membaca	√	
9.	Membaca ulang teks yang sulit dipahami	√	
10.	Mencari bantuan dari teman atau guru	√	

Ahli 2,



Dr. Putu Suarcaya, S.Pd., M.Sc.

Appendix 10. Content Validity Calculation Using Gregory's Formula

Code	Meaning	Result
A.	Items rated irrelevant by both Validator 1 and Validator 2	0
B.	Items rated irrelevant by Validator 1 but relevant by Validator 2	0
C.	Items rated relevant by Validator 1 but irrelevant by Validator 2	0
D.	Items rated relevant by both Validator 1 and Validator 2	0

Explanation

A total of 20 instrument items were evaluated by two expert validators.

- A = 0 because no items were rated as irrelevant by both validators.
- B = 0 because there were no items rated as irrelevant by Validator 1 but relevant by Validator 2.
- C = 0 because there were no items rated as relevant by Validator 1 but irrelevant by Validator 2.
- D = 20 because all 20 items were rated as relevant by both validators.

Therefore, the content validity coefficient was calculated using Gregory's formula:

$$V = \frac{D}{A + B + C + D}$$
$$V = \frac{20}{0 + 0 + 0 + 20} = \frac{20}{20} = 1.00$$

Interpretation: A content validity coefficient of 1.00 indicates perfect agreement between the two validators. This means that all instrument items were considered relevant and appropriate for the study.



Appendix 11. Students' Interview Transcript

STUDENT INTERVIEW TRANSCRIPT

Eight selected students from Class VIII B were purposively chosen to participate in semi-structured interviews. The participants represented high-, medium-, and low-achieving students to provide diverse perspectives on how junior high school students develop English reading skills. The interviews were conducted to explore the learning strategies employed by the participants and the challenges they encountered during English reading activities. For presentation purposes, the interview data were organized into four themes based on the research questions and the theoretical framework proposed by O'Malley and Chamot (1990): cognitive strategies, metacognitive strategies, socio-affective strategies, and reading challenges. The following summaries present the responses of the eight selected participants under each theme.

A. Cognitive Strategies

Five participants (S1, S2, S5, S6, and S7) demonstrated the use of cognitive strategies during English reading activities. These strategies included translating unfamiliar words, using dictionaries, rereading difficult texts, identifying the main ideas, and summarizing the reading texts.

- S1 explained that when encountering unfamiliar vocabulary, the student usually tried to understand the meaning by consulting a dictionary before continuing to read. According to S1, using a

dictionary helped overcome vocabulary difficulties and supported comprehension of the reading text.

- **S2** reported that rereading difficult sections was the most frequently used strategy. The student explained that reading the text repeatedly helped clarify confusing information and improved understanding before answering comprehension questions.
- **S5** stated that identifying the main idea of each paragraph helped in understanding the overall content of the text. The student preferred to focus on the central idea before reading the supporting details.
- **S6** explained that after finishing the reading task, the student summarized the text using personal words. This activity helped reinforce understanding and remember important information from the reading passage.
- **S7** reported translating unfamiliar vocabulary when reading English texts. According to the student, translating difficult words helped overcome limited vocabulary and made the text easier to understand.

B. Metacognitive Strategies

Metacognitive strategies were identified in four participants (S2, S4, S5, and S6). These strategies mainly involved planning before reading, monitoring comprehension during reading, and evaluating understanding after reading.

- **S2** explained that when comprehension was incomplete, the student searched for supporting sentences within the text to clarify meaning.

This behaviour showed active monitoring of comprehension throughout the reading process.

- **S4** stated that unfamiliar vocabulary often interrupted comprehension. Instead of stopping immediately, the student slowed down the reading pace and searched for contextual clues that could support understanding. Although the strategy was still limited, the student demonstrated awareness of personal comprehension.
- **S5** reported reading the comprehension questions before reading the passage. After identifying possible answers, the student reread relevant sections to verify the accuracy of the responses before submitting the task.
- **S6** described stopping whenever comprehension became difficult, rereading the confusing sections, and explaining the content using personal words. The student believed that paraphrasing helped evaluate whether the text had been fully understood.

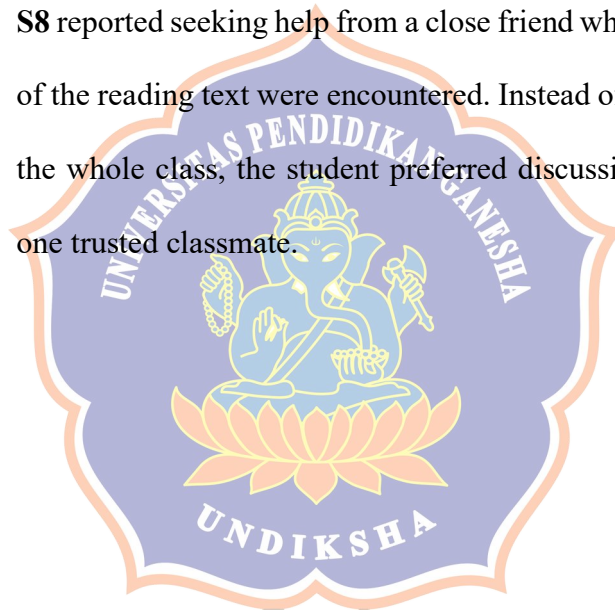
C. Socio-affective Strategies

Three participants (S1, S3, and S8) demonstrated socio-affective strategies during English reading activities. These strategies involved seeking support from peers, participating in group discussions, and interacting with classmates to improve reading comprehension.

- **S1** explained that asking classmates for help was often easier than asking the teacher because friends usually provided simple

explanations that were easier to understand. The student also enjoyed participating in group discussions to exchange ideas.

- **S3** stated that participation in group discussions was limited. Although the student usually listened carefully to classmates, personal opinions were expressed only when the student felt confident. Fear of making mistakes often reduced participation during collaborative activities.
- **S8** reported seeking help from a close friend whenever difficult parts of the reading text were encountered. Instead of speaking in front of the whole class, the student preferred discussing the answers with one trusted classmate.



Appendix 12. Documentation

Photo 1.

Date: 18 February 2025

Activity: Students were reading a narrative text in small groups and identifying its elements such as orientation, complication, and resolution.

Relevance: This activity primarily relies on cognitive skills to comprehend the text, with a small amount of peer interaction to assist make concepts clearer and enhance comprehension.



Photo 2.

Date: 20 February 2025

Activity: The researcher conducted a semi-structured interview with the students in Class VIII B.

Relevance: The purpose of this interview was to confirm and evaluate students' application of cognitive, metacognitive, and socio-affective strategies in addition to challenges that were noted during classroom observations.



Appendix 13. Coding and Data Analysis Matrix

The research's coding analysis was created to arrange and classify the qualitative information obtained from document analysis, semi-structured interviews, and classroom observations. The framework of strategies for learning put out by O'Malley and Chamot (1990) and the challenges that students had in developing their English reading skills served as the basis for the thematic analysis that followed the coding procedure. Learning strategies and challenges were the two primary categories into which the codes were classified.

A. Coding Matrix

Data Source	Raw Data Excerpt	Initial Code	Category	Strategy Type	Interpretation
S1	"Kalau saya tidak mengerti, saya biasanya bertanya kepada teman saya karena itu lebih cepat dan lebih mudah bagi saya."	Asking peers.	Peer Support	Socio-affective strategies	S1 prefers peer interaction, which minimizes anxiety and enhances understanding.
S2	"Saya membaca teks itu lagi jika saya tidak memahaminya untuk mengembangkan pemahaman saya."	Rereading	Repetition Strategy	Cognitive	S2 employs rereading to enhance understanding and clarify text that was missed.
S3	"Terkadang saya berdiskusi dengan teman-teman saya tentang jawabannya	Group Discussion	Collaborative Learning	Socio-affective strategies	S3 employs discussion to share ideas and confirm understanding.

	untuk memastikan saya memahaminya."				
S4	"Saya biasanya tetap membaca walaupun belum mengerti isi teksnya."	Continuing reading without strategy	Limited Strategy Awareness	Metacognitive	S4 recognized comprehension difficulties but did not apply appropriate strategies to regulate understanding.
S5	"Saya membaca pertanyaannya terlebih dahulu, kemudian saya mencari jawabannya di dalam teks."	Planning before reading	Planning Strategy	Metacognitive	S5 planned the reading process by reviewing the questions before reading the text.
S5	"Setelah menjawab, saya membaca lagi untuk memastikan jawaban saya sudah benar."	Self-checking	Monitoring Understanding	Metacognitive	S5 evaluates and confirms answers, showing awareness of understanding.
S6	"Saya berhenti sejenak dan membaca kembali bagian yang sulit ketika saya tidak mengerti."	Monitoring Comprehension	Self-Regulation	Metacognitive	S6 actively controls and monitors understanding while reading.
S6	"Untuk memastikan saya mengerti, saya mencoba menjelaskan teks tersebut dengan kata-kata saya sendiri."	Paraphrasing	Evaluating Understanding	Metacognitive	S6 shows greater understanding by checking understanding through repetition.

S7	"Saya mengerti bagian awalnya, tetapi bagian tengah cerita membingungkan saya."	Difficulty in structure	Narrative Comprehension difficulty	Cognitive	S7 has trouble with complicated text structures, especially when it relates to the complex part.
S8	"Saya biasanya meminta teman-teman saya untuk menjelaskan bagian-bagian teks yang sulit dipahami."	Asking Peers	Peer Support	Socio-affective strategies	S8 depends on classmates to help explain complex concepts and enhance understanding.

B. Data Analysis Matrix

Strategy Type	Indicators	Data Sources	Frequency	Analytical Remarks
Cognitive	- Translating unfamiliar words - Using dictionaries or translation tools - Identifying main ideas - Summarizing reading texts - Re-reading difficult texts	Classroom observations, semi-structured interviews, and document analysis	High	Cognitive strategies were the most frequently identified among the participants. Five students (S1, S2, S5, S6, and S7) demonstrated cognitive strategies by translating unfamiliar words, consulting dictionaries, rereading difficult texts, identifying the main ideas, and summarizing reading texts. These strategies primarily helped students overcome vocabulary difficulties and improve their understanding of English reading texts.
Metacognitive Strategies	- Planning before reading - Monitoring comprehension	Classroom observations, semi-structured	Moderate	Metacognitive strategies were demonstrated by four students (S2, S4, S5, and S6). The most frequently observed

	- Evaluating understanding	interviews, and document analysis		behaviours included monitoring comprehension while reading and evaluating understanding after reading. Evidence of planning before reading was limited, indicating that students' metacognitive strategy use was still developing.
Socio-affective Strategies	- Asking peers for help - Discussing with friends - Managing anxiety - Motivating self	Classroom observations, semi-structured interviews, and document analysis	Low-moderate	Socio-affective strategies were identified in three students (S1, S3, and S8). These students sought support from peers, participated in group discussions, and used social interaction to facilitate reading comprehension. However, active participation was generally limited due to low confidence and fear of making mistakes.

Appendix 14. Students' Work

Reading Task – Descriptive Text

High Proficiency Student

Activity 1
Describing possible animal in your house



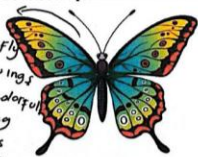
The animal that I have in my house is a cat, her name is Momo, she is very small and super cute. she likes eat fish I always buy at the pet shop. Momo lives me inside the house she usually sleeps on the sofa

Guidance

- what animal?
- Size
- Physical Characteristic
- Food
- Activity
- Habitat

Penilaian Pengetahuan
Activity 2
Describe the pictures below in 3-5 sentences!

this is a beautiful butterfly with colorful wings. The wings are colorful. It has two long antennae on its head. Butterfly lives in the garden



This is an orangutan. It has long reddish-brown fur, a big body and long strong arm. Orangutan is smart animals that most of their time on trees



Activity 3
Find out the structure of the text below!

My cat
I have a Cat. His fur is orange. He has long tail. He also has cute black big eyes. my cat likes to eat fish and cat food.

When i release my cat out of his cage, he used to run everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. i don't wanna lost my ct because I love him very much.

Identification = I have a cat, this sentence introduces the object that will be described

Description = His fur is orange, has long tail and also cute black big eyes. my cat likes to eat fish and cat food

CS Dipindai dengan aplikasi

Explanation: The student shows an excellent understanding of the assignments and questions. He or she can successfully complete all of Activity 1's parts (a–f), demonstrating the ability to follow directions and provide answers to various kinds of inquiries. He or she can clearly describe the image in Activity 2, demonstrating that he or she is aware of how to use descriptive language to convey concepts. He or she is able to differentiate between Identification and Description in Activity 3, indicating that they comprehend the format of a descriptive text. Overall, these findings demonstrate that he or she has a strong foundational understanding of descriptive language and its application.

Medium Proficiency Student

Activity 1
Describing possible animal in your house



my animal is dog. the color is brown
my dog's name is domdom. my dog
is lazy. dom dom always sleep
I always play with domdom every
afternoon

Guidance

- what animal?
- Size
- Physical Characteristic
- Food
- Activity
- Habitat

Penilaian Pengetahuan

Activity 2
Describe the pictures below in 3-5 sentences!



→ This is a butterfly.
It has big and colorful wings.
There are two antennae. I like it.



→ This is an orangutan.
The colour is brown.
It likes climb trees

Activity 3
Find out the structure of the text below!

My cat

Identification: I have a Cat. His fur is orange. He has long tail. He also has cute black big eyes. my cat likes to eat fish and cat food.

Description: When i release my cat out of his cage, he used to run everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. i don't wanna lost my ct because I love him very much.

Explanation: The concept of descriptive text is well understood by the student. But his or her primary weaknesses are in concept development, language, spelling, and punctuation. The majority of his or her responses are still short sentences with basic vocabulary. He or she must concentrate on subject-verb agreement, employ appropriate patterns like + to V / V-ing, use appropriate capitalization, and construct increasingly complicated sentences with precise and thorough descriptions in order to achieve a high level of skill.

Low Proficiency Student

Activity 1

Describing possible animal in your house



i have a dog. my dog is big. my dog is cute
my dog eat bone. my dog lifes with
my family

Guidance

- a. what animal?
- b. Size
- c. Physical Characteristic
- d. Food
- e. Activity
- f. Habitat

Penilaian Pengetahuan

Activity 2

Describe the pictures below in 3-5 sentences!

1. butterfly is beautiful
2. the color red, blue, yellow
3. The butterfly can fly



1. Orang utan is big
2. Orangutan eat banan
3. Orang utan live in the jungle

Activity 3

Find out the structure of the text below!

My cat

I have a Cat. His fur is orange. He has long tail. He also has cute black big eyes. my cat likes to eat fish and cat food.

When i release my cat out of his cage, he used to run everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. i don't wanna lost my ct because I love him very much.

Explanation: This student's work generally demonstrates a low level of proficiency. He or she already knows the basics of vocabulary and understands key concepts from images, such as naming dogs, butterflies, and orangutans along with their general aspects. His or her basic English proficiency is still very lacking, unfortunately. Grammar mistakes, particularly those involving subject-verb agreement, are the most frequent. For instance, "my dog eat" instead of "eats" and "orangutan live" instead of "lives." Words like "big," "beatiful," and the usage of a lowercase "i" at the start of sentences are examples of uneven spelling and capitalization. In terms of format, he or she responds with bullet points rather than writing three to five sentences as instructed. He or she does not yet understand the structure of descriptive texts, particularly Identification and Description, as shown by the fact that Activity 3 is completely unfinished.

Reading Task- Narrative Text (The Turtle and the Rabbit)

High Proficiency Student



The Turtle and the Rabbit

Once upon a time, there was a rabbit and a turtle living in a forest. The rabbit was very fast and always proud of his speed, while the turtle was slow but patient and never gave up. One day, the turtle asked the rabbit to have a race. The rabbit laughed because he thought the turtle could never win. All the animals in the forest came to watch the race. When the race started, the rabbit ran very fast and quickly left the turtle far behind. After running for a while, the rabbit felt tired. He thought he still had a lot of time, so he decided to rest under a tree and then fell asleep. Meanwhile, the turtle kept walking slowly but never stopped. Step by step, he moved closer to the finish line. After some time, the turtle finally reached the finish line and won the race. When the rabbit woke up, he ran as fast as he could, but it was too late. The turtle had already won the race. The rabbit felt disappointed, but he learned an important lesson: slow and steady wins the race.

Questions

1. Who are the main characters in the story? the main characters in the story are rabbit and turtle
2. What was the rabbit like? the rabbit was very fast and extremely proud of his speed
3. What was the turtle like? the turtle was slow but patient
4. What did the turtle ask the rabbit to do? the turtle asked the rabbit to race with him
5. How did the rabbit feel about the turtle's challenge? The rabbit felt underestimated
6. What did the rabbit do while in the middle of the race? the rabbit felt tired and overconfident
7. What did the turtle do during the race? during the race the turtle kept walking
8. Who won the race? the turtle won the race slowly
9. Why did the rabbit lose the race? because he was overconfident
10. What lesson did the rabbit learn? the rabbit learned an important lesson that being overconfident and lazy can lead to failure

Explanation: The high proficiency student was able to provide precise, full-sentence responses to every question. The student showed a thorough understanding of the text by naming the primary characters, summarizing the plot, and outlining the moral significance of the story. The detailed and organized responses demonstrated excellent reading comprehension skills.

Medium Proficiency Student



The Turtle and the Rabbit

Once upon a time, there was a rabbit and a turtle living in a forest. The rabbit was very fast and always proud of his speed, while the turtle was slow but patient and never gave up. One day, the turtle asked the rabbit to have a race. The rabbit laughed because he thought the turtle could never win. All the animals in the forest came to watch the race. When the race started, the rabbit ran very fast and quickly left the turtle far behind. After running for a while, the rabbit felt tired. He thought he still had a lot of time, so he decided to rest under a tree and then fell asleep. Meanwhile, the turtle kept walking slowly but never stopped. Step by step, he moved closer to the finish line. After some time, the turtle finally reached the finish line and won the race. When the rabbit woke up, he ran as fast as he could, but it was too late. The turtle had already won the race. The rabbit felt disappointed, but he learned an important lesson: slow and steady wins the race.

Questions

1. Who are the main characters in the story? the rabbit and the turtle
2. What was the rabbit like? rabbit was very fast and proud of his speed
3. What was the turtle like? turtle is slow also never gave up
4. What did the turtle ask the rabbit to do? turtle ask rabbit to race
5. How did the rabbit feel about the turtle's challenge? the rabbit laughed and thought turtle could never win
6. What did the rabbit do while in the middle of the race? rabbit sleep under the tree
7. What did the turtle do during the race? The turtle kept walking slowly and never stop
8. Who won the race? the turtle won the race
9. Why did the rabbit lose the race? because the rabbit sleep during the race
10. What lesson did the rabbit learn? the rabbit felt disappointed

Explanation: The student with medium proficiency was able to provide accurate answers to the majority of the questions, but the responses were short and lacked detail. Grammar mistakes and incomplete explanations were present in some of the responses. The student was able to understand the main idea of the material, but he or she was not very good at providing detailed responses.

Low Proficiency Student



The Turtle and the Rabbit

Once upon a time, there was a rabbit and a turtle living in a forest. The rabbit was very fast and always proud of his speed, while the turtle was slow but patient and never gave up. One day, the turtle asked the rabbit to have a race. The rabbit laughed because he thought the turtle could never win. All the animals in the forest came to watch the race. When the race started, the rabbit ran very fast and quickly left the turtle far behind. After running for a while, the rabbit felt tired. He thought he still had a lot of time, so he decided to rest under a tree and then fell asleep. Meanwhile, the turtle kept walking slowly but never stopped. Step by step, he moved closer to the finish line. After some time, the turtle finally reached the finish line and won the race. When the rabbit woke up, he ran as fast as he could, but it was too late. The turtle had already won the race. The rabbit felt disappointed, but he learned an important lesson: slow and steady wins the race.

Questions

1. Who are the main characters in the story? *rabbit and ~~turtel~~ turtle*
2. What was the rabbit like? *rabbit is fast*
3. What was the turtle like? *turtle is slow*
4. What did the turtle ask the rabbit to do? *~~to~~ have a race*
5. How did the rabbit feel about the turtle's challenge? *rabbit laughed*
6. What did the rabbit do while in the middle of the race? *to sleep under tree*
7. What did the turtle do during the race? *walk slowly*
8. Who won the race? *turtle ~~was~~ 'won*
9. Why did the rabbit lose the race? *rabbit sleep*
10. What lesson did the rabbit learn? *slow and stedy win the race*

Explanation: The student with low proficiency gave very short and weak responses. The replies were inaccurate or ambiguous, and many of the responses were single words. The student showed problem comprehending the text's structure and material.