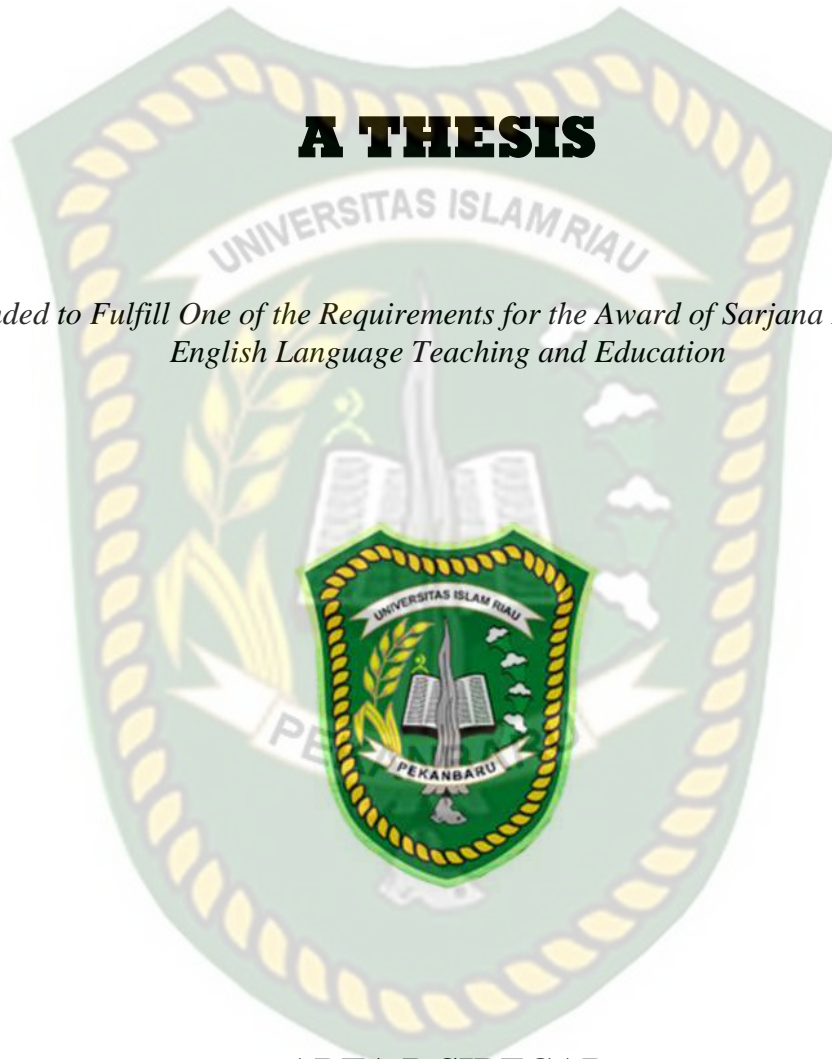


**THE EFFECT OF PADLET TOWARD STUDENTS' READING
COMPREHENSION OF RECOUNT TEXT ON TENTH GRADE
STUDENTS AT SMAN 2 SINGINGI HILIR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education*



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**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU**

2020

THESIS APPROVAL

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COMPREHENSION OF RECOUNT TEXT ON TENTH GRADE
STUDENTS AT SMAN 2 SINGINGI HILIR

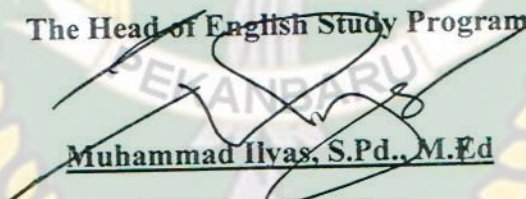
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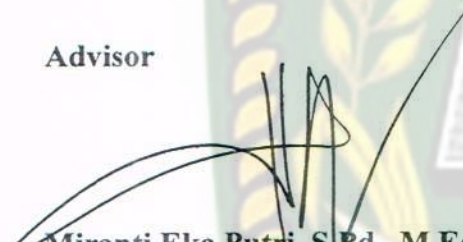
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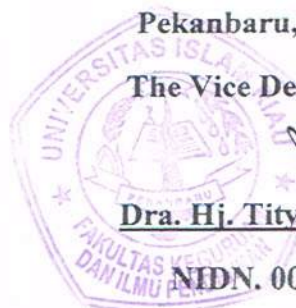

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DECLARATION

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I hereby declare this thesis is definitely from my own ideas, except quotations (directly or indirectly) which are adopted or taken from various sources included in (references). The researcher responsible for the data and facts which was provided in this thesis.

Pekanbaru, October, 2020.

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Finally, the writer realizes that this thesis still far from being perfect. Therefore, constructive, critics and suggestions are expected from the reader for the perfection of this thesis.

Pekanbaru, October, 2020

The writer

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ABSTRACT

Arta R Siregar 2020: The Effect of Padlet toward Students' Reading Comprehension of Recount Text on Tenth Grade Students at Sman 2 Singingi Hilir

Keywords: Padlet, Students' Reading Comprehension

Reading comprehension is one skill that is should be acquired in order to master English. Padlet is a toll that is serve some features which is support the author in designing media for teaching. The objective of this research is to find out is there any significant effect of Padlet toward students' reading comprehension of recount text on tenth grade students at SMAN 2 Singingi Hilir in academic year 2019/2020.

This research was conducted at SMAN 2 Singingi Hilir, researcher found that students are not interested in reading English text, low reading comprehension skill made them difficult to understand and get information from a text, and the gap between the lesson targets with the students' reading comprehension made them cannot fulfilled the lesson target. The method that the researcher used in this research was experimental design. The population of this research was the tenth grade students at SMAN 2 Singingi Hilir in academic year 2019/2020, with 44 students as the sample of this research. The researcher gave test in multiple choice forms to measure the students' reading comprehension with 5 indicators of reading. The instrument that was used to collect the data consists of 15 items. All of the students were given pre-test, the test which was given before the treatments done by using Padlet, and post-test, a test that was given after the students got treatments by using Padlet.

The result question was, Is there any significant effect of using Padlet toward students' reading comprehension of recount text on tenth grade students at SMAN 2 Singingi Hilir?. In this study SPSS 22 was used to analyzed the data iin order to determine whether there was or there was not a significant different between the average score of pre-test and post-test. After calculating the data, it is found that there was a significant difference between students' reading achievement in reading comprehension thought within and without Padlet proved by the score of sig. (2-tailed)= 0.00. Furthermore, there were two hypotheses; Ho (Null Hypothesis) means there is no significant effect by using Padlet toward students' reading comprehension of recount text on tenth grade students at SMAN 2 Singingi Hilir, and Ha (Alternative Hypothesis) means there is any significant effect by using Padlet toward students' reading comprehension of recount text on tenth grade students at SMAN 2 Singingi Hilir. If sig. (2-tailed) < 0.05 null hypothesis will be rejected and alternative hypothesis will be accepted. Then if sig. (2-tailed) > 0.05 means alternative hypothesis will be rejected and null hypothesis will be accepted. The finding shows sig. (2-tailed) = 0.00, it made the null hypothesis rejected and the alternative hypothesis accepted.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF DIAGRAM	xiii
LIST OF APENDICES	xiv
CHAPTER 1 INTRODUCTION	
1.1. Background of the Problem	15
1.2. Setting of the Problem	19
1.3. Limitation of the Problem	20
1.4. Formulation of the Problem	20
1.5. Objective of the Research	21
1.6. Significance of the Research.....	21
1.7. Definition of the Key terms	22
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Relevance Theories	23
2.1.1 Reading Comprehension	23
2.1.1.1 Concept of Reading Comprehension.....	24

2.1.1.2 Purposes of Reading Comprehension.....	26
2.1.1.3 Characteristics of Reading Comprehension	26
2.1.1.4 Components of Reading Comprehension....	27
2.1.1.5 Indicators of Reading Comprehension	28
2.1.2 Recount Text.....	30
2.1.2.1 Concept of Recount Text.....	30
2.1.2.2 Purposes of Recount Text.....	30
2.1.2.3 Characteristics of Recount Text	31
2.1.3 Generic Structure on Recount Text.....	31
2.1.4 Padlet.....	31
2.1.4.1 Concept of Padlet	32
2.1.4.2 Purposes of Padlet	32
2.1.4.3 Characteristics of Padlet	33
2.1.5 Features on Padlet	33
2.1.5.1 Sign up/ Log in	33
2.1.5.2 Make a Padlet	35
2.1.5.3 Scan QR codes.....	40
2.1.5.4 Gallery	40
2.1.2.5 Search padlet	41
2.1.6 Web on Padlet.....	41
2.1.7 Teaching Reading by using Padlet.....	42

2.2 Relevance Studies	44
2.3 Conceptual Framework	46
2.4 Hypothesis.....	47
2.4.1 Ho=Null Hypothesis	47
2.4.2 Ha=Alternative Hypothesis.....	47

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design	48
3.2 Location and Time of the Research	50
3.3 Population and Sample of the Research	51
3.4 Instrument of the Research	52
3.4.1 Independent Variable (X)	54
3.4.2 Dependent Variable (Y).....	55
3.4.3 Validity of the Instrument.....	55
3.4.4 Reliability of the Instrument.....	57
3.5 Data Collection Technique	59
3.5.1 Experimental class.....	59
3.5.2 Control class	61
3.6 Data Analysis Technique.....	63

CHAPTER IV RESEARCH FINIDNGS

4.1 Data Presentation.....	65
4.2 Data Interpretation.....	69
4.3 Hypothesis Testing	71
4.4 The Mechanism of the Research	74
4.4.1 Meeting 1	74
4.4.2 Meeting 2	74
4.4.3 Meeting 3	76
4.4.4 Meeting 4	76
4.4.5 Meeting 5	77
4.4.6 Meeting 6	78
CHAPTER V. CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	79
5.2 Suggestion	80
REFERENCES.....	81
APENDICES	84

LIST OF FIGURES

Figure 2.1	33
Figure 2.2	34
Figure 2.3	34
Figure 2.4	35
Figure 2.5	35
Figure 2.6	36
Figure 2.7	36
Figure 2.8	37
Figure 2.9	37
Figure 2.10	38
Figure 2.11	38
Figure 2.12	39
Figure 2.13	39
Figure 2.14	40
Figure 2.15	40
Figure 2.16	41
Figure 2.17	46

LIST OF TABLES

Table 3.1	49
Table 3.2	50
Table 3.3	51
Table 3.4	52
Table 3.5	53
Table 3.6	54
Table 3.7	56
Table 3.8	57
Table 3.9	58
Table 3.10	63
Table 4.1	65
Table 4.2	67
Table 4.3	68
Table 4.4	70
Table 4.5	72

LIST OF DIAGRAM

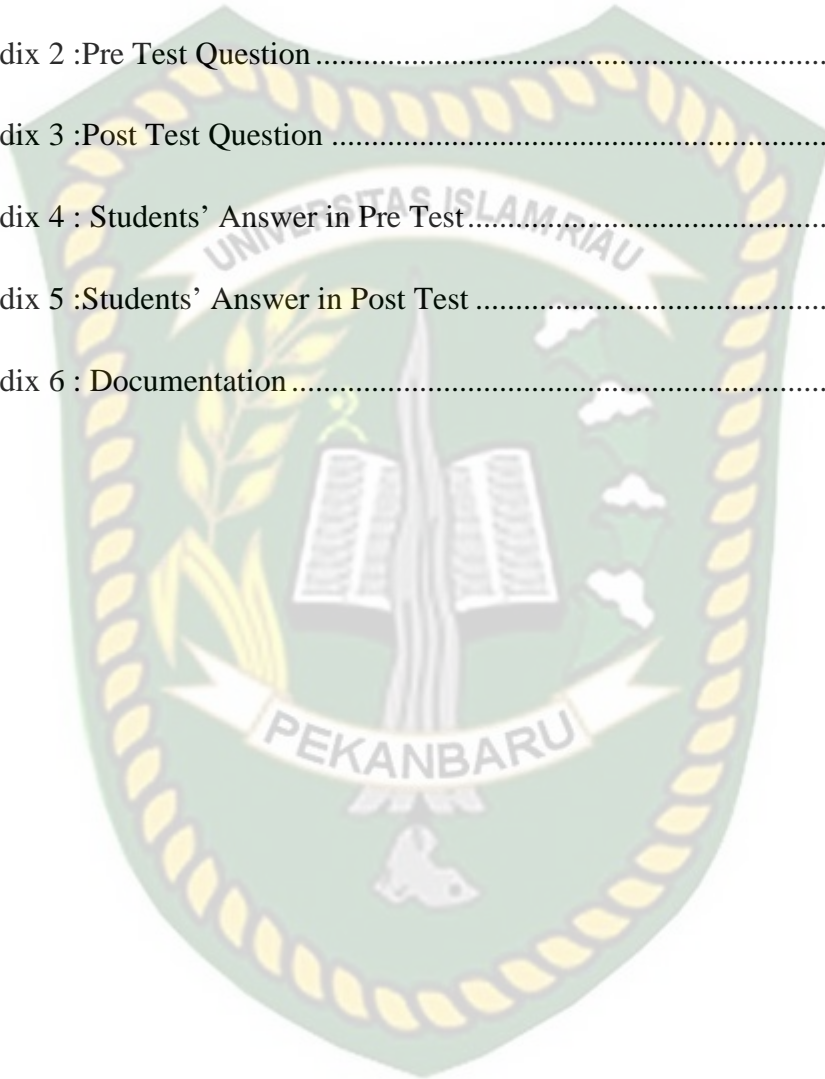
Diagram 4.1..... 71



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LIST OF APENDICES

Appendix 1 : Lesson Plan	84
Appendix 2 :Pre Test Question	142
Appendix 3 :Post Test Question	149
Appendix 4 : Students' Answer in Pre Test	157
Appendix 5 :Students' Answer in Post Test	198
Appendix 6 : Documentation	244





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CHAPTER I

INTRODUCTION

1.1 Background of the Problems

Industrial revolution 4.0 brought big impact in the world and affect people in very stages and aspect. In this era people were life around the fast improvement of technology that forces them to follow it as a native technology. One aspect that affected by this revolution is education, which was the most important thing for every people in this globalization era. Not only to gain information but also as a factor to get a better life. And the use of English is included as a part of the aspect of education that affected by the industrial revolution 4.0.

Next, the use of English is improved really much, it shown by the use of English by young people especially teenagers through the integrated of industrial revolution 4.0. In education learning English is a foundation of worldwide communication for the learner by acquiring 4 skills in English, they are speaking, listening, writing and reading. Those four skill should be understood and mastered by the learner to be able to follow the improvement of English in industrial revolution 4.0, where English is not only use for certain thing, but also in daily use.

Then, there are skills that are should be mastered to be able follow the improvement of English in this industrial revolution 4.0. One of four skills is reading, where a lot of people think this skill is easier to be learned than the three others. Whether, reading is useful to gain information for knowledge improvement. Reading is the key to learning. In this technology era, information is easy to find everywhere, whether on online or offline media. Of course to gain and collect all of that information we need to read the text that was provided, it makes a conclusion that reading is really important to be mastered to gain new knowledge from English text.

Moreover, reading has the potential to help English language learners become better readers and make improvements in other aspects of their English skill. Every English skill is related to each other that make it cannot be separated. The role of reading skill here is improving the other skill in English. For instance, to train our speaking skill we need to read the text that served information first, without reading the text it is impossible to speak up the information. The same when students are learning English, they will get the information or knowledge by reading.

Furthermore, to understanding a text, it must be use reading comprehension, which is not easy. A lot of students are able to read the text fluently without any hesitation, but it is still hard for them to comprehend and get the point or the information from the English text that they read, also it is difficult to understanding the meaning of word related to the context. That is why the students' reading comprehension is low

Based on the survey on SMAN 2 Singingi Hilir, there are some problems that was found from the students related to reading English text especially recount text. That is, students are not interested in reading English text, it is because they are still not familiar yet with this kind of text. They assume that reading text is boring because there is nothing except written word, and it makes them lazy to read English text. The students prefer to read a short sentence with picture.

Second, students still have difficulties in terms of understanding the meaning of word related to the context. Because, they are not familiar with the text concept that they read. Not only that, the lack of vocabulary also affected them in understanding the whole English text. Because of that, their reading comprehension skill is still low.

Third, the gap between the lesson target and students reading comprehension. The succesful teching and learning process is when the lesson target are fulfilled. But in this case, students reading comprehension is still low, and the low reading comprehension skill makes the lesson target are not reached. It means that the students are fail in reaching the lesson target that must be obtained.

From the observation that has been done in SMAN 2 Singingi Hilir, the condition of the school really supports the teaching and learning process of English. It can be seen from the completeness of facilities at the school, which can be an advantage for the teacher. But the teachers do not utilize the function of the facilities maximally, it reduce the possibility for students' interest in teaching and learning process. In this case, teacher only use Power Point media in the class by using some devices, such as laptop and projector.

Then as teachers, we have a challenge to make the teaching and learning process more interest for students, that is why teacher need to try other technique or media that relate to teaching reading and improve students reading comprehension rather than give them printed English text that is they did not have interest in. To make them interest, teacher can use different type of media. Because of the use of different media in teaching build students' curiosity and interest to learn. And using technology in media is one way that can help teacher in teaching and learning process.

This time the students that we encounter are born on the technology era, technology already becomes their need in daily activities. Because of that, as a teacher we need to fit in the technology and use it as our supporting part in the use of media for teaching. For instance, using Padlet application in teaching reading, Padlet application provides a free, multimedia friendly wall which can be used to encourage real-time, whole-class participation and assessment. If you have ever led an in-class activity where you have asked students to write ideas on sticky notes and then place their sticky notes on a big piece of paper or wall in order to collect ideas from the whole class, Beth Fuchs (2014) stated that Padlet provides the similar experience online It means that this media is simple and not wasteful application to teaching reading comprehension for students.

Through the explanation about problems that was found by the researcher that is, students are not interested, felling difficult, and the unfulfilled lesson target, the researcher tried to use Padlet application in teaching reading in order to give

learning media that is different and integrated with technology to the students, then the students will more into the teaching and learning process.

Based on the reasons that already mentioned, the researcher wants to conduct an experimental research in reading comprehension entitled:

The Effect of Padlet toward Students' Reading Comprehension of Recount Text on Tenth Grade Students at SMA N 2 Singingi Hilir.

1.2 Setting of the Problems

Based on the background of the problems, there is some problem as follow:

First, students are not interested in reading English text, they still think that reading an English text is boring and it is not interesting at all, especially the text that have more length. The more the texts are the more they feel bored and not understand the aim or information in the text. They prefer to read short sentence with picture that entertaining them.

Second, because of their low reading comprehension skill, students are feeling difficult to understand and get information from the text that they read, especially Recount text. They cannot identify the orientation, events, and reorientation from a recount text, and the students still hard to find out the meaning of several words related to the context of the text. They also not familiar with the text context that makes them cannot understand and get information from the whole text.

Third, the gap between the lesson target with the students' reading comprehension, which are students have to acquire recount text in the aspect of getting information from the generic structure, which are orientation (provides information about whom, where and when), event (telling what happened, present event in temporal sequence, usually recounted in chronological order), re-orientation (optional-closure events, rounds off the sequence of events) and the language features of recount text. While in the reality the students are not master on those aspects. It means that the lesson target are not fulfilled.

1.3 Limitation of the Problems

Based on the setting of the problem, it shows that there are three problems of students in reading comprehension. In this research the limit is on students' difficulties in reading comprehension on recount text. And the limit of the problems to be addressed in this research is how to find informations and identify the generic structure and language features of recount text, to help the students' problem the researcher use Padlet on students reading comprehension of recount text.

1.4 Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem is: Is there any significant effect of using Padlet toward students' reading comprehension of recount text on tenth grade students at SMAN 2 Singingi Hilir?

1.5 Objective of the Research

Based on the formulation of the Problem, it shows that the objective of this research is to find out the effect of using Padlet toward students' reading comprehension of recount text on tenth grade students of SMAN 2 Singingi Hilir.

1.6 Significance of the Research

This research is intended to give input and contribution in helping the students to fix up their problem in reading comprehension especially on recount text, and giving some important information for teachers about the use of media in teaching and learning reading comprehension for students also giving references for other further researchers.

1.7 Definition of Key Terms

To avoid misunderstanding and misinterpretation in reading this research, the researcher serves the definition of terms as following:

1. Reading Comprehension Skill

Reading comprehension skill means the ability of the reader to process information from text, and understanding its meaning base on the context.

2. Recount Text

Recount text is a text which retells events or experiences in the past, with purpose is either to inform or to entertain the audience.

3. Padlet

Padlet is a place that enable someone to create a wall, where the author can add files, links, videos, and more, its also allows the user to create various forms of content using their Padlet account, while in traditional way, it is like making sticky note and patch it on a wall, Padlet serving the same features also more things that we would not experience in traditional way.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

To strengthen the study, the researcher serves several theories that are related to the study. It is about media that teacher able to use in the classroom, understanding about the concept of reading comprehension and recount text. There are six points of relevance theories, they are reading comprehension, recount text, generic structure of recount text, Padlet, features on Padlet, and web on Padlet,. The theories that are mentioned will help the readers in understanding this study.

2.1.1 Reading Comprehension

In order to gain information from printed text or visual information, there is an ability to get it, it is reading. Grabe and Stoller (2013) stated that, reading is the ability to draw meaning from the printed page and interpret this information appropriately. For more information about reading and reading comprehension, researcher serves theories to make the readers familiar with the topic. There are concept of reading, purpose of reading comprehension, components of reading comprehension and indicator of reading comprehension.

2.1.1.1 Concept of Reading Comprehension

In 2006, Flynn and Stainthorp stated that Reading is an ability to decode and comprehend the languages that is thus unlocked,. The most common reason someone reading a text is because they want to gain information and understanding the meaning by comprehend the text, and the reason they read will lead them to their purpose. Then, in order to understanding a text, the readers will use their reading ability to connect the text with their knowledge, including reading skill, vocabulary and their previous knowledge.

Reading can become a source of learning and enjoyment, which was really useful for every learner, because it was one of four languages skill that have to be acquired and mastered in teaching and learning process. As a source of learning, reading can help learners learn new and vocabulary grammar that can encourage them to learn more and continue with their language study, because it helps the learners to establish previously learned vocabulary and grammar. Reading helps language learning by providing the important learning condition of repetition, Nation (2014).

Furthermore, the learners able to learn a language through what they hear and read, readers will process the information from reading text, because reading is one of receptive skill. According to Linse (2005), “reading uses set of skills which involve making sense and deriving meaning from printed words. Moreover, the readers’ reading skill, cognitive skills and the knowledge of the word will work to gets message from the text by combining some symbol which has meaning”(p.69).

In reading activity, there is explicit information which is visual information that can be found on the page combined with the nonvisual information or implicit information that was contained in our head to create meaning. From that way, as what is on the page is important on our head in the process of creating meaning. In line with the statement, Jhonson (2008) stated that reading integrates visual and nonvisual information. Also Moreillon (2007) stated that reading is an activity in making meaning from printed words and visual information. And becoming a good reader, it must take their ability to pronounce words and to comprehend symbols and then make the words and symbols having a meaning.

In 2010 Khoiriyah stated that, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purpose. In line with Catherin (2002) that stated reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language

From those statements above, it can conclude that reading comprehension is an activity of gaining information from a text, also an interactive and thinking process of transferring printed words into particular meaning to deliver certain message between the writer and the reader. Not as simple as what people think, it needs complex process to construct meaning. The readers also need to uses their knowledge, skills and strategies in order to determine what the meaning is. And the researcher believes that reading is a complex process from visual decoding, existing and mental process.

2.1.1.2 Purposes of Reading Comprehension

In 2004 Sadoski stated that here are two types purpose of reading:

1. Affective (developing positive attitudes toward reading, and developing personal interest and tastes in reading).
2. Cognitive. (Developing the use of reading as a tool to solve problem, and developing the fundamental competencies of reading art succeeding higher levers of independence).

2.1.1.3 Characteristics of Reading Comprehension

In 2004) Sadoski stated that there are three characteristic of reading comprehension that converted in the shape of level:

1. The Literal Level

Literal level is the level that involves literal comprehension, interpreting the author's words in a given sentence in a way that has meaning to us, but without considering and weighting the implications of any interpretation we may have. Literal level is context determines word meaning to a great extent.

2. Inferential level

Inferential level or interpretive level is the level of comprehending what is implied but not explicitly stated. It means that we carry meaning into a text rather than draw into.

3. Critical level

Critical, applied, or appreciative level involves assessing and judging the value of what is read. Reading critically can be seen as a conversation with an author, talking back to an author in our imagination.

2.1.1.4 Components of Reading Comprehension

There are three components in reading comprehension, (Catherine: 2002)

1. The reader who is doing the comprehending

To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2. The text that is to be comprehend

The features of the text have large effect on comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that is important for comprehension.

3. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity, all which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing the text involves decoding the text,

higher level linguistic and semantic processing, and self-monitoring for comprehension.

These three dimensions (reader, text, activity) define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements.

2.1.1.5 Indicators of Reading Comprehension

According to Nuttall in Alderson (2000) there are five aspects of reading, which the students should understand to comprehend a text well. They are determining main idea, finding specific information, reference, inference, and vocabulary. Therefore, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

1. Main idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants the reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph. The example of finding main idea can be illustrated into a question as follows: what words state the main idea of the text.

2. Specific Information

Supporting or specific information develops the topic sentence by giving definition, examples, fact comparison, analogy, cause and effect statistics and

quotation. The question of finding supporting detail is as follows: who is the character of the text?

3. References

References are words or phrases used either before or after the references in the reading material. When such words are used, they are signals to the reader to find the meaning in the text. The following question is the example:” They are found on every continent except Antarctica...” (Paragraph 1, line 4) the word “they” refers to...etc.

4. Inference

An inference is an educational guess or prediction about something unknown based on available fact and information. The reader will be able to do this by making use of the context in which the word occurred in order to give him an idea of the meaning. The question containing inference meaning can be: what is the purpose of this text?

5. Vocabulary

Vocabulary is stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to product utterances for ending. The question consisting vocabulary aspect can be drawn as follows: “... that make flight difficult or impossible.” (Paragraph 2, line 11) the antonym of the underlined word is... “The underline word is the antonym of...etc.

2.1.2 Recount Text

Recount text is written out to make report about an experience of a series of related event. In order to know more about what s recount text, the researcher serves some theories to make the reader more familiar with it. For example, concept of recount text, purpose of recount text, characteristic of recount text and generic structure of recount text.

2.1.2.1 Concept of Recount Text

In 2014, Saragih, Silalahi and Pardede stated that recount is written out to make report about an experience of a series of related event. A recount is written out to inform an event or to entertain people also to telling an incident in the past. Recount basically written based on personal experience of the author, but also can written based on imagination or outside the writer experience, Emilia, Ardiasih and Riyanti (2019). In conclusion recount text is a text that written to tell past event or entertaining people, whether personal experience or imaginative thinking of the author.

2.1.2.2 Purposes of Recount Text

In 2015Azhar stated that the social purpose of recount text is reconstruct past experience by retelling events in original sequence. In line with Emilia, Ardiasih and Riyanti (2019) that recount text is retelling what happened and involved with the author personal interpretation. In conclusion recount text is generally based on the direct experience of the author but also be imaginative or outside the author's experience, in other words, recount text retells events or experience in the past.

2.1.2.3 Characteristics of Recount Text

In 2008, Boardman stated language features that is usually found in a recount text, are, using nouns and pronouns to identify people, animal or things involved, using past action verbs to refer the events, past tense to located events in relation to speakers' or researchers time, conjunctions and time connectives to sequence the event, adverb and adverbial phrases to indicate place and time and adjectives to describe noun.

2.1.3 Generic Structure on Recount Text

Recount text consists of *orientation, events, and re-orientation*. In orientation we will found the background information of the event. At the middle of the text, we can see some events that the writer wants to talked about. Then in re-orientation it will describe the conclusion of the story and what the writer felt when it happened. The text is written by using past tense because it tells about past events Hafizh and Siswita (2014).

2.1.4 Padlet

Padlet is space that can be reached by using an application also web based, where the administrator can add files, links, videos, and more. It allows the user to create various forms of content using their Padlet account. To make the readers more understand about what is Padlet application, the researcher mentioning several important information that relate to this topic. That are about the concept of Padlet application, purpose of Padlet application, characteristic of Padlet

application, and the last is procedures of Padlet application. This information also to make the readers familiar with what is Padlet application and how it works.

2.1.4.1 Concept of Padlet

Padlet is a free Web 2.0 application that provides a virtual wall and collaborative space accessible from any internet-enabled devices Fisher (2017). This toll serves benefits for it users even without having an account. Users can create unlimited walls, invite others to collaborate on their walls, customize and set privacy on their Padlet merely by using a free account, Fiester & Green (2016). Not only that users can also add links, images, text, documents and video files in their wall and move them freely like sticky notes on the wall. Sign up for an account will be beneficial for teachers so they can manage their classroom interaction and performance. With internet-enable devices such as smartphone, tablet and computer with internet connection students can learn through Padlet anywhere and anytime. Students also able to share their works on Facebook, Google+, e-mail or even embedded the URL into their blog, Wood (2016).

2.1.4.2 Purposes of Padlet

Padlet is a free online mind tool that can be used for creation, presentation, and collaboration. Padlet affords virtual “walls” where you can place media for projects that other may view and edit (<https://padlet.com/support/tour>). With Padlet, you can enhance collaboration in the classroom by posting and sharing ideas on a virtual wall.

2.1.4.3 Characteristics of Padlet

Padlet has several characteristic which make it different from other application.

1. Add post with one click, copy paste, or drag and drop. This all able to be done when making a wall.
2. Works the way your mind works-with sight, sound, and touch. Because, we designing the wall by ourselves.
3. Simple link sharing allows for quick collaboration.

2.1.5 Features on Padlet

Padlet serve several features that enable the user to design their own wall. More explanation explained bellow by pictures that taken from PDST (2016).

2.1.5.1 Sign Up/ Log In



Figure 2.1 Log In/ Sign Up Button



Figure 2.2 Log In Form

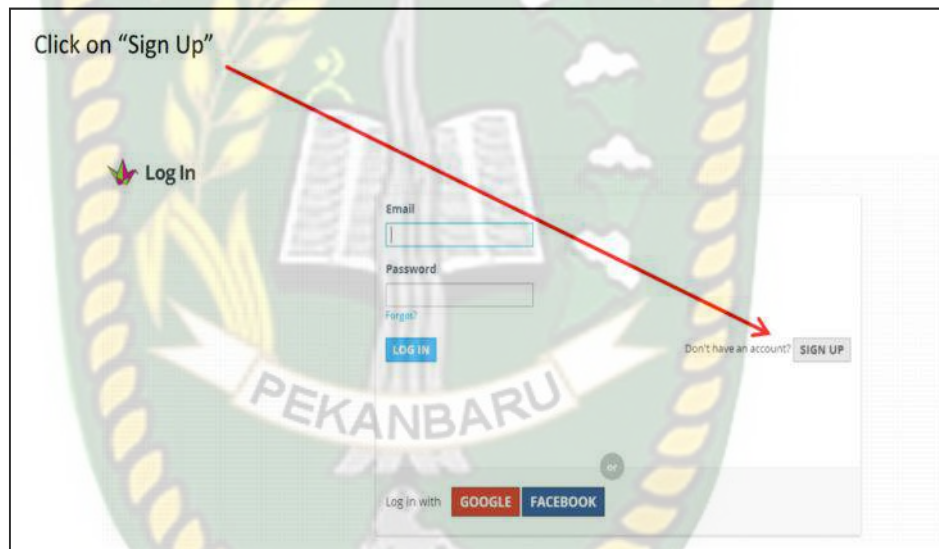


Figure 2.3 Sign Up Form

2.1.5.2 Make a Padlet

1. Build a wall



Figure 2.4 Build a Wall

2. Modifying wall

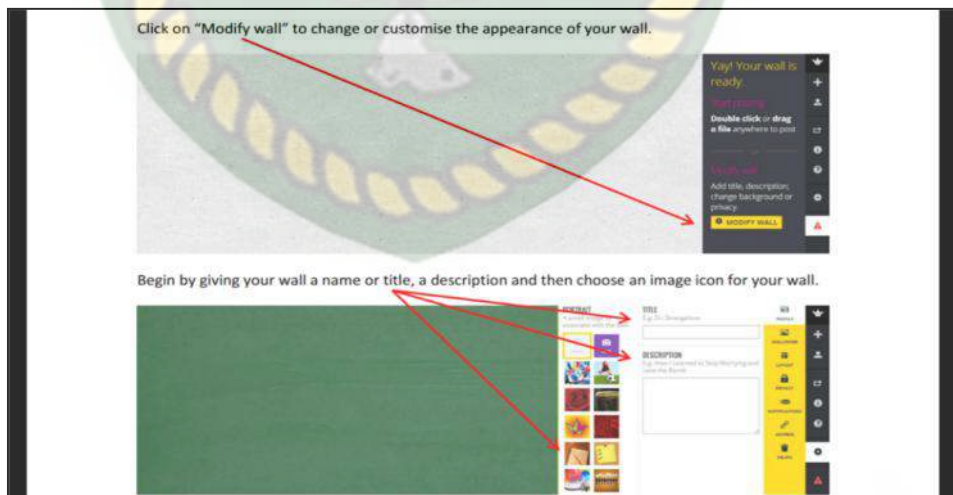


Figure 2.5 Modify Wall Button

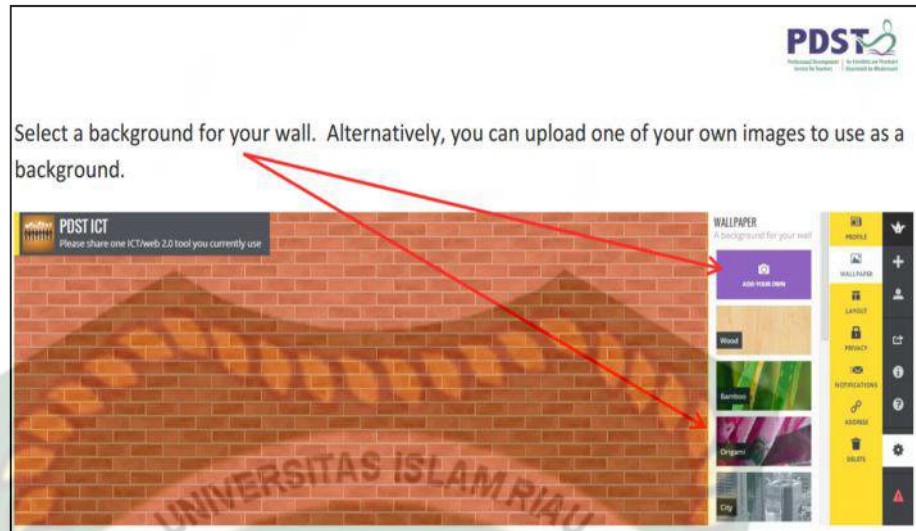


Figure 2.6 Select a Wallpaper Button

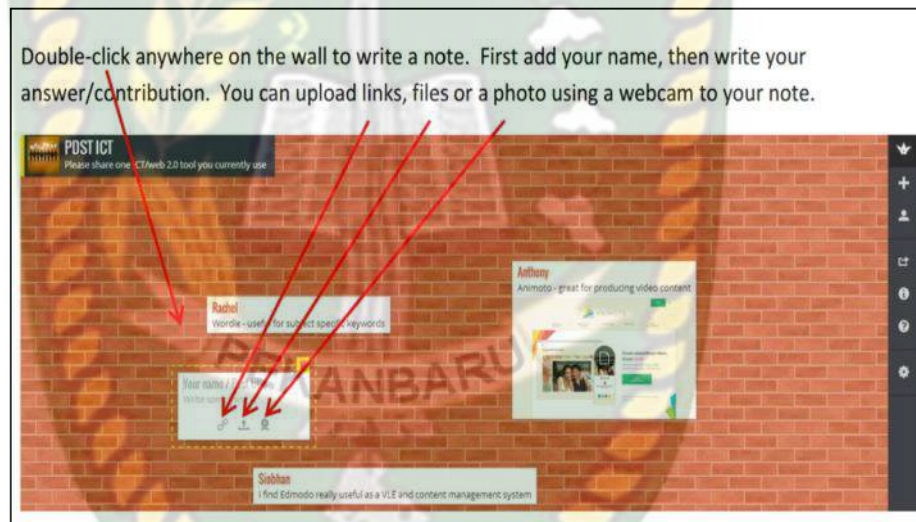


Figure 2.7 Write a Note on the Wall

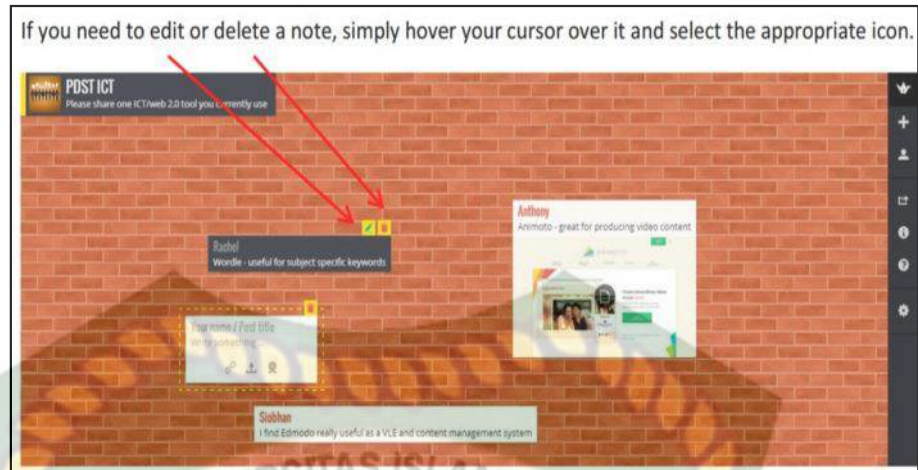


Figure 2.8 Edit or Delete Button



Figure 2.9 Change Format Button

3. Setting the privacy

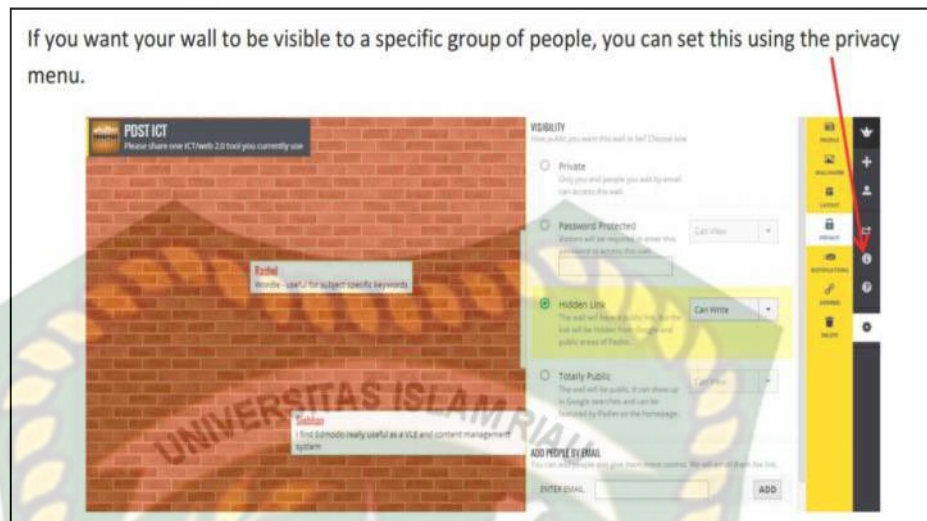


Figure 2.10 Setting the Privacy

4. Seeing the preview before posting

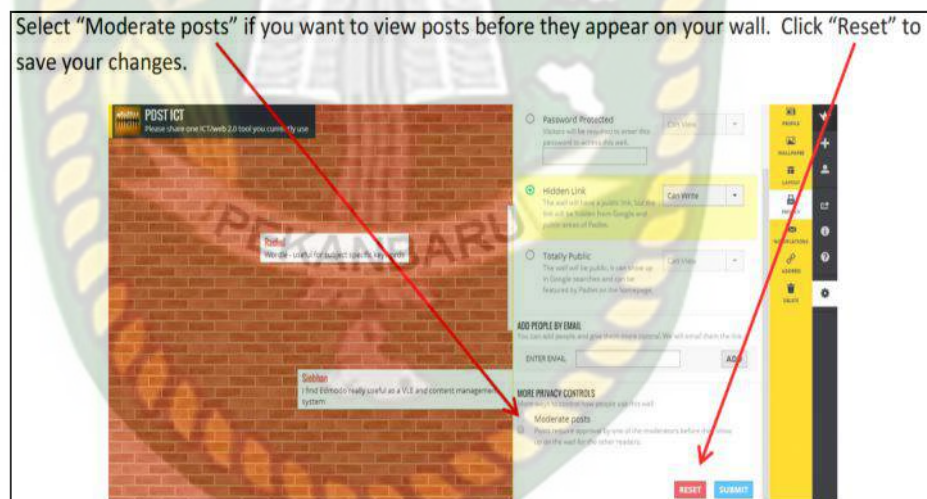


Figure 2.11 Seeing the Preview before Posting

5. Changing URL

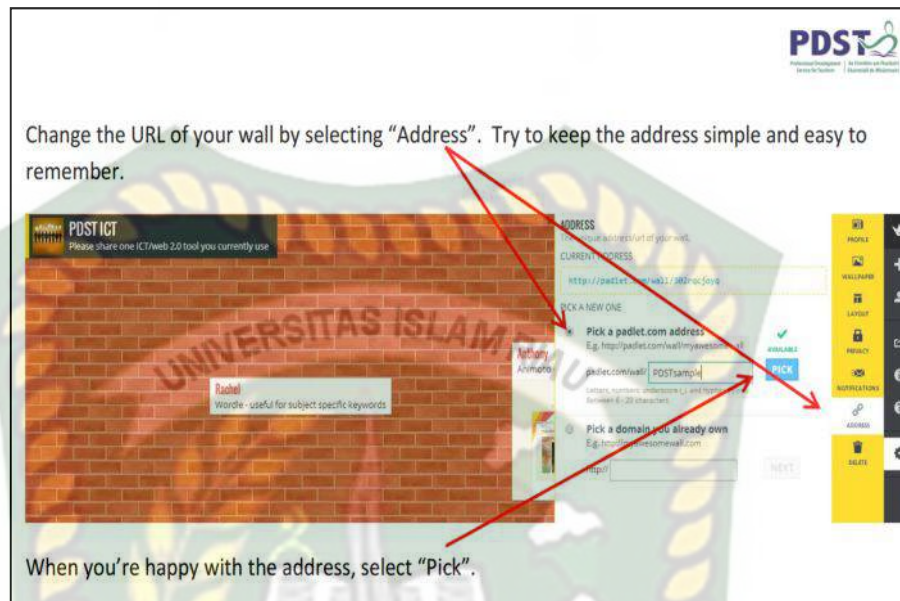


Figure 2.12 Changing URL

6. Sharing

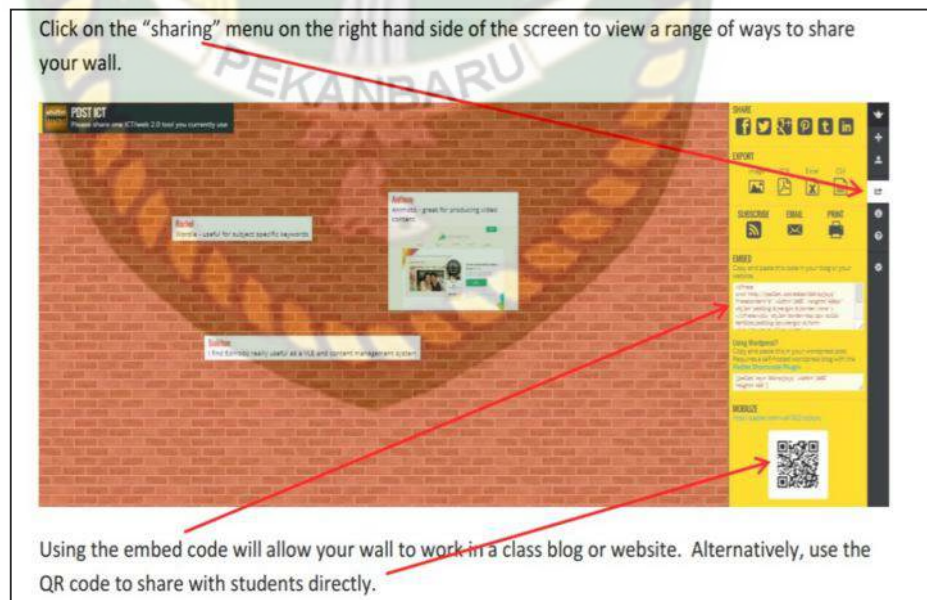


Figure 2.13 Sharing

2.1.5.3 Scan QR Codes

This features use to search a padlet wall from other people by using QR code or URL. Picture source: Padlet.com

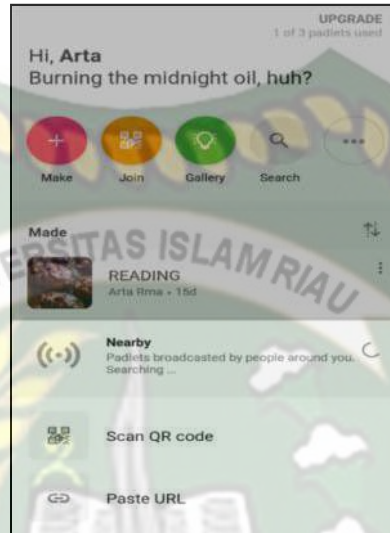


Figure 2.14 Scan QR Codes

2.1.5.4 Gallery

This features used to look for several wall that made by padlet users base on the theme. Picture source: Padlet.com

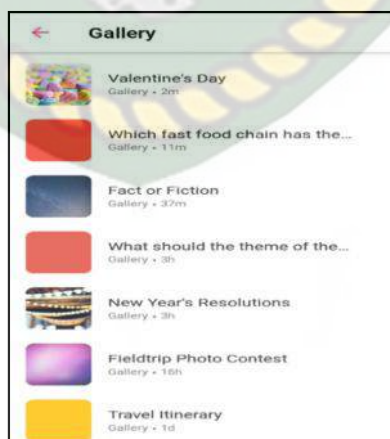


Figure 2.15 Gallery

2.1.5.5 Search Padlet

This features used to look for several wall that made by padlet user base on the name of the Padlet user or the title of the Padlet wall. Picture source: Padlet.com

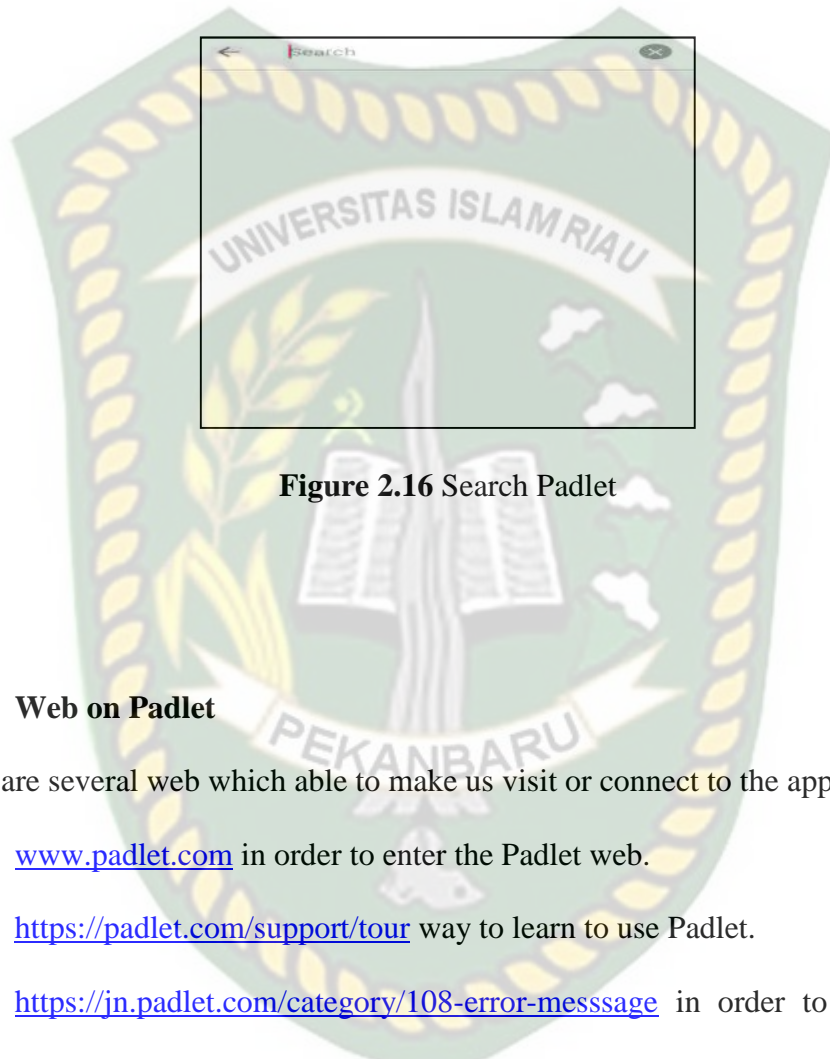


Figure 2.16 Search Padlet

2.1.6 Web on Padlet

There are several web which able to make us visit or connect to the app.

1. www.padlet.com in order to enter the Padlet web.
2. <https://padlet.com/support/tour> way to learn to use Padlet.
3. <https://jn.padlet.com/category/108-error-messsage> in order to check out Padlet's helpful Troubleshooting Guide.
4. <https://padlet.com/gallery> to check out the Padlet gallery.

2.1.7 Teaching Reading by using Padlet

The use of Padlet in the research, brought efficiency and other benefits, so the researcher used it, by collaborated it with KWL strategy in learning process. Shelly (1997:234) asserts that the K-W-L strategy is designed in a three-column Format, requires students first to list what they have already **known** about a topic (Calling attention to prior knowledge) second, to write what they **would like to Know** about a topic (tapping student interest and providing purpose for reading) and third, after reading and discussion, to list what they **learned** and would still like to learn (making connections between questions asked and information encountered). That's why the researcher used Padlet collaborated with KWL strategy, because in Padlet there a feature to post something (text, picture, document, link, video, etc.) in it. When the KWL strategy is being used, the students can post the result of their thinking from every steps of KWL strategy in Padlet.

(Dieu: 2016) stated that KWL strategy used in teaching reading is done in such a way. On the K-W part, teachers need to activate students schema relating to the topic of the text and find out what they know and want to know by doing: First are the straightforward brainstorming of what student knows about the topic for reading, and record whatever students volunteer tell about the topic, then eliciting it by making some question to relate students to the content of the text then students discuss the answer of the questions or modeling 1 or 2 examples from the information that have already generated, then students begin to think of categories that can be added to the list, or having students to read similar articles

(help them to build a background knowledge). Second, students find out what they don't know, and what they want to know by highlight their disagreements and gaps in information and help the students raise questions that focus their attention and energize their reading, preview the article (text) to discern the match between students' expectations and the actual construction of the article, note difficult or unclear sections for students, provide students some keywords and some new grammar points to help them read the text to find out the answer for their questions then ask the students to make some example using new grammar points, students skim to find the structure of the text and the main idea of every paragraph of part. And for the L step: First, teacher ask the students about what the students have learned and still need to learn, by asking students to do whole text summary and report. Second, adding more information about the main features in the text. And also give students suggestion for further reading.

Next, along with the explanation from some experts, the researcher did the teaching reading by using Padlet along with KWL strategy in some steps:

- a. On (K) part of the strategy, in order to know students' prior knowledge about related topic, the researcher did brainstorming by asking what students know about the topic, by stimulating them by showing some pictures that related to the reading topic. Then, the researcher collect all the answer from volunteer about the topic, and make a conclusion about that, then eliciting it into some question that relate to the topic to make students figure out the topic. After that students write and post all information that they have gathered from the brainstorming section in Padlet wall.

- b. On (W) part, the researcher give an article related to the topic, to make students having background information about the topic. Then, ask the students to highlight the unclear information and make a list of questions about things that they want to know about the related topic to raise their curiosity and post it on Padlet wall. Next, the researcher provides some keywords and grammar point to help students to find out the answer for their questions. And ask the students to deliver their answer and the researcher evaluates it. After that, students asked to skim the related article to find out the generic structure, main idea, and language features of the text.
- c. On (L) step, the researcher ask the students about what they have been learned by asking them to make summary or report. Last the researcher adds more information, to add students' knowledge and post it on the Padlet wall.

2.2 Relevance studies

Research on Padlet has conducted by some experts. They observed the implementation of Padlet in language teaching and its result. First, the effect of mall strategy integrated with Padlet towards students' reading comprehension (2019) written by I Gede Yoga Prastya from Universitas Pendidikan Ganesha, Indonesia. The researcher investigating the significant difference in students reading comprehension between students taught using MALL strategy integrated with Padlet and students taught using conventional teaching strategy. The result of this research is there was a significant different on students' reading comprehension between students taught by using MALL strategy integrated with

Padlet and students taught by using conventional teaching strategy in tenth grade students in SMA N 4 Singaraja.

Second, fostering college students' critical reading skill through Padlet application (2018), Vina Nurviani, Suryakencana University, Indonesia. In this research, the researcher examines the effectiveness of Padlet application as an instructional media in fostering college students critical reading skill in higher education. The result of this research is it is show that the implementation of the Padlet application had fostered college students' critical reading skill significantly and the implementation of Padlet in critical reading makes students active learners because it is learning by doing.

The differences among this research and a research that conducted by I Gede also Vina Nurviani is, this research intend to find out significant effect for the learners by using Padlet in teaching reading comprehension on recount text, and integrated with KWL strategy which is one of template in Padlet. It means, this research using upgraded Padlet advantages. Padlet is expected to give positive effect for the learners, especially in reading. This is an opportunity for teachers to attempt using Padlet for their teaching media.

2.3 Conceptual framework

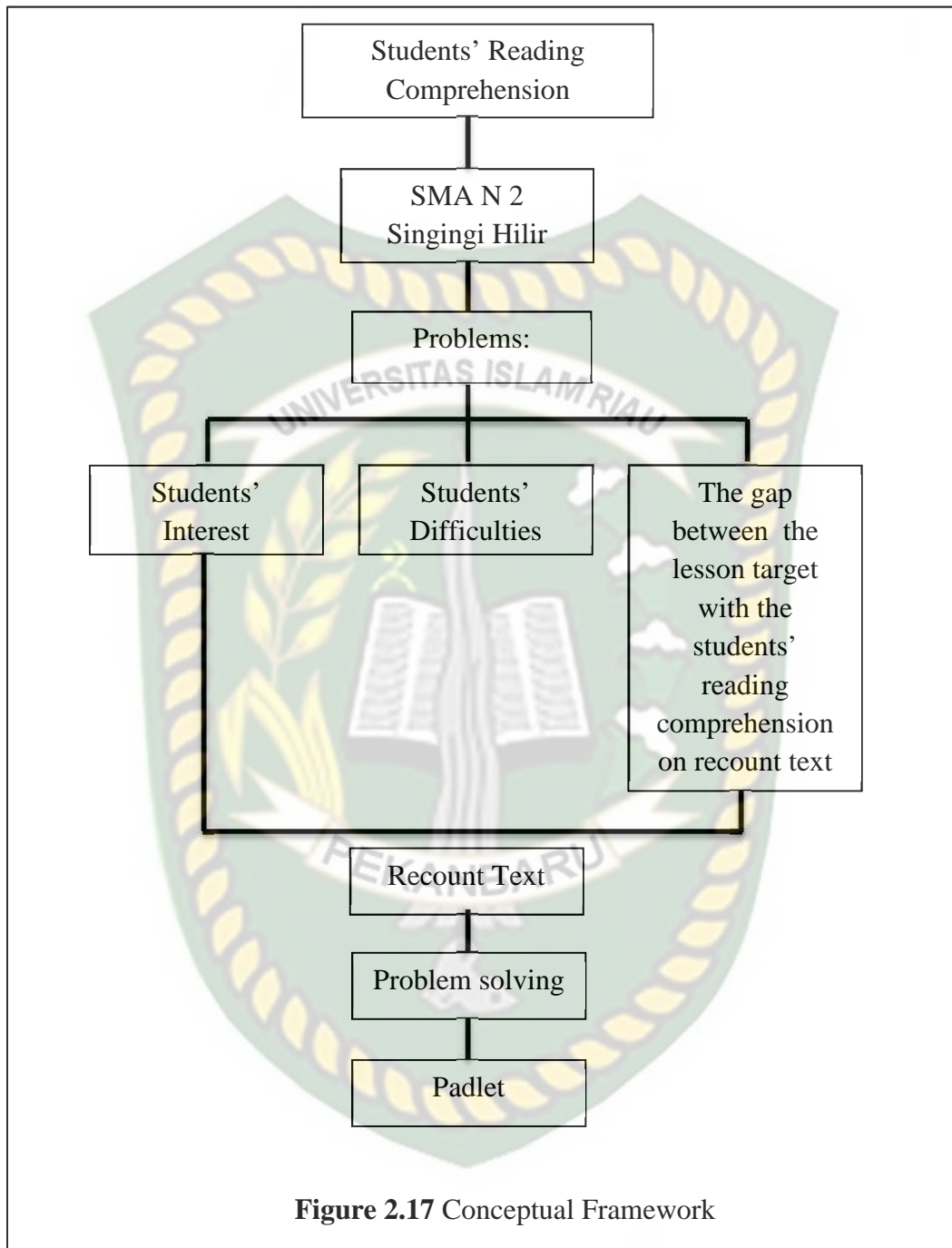


Figure 2.17 Conceptual Framework

2.4 Hypothesis

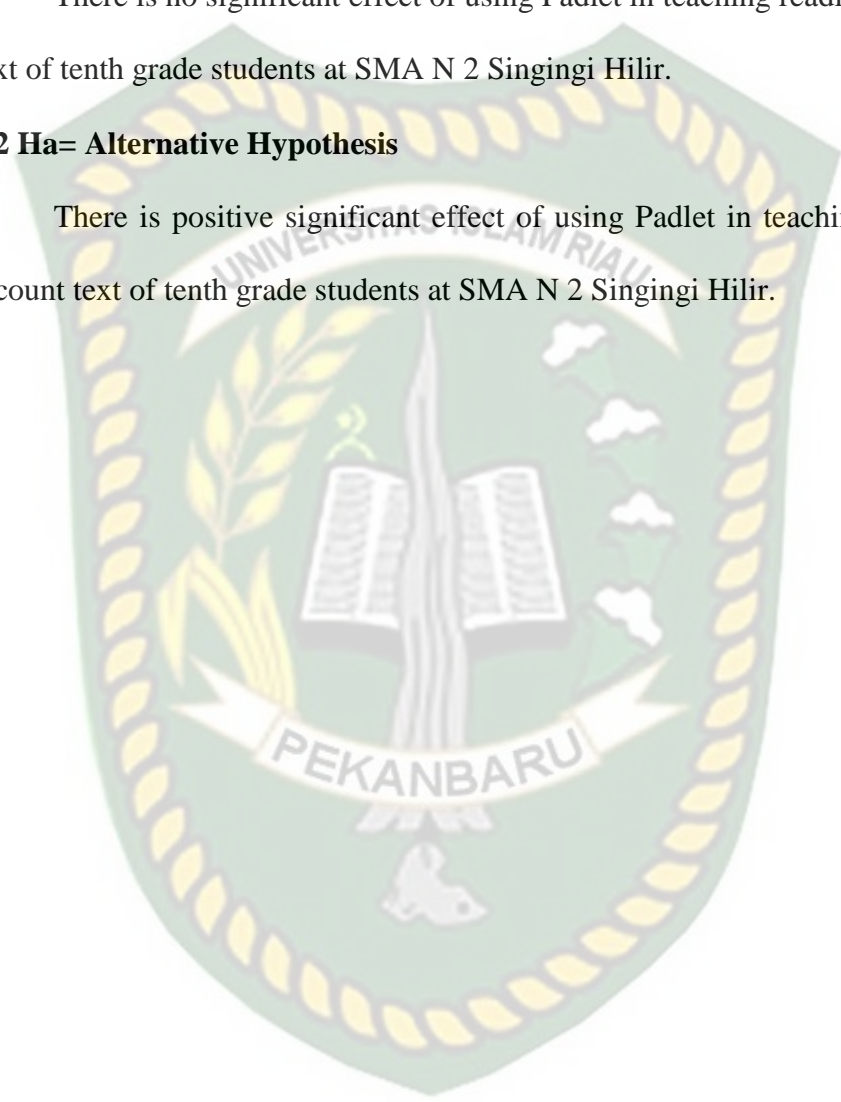
There is significant effect of using Padlet in teaching reading recount text.

2.4.1 Ho= Null Hypothesis

There is no significant effect of using Padlet in teaching reading recount text of tenth grade students at SMA N 2 Singingi Hilir.

2.4.2 Ha= Alternative Hypothesis

There is positive significant effect of using Padlet in teaching reading recount text of tenth grade students at SMA N 2 Singingi Hilir.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting this research, quantitative approach will be used, which is experimental research. In 2014 Creswell stated that experimental research seeks to determine if a specific treatment influences an outcome of dependent variable. These include *true experiments* design and *quasi experiments*. The design of this experimental research is true experimental design, which the sample taken by using cluster sampling technique.

There will two variables: independent variable (variable X) and dependent variable (variable Y). This research was intended to identify cause and effect between both variables. In this case Padlet was used as the independent variable to know whether it influences dependent variable or not and students reading comprehension skill as the dependent variable.

The design of this research will using true experimental design (pre-test and post-test control group design), where the experiment class was given treatment by using Padlet and the control class was not. This research conducted within 6 meetings.

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
X (experiment class)	T1	X	T2
X (control class)	T1	0	T2

Note:

T1 : The Pre-test

T2 : The Post-test

X : Treatment

0 : No treatment

After giving treatment to the experimental students by using Padlet, the score of students analyzed by statistical analysis. It aimed to know whether there were any or not significant difference of using Padlet in teaching reading comprehension skill.

3.2 Location and Time of the Research

The research conducted on May up to June 2020 and the location research was at SMA N 2 Singingi Hilir. The schedule of this research as follow:

Table 3.2 Location and Time of the Research

No	Activity	Date	Topic/ Title
1	Pre-test	May 13, 2020	Taking Pre-test
2	Treatment 1	June 6, 2020	Abdulrachman Saleh
3	Treatment 2	June 23,2020	Pacu Jalur
4	Treatment 3	June 24, 2020	Keith Campbell
5	Treatment 4	June 25, 2020	Perahu Bagaduang
6	Post-test	June 26, 2020	Taking Post-test

3.3 Population and Sample of the Research

3.3.1 Population of the Research

The population of this research was the first year students at SMA N 2 Singingi Hilir. The population of this research consisted of four classes within science and social class. There were two classes of science and two classes of social. There were 89 students from four classes.

Table 3.3 Population of the Research

No	Classes	Population
1	X SCIENCE 1	22 students
2	X SCIENCE 2	22 students
3	X SOCIAL 1	22 students
4	X SOCIAL 2	23 students
	TOTAL	89 students

3.3.2 Sample of the Research

Because of the number of population was huge, sampling technique was applied. Sampling is the process of choosing actual data sources from a larger set of possibilities, Tavakoli (2012). In this case cluster sampling used for the research. In cluster sampling, intact groups, not individuals are randomly selected. Any location within which we find an intact group of population members with similar characteristic is a cluster, Gay (2012).

In this research, two classes from total population of four classes were selected. They were 22 (students) in experimental class and 22 (students) in control class, total 64 students to be included as sample based on the reason: 1.intended to improve students reading comprehension skill, 2. promoting Padlet as a model in teaching learning.

The specification of the research sample could be seen on the table below:

Table 3.4 Sample of the Research

Class	Sample
XSCIENCE 1	22 Students
X SCIENCE 2	22 Students
Total	44 students

3.4 Instrument of the Research

In order to get data for the research, the researcher need to use instruments. The research instruments used in this study was a reading test. The researcher gives Pre-test and Post-test to the students, both Pre-test and Post-test were given by the same material and specific goals, but given in different times. In this test, students use technological media which is Padlet application or web based to help students reading comprehension.

3.4.1 Pre Test

Table 3.5 Blue Print of Pre Test

No	Type	Topic	Indicator	Item
1	Historical recount	Raudhatul Jannah Mosque	Finding Main Idea	1
			Specific information	1
			Reference	1
			Inference	1
2	Biographical recount	Michael Faraday	Inference	1
			Specific information	1
			Finding Main Idea	1
			Vocabulary	1
3	Biographical recount	Picasso	Reference	1
			Vocabulary	1
			Inference	1
4	Biographical recount	Galileo Galilei	Finding Main Idea	1
			Specific information	1
			Reference	1
			Vocabulary	1

1.4.2 Post Test

Table 3.6 Blue Print of Post Test

No	Type	Topic	Indicator	Item
1	Historical recount	Randai	Inference	1
			Reference	1
			Specific information	1
			Vocabulary	1
2	Biographical recount	Charles Robert Darwin	Specific information	1
			Reference	1
			Finding Main Idea	1
			Inference	1
3	Biographical recount	Alfred Bernhard Nobel	Reference	1
			Finding Main Idea	1
			Vocabulary	
4	Historical recount	Kuantan Singingi	Finding Main Idea	1
			Specific information	1
			Inference	1
			Vocabulary	1

1.4.3 Independent Variable (X)

Independent Variable is variable that influence other variable. According to (Tavakoli:2012) the independent variable is a variable which is selected, systematically manipulated, and measured by the researcher, implicitly, independent variable is the variable that we think causes a change in the other variable. In this research the independent variable is Padlet.

3.4.4 Dependent Variable (Y)

Dependent Variable is variables that are affected by the existence or treatment of independent variables. The dependent variable is a variable that are the conditions or characteristic that appear, disappear, or change as the experimenter introduces, removes, or changes the independents variables, (Tavakoli: 2012). In this research dependent variable is Student's Reading Comprehension.

3.4.5 Validity of the Instrument

Validity is perhaps better defined as the extent, to which a test can be shown to produce data, (Weir: 2005). To find out whether the instrument is valid or not must be done through a review of the test grid to ensure that the test questions are representative of the entire content or material that should be controlled proportionally.

The basis for taking the validity using pearson

The comparison of r value and r table

1. If the score of r value $>$ r table = Valid
2. If the score of r value $<$ r table = Not Valid

The score of r value with N=20 on significance 5 % on statistic distribution of r table score, so it found that the score of r table was 0.444.

Table 3.7 The Distribution of r table

N	The Level of Significance	
	5%	1%
3	0.997	0.999
4	0.950	0.990
5	0.878	0.959
6	0.811	0.917
7	0.754	0.874
8	0.707	0.834
9	0.666	0.798
10	0.632	0.765
11	0.602	0.735
12	0.576	0.708
13	0.553	0.684
14	0.532	0.661
15	0.514	0.641
16	0.497	0.623
17	0.482	0.606
18	0.468	0.590
19	0.456	0.575
20	0.444	0.561

Table 3.8 The Comparison of r table and r value

Question item	r table	r value	Validity
1	0.444	0.504	Valid
2	0.444	0.530	Valid
3	0.444	0.465	Valid
4	0.444	0.646	Valid
5	0.444	0.504	Valid
6	0.444	0.465	Valid
7	0.444	0.608	Valid
8	0.444	0.637	Valid
9	0.444	0.814	Valid
10	0.444	0.637	Valid
11	0.444	0.465	Valid
12	0.444	0.468	Valid
13	0.444	0.458	Valid
14	0.444	0.525	Valid
15	0.444	0.497	Valid

Table 3.8 shows the comparison between the r table and the r value, the r table is 0.444, it is the r table for N=20 (number of participant) with significance 5%. For decision making, If the score of r value $>$ r table it can be declared that the question item is Valid, meanwhile if the score of r value $<$ r table, it can be declared that the question item is Not Valid. Based on statistic correlation result it shows that question item number 1 until 15 are valid, because the r value are higher than 0.444.

3.4.6 Reliability of the instrument

Reliability is the degree, to which a test consistently measures whatever it is measuring, Gay (2012). A data is declaring reliable when examined by different researchers the same data is obtained, also when done in the same time obtained the same data.

In 2014, V. Wiratna Sujarweni stated that the reliability test can be carried out jointly on all items or question items in the questionnaire. The basis for decision making in the reliability test is as follow:

1. If the Cronbach's Alpha value is >0.60 then the questionnaire is declared reliable or consistent
2. Meanwhile, if the Cronbach's Alpha value is <0.60 then the questionnaire is declared unreliable or inconsistent

Table 3.9 Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
.834	15

From table 3.9 it shows the reliability statistic of the instruments. It can be seen that the Cronbach's Alpha value is 0.834. For decision making, if the Cronbach's Alpha value is > 0.60 then the instruments are reliable and consistent. Meanwhile if the Cronbach's Alpha value is < 0.60 then the instruments are unreliable and inconsistent. Based on the reliability statistic result, the Cronbach's Alpha value is 0.834, it means that the Cronbach's Alpha is > 0.60 . It shows that the Cronbach's Alpha is higher than 0.60 and the instruments are reliable and consistent.

3.5 Data Collection Technique

The data collected by some test. First, to analyze the students' prior knowledge about reading skill, Pre-test given before the students get some treatments. Second, the students were asked to read and learn material by using

Padlet as a treatment. In order to help and develop the students' reading performance, there were some text which contained recount text and some question related to the material. Third, to know if there is any significant progress from the students after some treatments, Post-test was given. Last the result from the Pre-test and Post-test were compared statically, in order to know the effect of Padlet toward students' reading comprehension of recount text on tenth grade students of SMA N 2 Singingi Hilir.

3.5.1 Experimental class

1. Pre-test

Pre-test is the beginning of the research. The purpose is to find out the students' prior knowledge before treatment done, and the score of this Pre-test will be a data of the research. There were 15 questions pre-test in multiple choice form that relate to recount text.

2. Treatment

The treatment given to the students in the experimental class after the pre-test taken. The treatment was learning reading recount text through Padlet application/web. In this research, there were 4 treatments for experimental class. The first treatment was conducted after the pre-test, with material *Abdulrachman Saleh* by using KWL strategy. In the beginning of the class teacher and students was pray together, next teacher and students was doing warming up, such as greeting and giving motivation. Then, teacher was ask the students to open Padlet in their smartpone, after that students were

posting things that they know, what they want to know, and what they have learned about the material on the KWL chart in a sequence time, and last teacher and students were having small discussion and giving feedback each others.

Second treatment was conducted on the third meeting, which is after first treatment. The activity in this treatment is similar with the first treatment and *Pacu Jalur* is the material and using KWL strategy. In the begining of the class teacher and students was pray together, next teacher and students doing warming up, such as greeting and giving motivation. Then, teacher asked the students to open Padlet in their smartphone, after that students were posting things that they know, what they want to know, and what they have learned about the material on the KWL chart in a sequence time, and last teacher and students were having small discussion and giving feedback each others.

The third treatment conducted on the fourth meeting, after the second treatment done with material *Keith Campbell* and using KWL strategy and the activities in this treatment still similar with the first and second treatment. In the begining of the class teacher and students pray together, next teacher and students doing warming up, such as greeting and giving motivation. Then, teacher ask the students to open Padlet in their smartphone, after that students posting things that they know, what they want to know, and what they have learned about the material on the KWL chart in a sequence time, and last teacher and students were having small discussion and giving feedback each others.

And the last treatment conducted on the fifth meeting, with *Perahu Baganduang* as the material with the same strategy that is KWL and same activities like on first, second, and third treatment. In the beginning of the class teacher and students praying together, next teacher and students doing warming up, such as greeting and giving motivation. Then, teacher ask the students to open Padlet in their smartphone, after that students posting things that they know, what they want to know, and what they have learned about the material on the KWL chart in a sequence time, and last teacher and students were having small discussion and giving feedback each others. All the treatment was conducted by using Padlet application/web.

3. Post-test

Post-test was conducted after all of treatment done. There were 15 questions that relate to recount text in multiple choice forms for the students. And the score was compared with the Pre-test score.

3.5.2 Control class

1. Pre-test

Pre-test is the beginning of the research. The purpose is to find out the students' prior knowledge before treatment done, and the score of this Pre-test

was a data of the research. There were 15 questions pre-test in multiple choice forms that relate to recount text.

2. Treatment

As a control class there is no treatment using Padlet application/web in learning reading in recount text for this class, there also 4 treatments for control class. The first treatment conducted after the pre-test, with material *Abdulrachman Saleh*. Second treatment will be conduct on the third meeting, which is after first treatment, and *Pacu Jalur* is the material. The third treatment conducted on the forth meeting, after the second treatment done with material *Keith Campbell*. And the last treatment conducted on the fifth meeting, with *Perahu Baganduang* as the material.

The material were taught by using manual teaching process, not using Padlet application/web. In the begining of the class teacher and students pray together, next teacher and students doing warming up, such as greeting and giving motivation. Then, teacher ask the students to open their book about topic recount text, and then the students read the material. Next teacher ask the students about view things that relate to recount text and material, continued with having a discussion. And then teacher ask the student if they have a question. And ended with giving feedback each others and greeting.

3. Post-test

Post-test was conducted after all manual teaching process done. There also 15 questions that relate to recount text in multiple choice form for the students in control class. And the score were compared with the Pre-test score.

And after all the data collected, the data was analyzed after all the result of the test was obtained by using SPSS 22.

Table 3.10 The Classification of Student's Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

(Adopted from Arikunto 2009:223)

3.6 Data Analysis Technique

To analyzed the data, statistical analysis used after presenting the class by using Padlet. In order to know if the result was statistically significant, the data was analyzed by using SPSS 22.

CHAPTER IV

RESEARCH FINDING

This chapter was purposed to present the data of the significant effect of using Padlet toward students reading comprehension. The data was obtained from students' pre-test and post test score in experimental research. Pre-test and post-test used recount text which was contained some indicator of reading comprehension. The test was used to find out the effect of using Padlet for reading comprehension.

When conducted this research, the students were given two kinds of test which was pre-test and post-test also treatment. Pre-test was a test that we done before using Padlet, it was given on the first step and also on the first meeting. Then, treatment was given on the second meeting until fifth meeting which was using Padlet, and the last meeting was the post test, post-test was a test that given to the students after they having treatment by using Padlet, that was aimed to know there is any significant effect of using Padlet toward students' reading comprehension or not. Based on the result, the score from pre-test and post-test would compared. The explanation about finding the data could be found in the following information.

4.1 Data Presentation

The data was obtained from score on the pre-test and post-test. The tenth science grade students of SMAN 2 Singingi Hilir were asked to answer 15 questions of recount text in multiple choices. The answer would be determined their reading comprehension.

4.1.1 Data Presentation in Pre test

Pre -test was conducted on the first step of the first meeting. It would be evaluate their prior knowledge in reading especially reading comprehension.

Table 4.1 Students Score in Pre Test

NO	Number of Students	Aspect of Reading Comprehension					Total Score	Level of Students Score
		FMI	SI	I	R	V		
1	1	3	3	2	1	2	73.3	Good
2	2	3	3	1	1	2	66.6	Good
3	3	2	3	1	1	2	60	Enough
4	4	2	1	3	2	2	66.6	Good
5	5	2	2	2	2	3	73.3	Good
6	6	3	3	1	3	2	80	Very Good
7	7	3	3	2	1	2	73.3	Good
8	8	3	3	2	1	3	73.3	Good
9	9	1	1	1	2	1	40	Less
10	10	2	1	2	1	1	46.6	Less
11	11	2	2	1	2	1	53.3	Less
12	12	2	3	2	2	1	66.6	Good
13	13	2	1	3	2	2	66.6	Good
14	14	3	2	1	1	2	60	Enough
15	15	3	3	2	1	1	66.6	Good
16	16	3	2	2	1	1	60	Enough
17	17	1	3	2	3	1	66.6	Good
18	18	2	2	3	1	2	66.6	Good
19	19	3	2	1	1	2	60	Enough
20	20	3	3	2	1	2	73.3	Good
21	21	2	1	2	2	2	60	Enough

22	22	3	3	2	1	2	73.3	Good
Total		56	53	43	36	42	1425.9	
Average		2.45	2.4	1.95	1.63	1.90	64.8	Enough

Table 4.1 shows the score of the students on the pre-test. The average score was 64.8, and it could be said that the students reading comprehension was enough in average. From the table, it could be seen that 1 students got very good score, 13 students got good score, 5 students got enough score, and 3 students got less score. It means that almost a half of the students' reading comprehension is still low and it can be a serious problem.

4.1.2 Data Presentation in Post Test

After pre-test was given to students and treatments were carried out to assist students for their reading comprehension, post-test was the last steps in this research. The students' score in post-test could be seen in the following information.

Table 4.2 Students Score in Post Test

NO	Number of Students	Aspect of Reading Comprehension					Total Score	Level of Students Score
		FMI	SI	I	R	V		
1	1	3	3	3	2	2	86.6	Very Good
2	2	3	2	2	2	2	73.3	Good
3	3	2	3	2	2	2	73.3	Good
4	4	3	3	2	1	2	73.3	Good
5	5	2	3	2	2	3	80	Very Good
6	6	3	3	2	3	2	86.6	Very Good
7	7	3	3	2	1	3	80	Good
8	8	3	3	3	2	2	86.6	Very Good
9	9	2	3	1	1	2	60	Enough
10	10	2	3	2	1	2	66.6	Good
11	11	2	3	2	1	2	66.6	Good
12	12	3	3	1	2	2	73.3	Good
13	13	2	3	2	3	3	86.6	Very Good
14	14	3	3	2	2	2	80	Very Good
15	15	3	3	2	2	3	86.6	Very Good
16	16	2	3	2	1	2	66.6	Good
17	17	2	2	3	3	3	86.6	Very Good
18	18	3	3	2	2	2	80	Very Good
19	19	2	3	2	1	2	66.6	Good
20	20	2	3	3	2	2	80	Very Good
21	21	3	3	2	2	3	86.6	Very Good
22	22	2	3	2	3	3	86.6	Very Good
Total		58	64	49	44	54	1712.4	
Average		2.63	2.9	2.22	2	24.5	77.8	Good

Table 4.2 shows the score of the students on the post test. The average score was 77.8, and it could be said that the students reading comprehension was good in average. From the table, it could be seen that 12 students got very good score, 9 students got good score, and only 1 student got enough score. It means that almost all the students got better score on post-test than the pre-test.

Table 4.3 Increasing of Each Indicator

No	Indicators	Pre Test	Post Test	Increasing
1	Finding Main Idea	2.45	2.63	0.18
2	Finding Specific Information	2.4	2.9	0.5
3	Finding Inference	1.95	2.22	0.27
4	Identifying Reference,	1.63	2	0.37
5	Finding Vocabulary in Context	1.90	2.45	0.55

Table 4.3 shows the increasing of students' score in average between pre-test and post-test. From the table it could be seen that the average score in each indicators were different in pre-test and post- test. The average score in pre-test, for finding main idea it was 2.54, finding specific information was 2.4, finding inference was 1.95, identifying reference was 1.63, and finding vocabulary in context was 1.90. This result shows their prior knowledge in reading comprehension, which was obtained before the treatments done.

After getting the treatments, there were increasing on average score for each indicators in post-test. From the table, it shows that the average score for finding main idea was 2.63, finding specific information was 2.9, finding inference was 2.22, identifying reference was 2, and finding vocabulary in context was 2,45, in other words each indicators were increased. So, it could conclude that, students got improvement after learning by using Padlet.

4.2 Data Interpretation

From the data, the total score on pre-test was 1425.9 with average score 64.8. Furthermore, after giving some treatments, students were given post-test, and the total score was 1712.4 with average score 77.8. The increasing between pre-test and post-test was 13. This evidence will refer to the increasing toward students' reading comprehension after using Padlet for their learning process in classroom.

4.2.1 Finding Main Idea, Finding Specific Information, Finding Inference, Identifying Reference, Finding Vocabulary in Context in Pre Test.

In this case, indicators of reading comprehension get a different score with the highest indicator were 56 with average 2.54 which is finding main idea. Next finding specific information indicator was on the second position with total 53 and average 2.4, followed by finding inference indicator with total 43 and average 1.95, then finding vocabulary in context indicator with total 42 and average 1.90, and the last is identifying reference indicator with total 36 and average 1.63.

4.2.2 Finding Main Idea, Finding Specific Information, Finding Inference, Identifying Reference, Finding Vocabulary in Context in Post Test.

After the students having treatments, the researcher was taking post-test. In post-test, the most highest indicator is finding specific information, it was 64 in total with average 2.9, followed by finding main idea indicator with total 58 and average 2.63, then finding vocabulary in context indicator with total 54 and

average 2.45, next finding inference indicator with total 49 and average 2.22, and the last is identifying reference with total 44 and average 2.

4.3 Hypothesis Testing

From the calculation of the data presentation, it was known any increasing score from pre-test until post-test. The score of students' test could be seen in the following information.

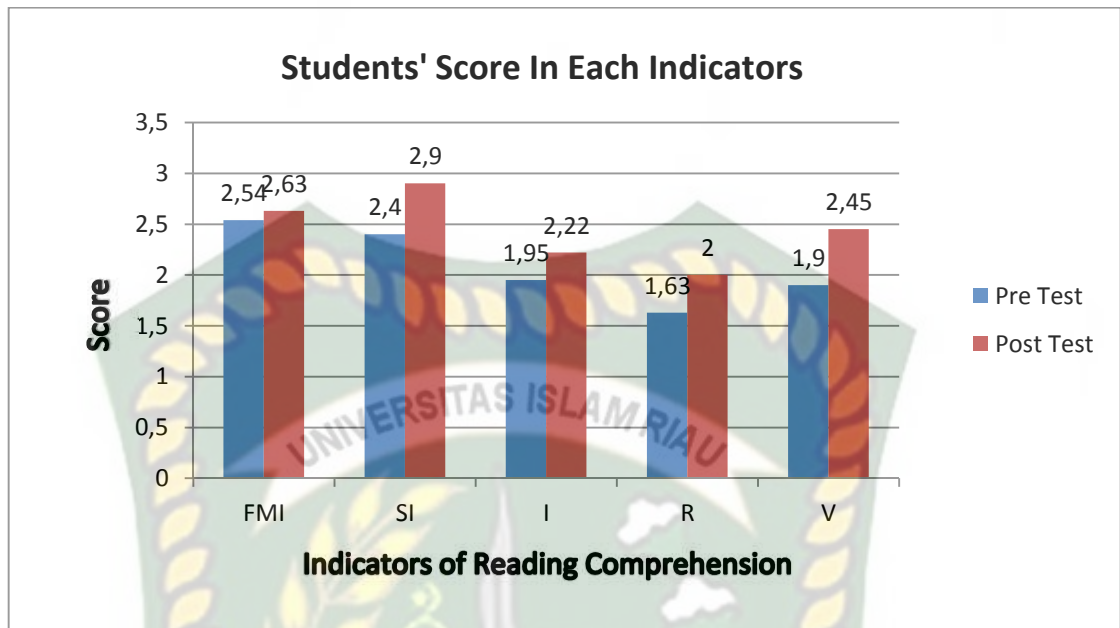
Table 4.4 Students' Score in Average Level

No	Test	Average	Level
1	Pre Test	64.8	Enough
2	Post Test	77.8	Good

Table 4.4 shows the students score in average level between pre-test and post-test. It could be seen that, on pre-test, the finding score was 64.8 with score level enough. This average score shows the students' prior knowledge in reading comprehension, and it was obtained before the students got treatments.

Furthermore, in post-test there was any increasing. The students' average score was 77.8 with score level good. It was obtained after the students got treatments by using Padlet, which means that the students got improvement in learning reading comprehension by using Padlet.

Diagram 4.1 The Increasing of Pre Test and Post Test.



From the diagram 4.1, it shows the increasing of pre-test and post-test average score in each indicator. From the diagram, it can conclude that there is an increasing from the students' average score after using Padlet in their reading activity.

Table 4.5 One Sample Test

	Test Value = 86.6					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	-10.797	21	.000	-21.7864	-25.983	-17.590
posttest	-4.795	21	.000	-8.76364	-12.5645	-4.9627

Table 4.5 shows the one-sample test score from pre-test and post-test. It used to find out which hypothesis can be accepted or rejected. Through pre-test and post test result, the t-test value is obtained based on the sig. tailed score. From the table it can be seen that the sig. (2-tailed) = 0.00

As we know, in this research there are two hypotheses; Ho (Null Hypothesis) means there is no significant effect by using Padlet toward students' reading comprehension of recount text on tenth grade students at SMAN 2 Singingi Hilir, and Ha (Alternative Hypothesis) means, there is any significant effect by using Padlet toward students' reading comprehension of recount text on tenth grade students at SMAN 2 Singingi Hilir.

For decision making, if sig. (2-tailed) < 0.05 null hypothesis will be rejected and alternative hypothesis will be accepted. Then, if sig. (2-tailed) > 0.05, alternative hypothesis will be rejected and null hypothesis will be accepted. Based on the one-sample test in statistic, the result from sig. (2-tailed) is 0.00, it means alternative hypothesis accepted and it can conclude that there is any significant effect by using Padlet toward students' reading comprehension of recount text on tenth grade students at SMAN 2 Singingi Hilir.

4.4 The Mechanism of the Research

In this part, it was explaining about teaching and learning process by using Padlet in pandemic era where schools closed by the government related to the virus that happening, the researcher cannot conduct the research directly, therefore researcher conduct online learning by using what's app group class for communication and Padlet for material section on experimental class. It explained the researcher activities during conduct the data from the first meeting until sixth meeting. It was described as follow.

4.4.1 Meeting 1

The first meeting was conducted in May 13rd, 2020. In this meeting the researcher was introducing herself to the students through what's app group communication. After introduction, the researcher was explained the learning process to the students. Next, the researcher taking pre-test by giving the link of the test to the students. The pre-test consists of 15 questions about recount text in multiple choice forms on Google form. After taking pre-test, the researcher ask some question about recount text in order to review what the teacher have been taught shortly before, also introduces Padlet to the students briefly.

4.4.2 Meeting 2

The second meeting was the first treatment. The first treatment was in June, 6th 2020. In early minutes the researcher checks the students' attendance to know the students name and who's not online on the group, the researcher also giving some motivation to the students and brief introduction about the learning

process. After that, the researcher asked the students to access the Padlet wall by giving them a link. The material on the first meeting was recount text with title Abdulrachman Saleh.

In whilst teaching, the researcher asked the students to look up their Padlet, there was a picture that relate to the material and the student asked to guess the topic of the material in order to stimulate them to understand the topic, also to know their basic knowledge about the title topic. The researcher asked the students about what they know about the picture, and write down it on Padlet wall on the first column (K part of the chart). Next, the researcher having small discussion with the students about what they have wrote on the Padlet wall. The researchers also ask the students were there any question or difficult information that they cannot understand relate to the topic. After that the researcher gives a text that relates to the topic through what's app and asked the students to understanding it.

Then, the researcher asked the students about what they want to know or difficult information related to the topic material also and asked them to write it on the Padlet wall second column (W part of the chart). Next, the researcher and the students were having discussion about the material that the students cannot understand by questioning and serving answer. Lastly, the researcher ask the students to summarizing all the information that they already get from the beginning until the end, and wrote it on Padlet wall last column (L part of the chart) after their summary checked.

In the end of meeting the researcher gave feedback and making conclusion about the lesson in that day, and closed the class by greeting.

4.4.3 Meeting 3

The third meeting was the second treatment. The second treatment was in June, 23rd 2020. In early minutes the researcher checks the students' attendance to know the students name and who's not online on the group, the researcher also giving some motivation to the students and brief introduction about the learning process. After that, the researcher asked the students to access the Padlet wall by giving them a link. The material on the second meeting was recount text with title Pacu Jalur.

It was not different from the previous meeting, the students were asked to access Padlet by gave them link. On the Padlet wall there was a picture and KWL chart (column) that should filling by the students related to the material for that day. And in the end of meeting the researcher gave feedback and making conclusion about the lesson in that day, and closed the class by greeting.

4.4.4 Meeting 4

The fourth meeting was the third treatment. The third treatment was in June, 24th 2020. In early minutes the researcher checks the students' attendance to know the students name and who's not online on the group, the researcher also giving some motivation to the students and brief introduction about the learning process. After that, the researcher asked the students to access the Padlet wall by giving them a link. The material on the third meeting was recount text with title Keith Campbell.

It was same with the previous meeting, the students were asked to access Padlet by gave them link. On the Padlet wall there was a picture and KWL chart (column) that should filling by the students related to the material for that day. And in the end of meeting the researcher gave feedback and making conclusion about the lesson in that day, and closed the class by greeting.

4.4.5 Meeting 5

The fifth meeting was the fourth treatment. The fifth treatment was in June, 25th 2020. In early minutes the researcher checks the students' attendance to know the students name and who's not online on the group, the researcher also giving some motivation to the students and brief introduction about the learning process. After that, the researcher asked the students to access the Padlet wall by giving them a link. The material on the fifth meeting was recount text with title Perahu Baganduang.

It was not different from the previous meeting, the students were asked to access Padlet by gave them link. On the Padlet wall there was a picture and KWL chart (column) that should filling by the students related to the material for that day. And in the end of meeting the researcher gave feedback and making conclusion about the lesson in that day, and closed the class by greeting.

4.4.6 Meeting 6

The sixth meeting was the last meeting for the researcher. The last meeting was conducted on June 26th 2020. The researcher was explained the learning process to the students. Next the researcher taking post-test by giving the link of the test to the students. The post-test consists of 15 questions about recount text in multiple choice forms on Google form. The purpose of post-test was to know the significant effect of Padlet toward students' reading comprehension. After taking post-test, the researcher say thank you to the students because gave the researcher time and opportunity to conduct the research in their class, and then closed the class by greeting.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the theoretical, reading using Padlet can help students to improve their reading comprehension. Students can read text as well as their skill in comprehending. It also can increase their ability to understand overall the text. By using Padlet, students able to read the material that teacher have made and they can opened this application whether by installing the app or access it by web base. It also encourages teachers to integrate technology and education in their learning process.

Moreover, the result of the analysis showed the improvement of students reading comprehension after getting treatment by using Padlet. It can be conclude that Padlet can be one of innovation for improving reading comprehension. Then, the conclusion was students become more interest and active in teaching and learning process.

5.2 Suggestion

Related to the conclusion and suggestion, here the suggestion can be given as follows:

1. Teacher
 - a. Teachers at SMAN 2 Singingi Hilir should continue the learning process by using Padlet, to make learning process more interesting and active.
 - b. Teachers can be more creative to make their material in learning process.
2. Students
 - a. The students should keep using Padlet, since it will ease them to access the material relate with the learning context.
 - b. The students can use Padlet to getting more knowledge to increase their understanding to comprehend the text.
3. Further Researcher

This research expected will give significant contribution for the further researcher who will be interested in carrying out the research as similar topic of discussion. The writer hopes that Padlet can get further researcher in order to promote Padlet in teaching and learning process. It includes every subject at school.

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