

**CREATING HTML5 PACKAGE (H5P) CONTENT FOR EFL:
ENHANCING STUDENTS READING COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of
Requirement for the degree of Sarjana
Pendidikan (S.Pd.) English Education
Program*

By:

SARMADIANNA MAULANA HUTABARAT

NPM: 1902050012



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

MEDAN

2023



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Sarmadianna Maulana Hutabarat
NPM : 1902050012
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Creating HTML5 Package (H5P) Content for EFL: Enhancing Students Reading Comprehension

Sudah layak di sidangkan

Medan, 11 Juli 2023

Disetujui oleh:

Pembimbing

Yusriati, SS., M.Hum.

Diketahui oleh:

Dekan

Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 28 Agustus 2023, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Sarmadianna Maulana Hutabarat
NPM : 1902050012
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Creating HTML5 Package (H5P) Content for EFL: Enhancing Students' Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua

PANITIA PELAKSANA

Dra. Hj. Syamsununnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.

ANGGOTA PENGUJI:

1. Dr. Bambang Nur Alamsyah Lubis, M.Hum.
2. Yenni Hasnah, S.Pd., M.Hum.
3. Yusriati, S.S., M.Hum.

1.

3.

2.

ABSTRACT

Sarmadianna Maulana Hutabarat. 1902050012. Creating HTML5 Package (H5P) Content for EFL: Enhancing Students Reading Comprehension. Skripsi. English Education Department Faculty of Teacher Training and Education University Muhammadiyah Sumatera Utara. 2023.

This research was conducted using the Classroom Action Research (CAR) method which was carried out to describe the application of HTML5 Package (H5P) Content to enhancing reading comprehension of first grade students at Madrasah Aliyah Swasta Manduamas . The Classroom Action Research Method (CAR) is a method used to solve students' problems in learning English, especially reading comprehension. The Kemmis and Mc Taggart design used in this study which consisted of four stages: planning, action, observation, and reflection on each cycle. To support the research results, two types of data were collected: Qualitative data obtained from observation, teacher and student interviews. As for quantitative data, data from tests: pre-test and post-test. Furthermore, the data were analyzed descriptively and statistically to determine the end result of applying the H5P content to the student learning process in Classroom Action Research (CAR). The results of this study indicate that creating HTML5 Package (H5P) content for teaching reading said to be effective and can help students improve reading comprehension. Student responses indicated that students were interested in learning English because students found the activity interesting. Simultaneously, student achievement obtained from the pre-test and post-test showed a significant increase. The average score of the pre-test students was 20.88 while the average score of the first cycle post-test students was 61.32 and the second cycle post-test was 80.88. From these results it can be concluded that teaching reading with HTML5 Package (H5P) content is effective and can improve students' reading comprehension.

Keywords: *HTML5 Package (H5P) Content , Enhancing, Reading Comprehension*

ACKNOWLEDGEMENTS



Assallamu'alaikum Wr, Wb

In the name of Allah, the Beneficent, the Merciful. All praises be to Allah, lord of the world who has given the Mercy and Blessing upon the researcher in completing this “Skripsi”. Peace and salutation be upon the prophet Muhammad, his family and his followers. The writer would like to thank profusely my beloved parents (Habasaran Hutabarat and Hasrawaty Hutagalung) who always supported and encouraged me when I could not live my life from the rigors of the overseas world. Who never stops giving affection with love, always providing motivation and giving advice through flowing tears. Who calls every day and asks how the researcher is doing.

This research is entitled " Creating HTML5 Package (H5P) Content for EFL: Enhancing students Reading Comprehension" In writing this research, there are many obstacles that the researcher faces and without the guidance of the following people, it is impossible for the researcher to complete this research. Therefore, the researcher would like to thank those who have provided guidance, enthusiasm, love, and support in completing this research, they are :

1. Prof. Dr. Agussani, M.AP, as the Rector of the Muhammadiyah University of North Sumatera.
2. Dra. Hj Syamsuyurnita, M.Pd as the dean of the faculty of Teacher Training and Education, Muhammadiyah University of North Sumatera.
3. Dr. Hj Dewi Kesuma Nasution, S.S, M.Hum, as the first deputy dean of the Faculty

of Teacher Training and Education, Muhammadiyah University of North Sumatera.

4. Yusriati, S.S., M.Hum as advisor who is patient and very helpful in the completion of this research.
5. Mr. Pirman Ginting, S.Pd , M.Hum and Mrs. Rita Harisma, S.Pd, M.Hum, the Head and Secretary of English Department in Faculty of Teacher Training and Education.
6. Erlindawaty, S.Pd, M.Pd as the academic supervisor.
7. Muhammad Arifin, S.Pd, M.Pd, as the head library of Muhammadiyah University North Sumatera.
8. All Lectures of English Education Study Program, Faculty of Teacher Training and Education Muhammadiyah University of Sumatera Utara who have provided the helps and administrative supports to researcher so far.
9. Sarmadianni Maulina Hutabarat. S.Pd, Fransyah Hardianto Hutabarat, Habbas Duputura Hutabarat, Okta Handayani Hutabarat, My beloved brothers and sisters who always give motivation and enthusiasm in completing this thesis.
10. Sadikun Tumanggor, S.Ag and the entire extended family of Madrasah Aliyah Swasta Manduamas who have allowed researcher to conduct research at school.
11. To a man named Sarifuddin Simatupang, thank you for being the home i have been looking for. Thank you for contributing a lot in spending your time, energy and thoughts to me and always being patient with me. Thank you for being a part of my journey until now. Hopefully in the future we can improve what was lacking yesterday and add what is needed. Keep being a home for me and hopefully our promises and hopes will be delivered with the permission of Allah swt.

12. Friends in arms and her best friend, Ratih Amara, Sunggara, Juriah, Sulistyani, Ardiansyah Putra and all maroon 19' thank you for the laughter, ups and downs, the struggles we went through together.

13. Her classmates, on class A Evening English Education Academic 2019.

Finally, enough words were spoken, except thank you for the blessing and guidance hopefully this the research result will bring blessing to readers and researchers who interested in this thesis. Sorry if there are weakness in this research. Because, the researcher has tried the best to make this research well. Although this thesis still far from perfect.

Medan, 28 August 2023

The Researcher

Sarmadianna Maulana Hutabarat

1902050012

TABLE OF CONTENTS

LEMBAR PENGESAHAN SKRIPSI

BERITA ACARA

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	v
LIST OF TABLE.....	viii
LIST APPENDIX	ix
CHAPTER I INTRODUCTION.....	1
A. Background of Research.....	1
B. The Identification of The Problem	3
C. Scope and Limitation.....	4
D. The Formulation of The Problems	4
E. The Objective of the Research.....	4
F. The Significance of the Study	4
CHAPTER II REVIEW OF LITERATURE.....	6
A. Theoretical Framework.....	6
1. Reading Comprehension	6
2. Strategies for reading comprehension	7
3. Teaching Reading Comprehension	8
4. Narrative Text.....	11
5. H5P Content	11
6. Procedure for Creating H5P Content in Reading Comprehension.....	13

7. Advantages of Using H5P Content	13
8. Disadvantages of Using H5P Content	14
B. Hypothesis	15
C. Related Study	15
D. Conceptual Framework	18
CHAPTER III METHODOLOGY OF THE RESEARCH	21
A. Research Design	21
B. Time and Place of Research	22
C. Subject of Research	22
D. Research Instrument	23
E. Technique of Data Collection	23
1. Observation	23
2. Test	23
3. Interview	25
F. Procedure of Research	25
G. Techniques of Analyzing Data	31
CHAPTER IV RESEARCH RESULT AND DISCUSSION	34
A. Data Analysis	34
B. Research Result	34
1. Pre-Cycle	34
2. Cycle I	37
3. Cycle II	44
C. Research Finding	56
D. Discussion	57

CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion.....	59
B. Suggestion	59
REFERENCES	60
APPENDICES	63

LIST OF TABLE

Table 3.1 Assesment Rubric	24
Table 3.2 Observation Grid in Cycle I.....	28
Table 3.3 Observation Grid Cycle II.....	30
Table 3.4 Average Category Assesment Criteria	33
Table 4.1 The Result of Students Score for Pre-Cycle	35
Table 4.2 The Result of Students Score for Cycle I.....	40
Table 4.3 Observation Results of Students Understanding of Learning Concept in Cycle I.....	42
Table 4.4 The Result of Students Score for Cycle II	47
Table 4.5 Observation Results of Students Understanding of Learning Concept in Cycle II.....	49
Table 4.6 The Result of Students Score for Pre-Test, Cycle I and Cycle II	52
Table 4.7 Table of Students Score from the First until Last Meeting.....	54
Table 4.8 Comparison of the Students Score in Three Comparison Test	55

LIST APPENDICES

Appendix 1 Lesson Plan (RPP Cycle I)	64
Appendix 2 Lesson Plan (RPP Cycle II).....	75
Appendix 3 Pre-Test	86
Appendix 4 Cycle I	90
Appendix 5 Cycle II.....	93
Appendix 6 Students Observation Sheet.....	97
Appendix 7 Interview with English Teacher	99
Appendix 8 Interview with Students	101
Appendix 9 Curriculum Vitae	104
Appendix 10 K-1	
Appendix 11 K-2	
Appendix 12 Permohonan Persetujuan Judul Skripsi	
Appendix 13 K-3	
Appendix 14 Berita Acara Bimbingan Proposal	
Appendix 15 Berita Acara Seminar Proposal	
Appendix 16 Lembar Pengesahan Hasil Seminar Proposal	
Appendix 17 Surat Riset	
Appendix 18 Surat Keterangan Telah Melaksanakan Penelitian	
Appendix 19 Permohonan Perubahan Judul Skripsi	
Appendix 20 Berita Acara Bimbingan Skripsi	
Appendix 21 Pernyataan Keaslian Skripsi	
Appendix 22 Dokumentation	

CHAPTER I

INTRODUCTION

A. Background of Research

Reading is a receptive skill that plays a very significant role in students' learning process. According to Floris & Divina cited in Muhid et al., (2020), the role of reading for English as a Foreign Language (EFL) students is that it facilitates the improvement of English abilities and knowledge. Many studies have shown that EFL students who read English text more seem to acquire English much better than those who do not. Improving students' reading comprehension at school can make it easier for students to understand English texts and make it easier for teachers to provide existing reading material. Without being exposed much to reading materials in class, EFL students are not probable to make much progress. Students who read fewer English texts are not familiar with English so they have difficulty understanding English texts once they have them.

Based on the interview with the English teacher at Madrasah Aliyah Swasta Manduamas, it was found that were many problems case by students. Students don't know how to read in English, to read and write in English they also that difficulty understanding the contents of English. This problem is also relevant Nugrahanto & Zuchdi, (2019), The highest achievement of reading competence achieved by Indonesia in 2009 was 402 points. When compared with two other competencies starting in 2009 to 2015 reading competence has decreased (402, 396, and 397) Indonesia's shown still far compared to the achievement of other countries' average achievements, this has resulted in Indonesia having to settle for being ranked 60th

out of 72 PISA participating countries in the 2015 PISA results published by the OECD.

Progress's International Reading Literacy Study (PIRLS) data (2011) cited in Mardianti et al., (2021), Says that Indonesian students' scores are at a low reading performance level. Concerning students' poor performance in reading, and investigated factors influencing Indonesian student reading literacy. The result showed that the factors like home parental involvement, students' perceptions of reading, reading outside school, and ICT application were significantly related to the student's reading literacy. Likewise, Hamra and Syatriana cited in Nanda & Azmy (2020), contend that poor reading comprehension among Indonesian secondary learners occurs due to students' lack of vocabulary, learning support, and reading motivation.

It is where the factors that affect students' low reading comprehension cannot be separated from the influence of students in the learning process, this is based on students' enthusiasm for learning, students' critical thinking, learning methods used, and so on. This problem can also be seen in Abbas, (2021), Reading comprehension as related to two main factors, internal and external factors. Internal factors are related to the reader, were things such as cognitive abilities and strategies, background knowledge, and affective characteristics. External factors were identified as text modality, text characteristics, time and place of reading, and others. Based on the problem, the teacher should have an interesting strategy in teaching reading so that students can understand the contents of the reading they are reading and can relate it to everyday life so that students can understand the real meaning of the contents of the reading.

The problems above can be minimized by applying interesting learning. Interesting learning can be done using H5P Content learning media. According to Singleton & Charlton (2019), H5P facilitates the easy creation of richer HTML5. Integration of H5P content in course materials provides opportunities for students as learners to think critically about what is taught and supported the flexibility students demand by expanding learning environments. Various activities can be developed; case study scenarios, interactive technical demonstrations, 3D drawings with area identification interesting (hotspots; roll-over information; animations), as well as quiz questions in different formats; fill in blank, image, and text based drag and drop, word tags, interactive videos and branching scenario task. H5P content can be easily shared across multiple learning management systems (Canvas, Moodle, and Blackboard). This is also the reason the researcher chose to create H5P Content to improve students' reading comprehension.

Based on the problems stated above, the researcher is interested in conducting classroom action research (CAR) with the title Creating HTML5 Package (H5P) Content for EFL: Enhancing Students Reading Comprehension. This research was conducted to improve students' reading comprehension. At the same time increasing students' interest and critical thinking in understanding English reading.

B. The Identification of The Problem

1. Students' understanding of reading was still low.
2. Internal factors and external factors affected students' reading comprehension.
3. Students are less interested in the learning method given by the teacher.

4. Students' critical thinking abilities were very low.

C. Scope and Limitation

The scope of this study was focused on reading comprehension and limited to students' ability to reading comprehension

D. The Formulation of The Problems

Based on the identification of the problem, it was necessary to formulate the problems of the research as follows:

1. Can the creation of H5P content improve students' reading comprehension?
2. How do students respond to the implementation of learning activities with H5P content?

E. The Objective of the Research

Based on the formulation of the research, the objective of the research is:

1. To investigate whether the creat of H5P content can improve students' reading comprehension.
2. To investigate how students respond to H5P content during the learning process.

F. The Significance of the Study

The result of this study has expected to be useful theoretically and practically.

1. Theoretically

This research became a valuable reference in achieving reading skills, especially reading comprehension.

2. Practically

This research contribution to the teacher, student, researcher, and other researchers is elaborated below :

a. The teacher

To assist teachers in obtaining more information about how to teach deep narrative texts teaching and learning processes in the classroom as well as providing an overview of how the teacher can increase students' interest and critical thinking.

b. The students

To improve students' reading comprehension, interest, critical thinking, and student's motivation in learning English, especially students' reading comprehension.

c. The Researcher

To add insight and solve problems about the importance of interesting learning media for students.

d. The other researchers

To motivate and provide an overview to other researchers to develop this research and compare this research with subsequent research.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

This theoretical framework is presented to provide some clearer concepts that are applied in this study, namely about Creating H5P Content in teaching students' abilities in reading comprehension. To support the idea of this research, several theories will be included with some information to help researchers design this research.

1. Reading Comprehension

Reading is an activity or cognitive process that seeks to find various information contained in writing. Tárraga-Mínguez et al., (2021) said Reading comprehension is a fundamental cognitive ability for children, that supports school achievement and successively participation in most areas of adult life. Reading comprehension is, indeed, a complex cognitive ability which involves not only linguistic (e.g., vocabulary, grammatical knowledge), but also cognitive (such as working memory. In addition, Hermanudin et al., (2019) said that Reading comprehension is an activity by reconstructing the reader's knowledge which directs the reader to critically interpret and analyze every part of the text so as to get an understanding of the actual reading content.

McIntyre et al., (2020) explain that reading comprehension is conditioned by pragmatic characteristics and language comprehension, such as understanding metaphors, jokes, and ironies, making inferences, understanding idioms, or understanding meanings whose interpretation depends on the context. According to

Handayani et al., (2020) Reading comprehension is a process of interaction between the characteristics of the text, the reader, and the reading context. Several cognitive processes such as attention, reading, perception, memorization, and phonemic awareness support the reader. Özdemir & Akyol, (2019) said that Reading comprehension is the desired result of reading and can be defined as the skill of combining background knowledge with reading texts.

Based on some opinions, it can be concluded that the ability to read is the ability obtained by students during the learning process. Students skilled in reading, they will carry out a production process that can produce new knowledge, experience and attitudes. A company that produces something through the process of reading, activities aim to process reading in order to obtain information. The reading comprehension is an interactive process between the text and the background knowledge of the previous reader.

2. Strategies for reading comprehension

To learn strategies for understanding, students need modeling, practice, and feedback. Tang et al., (2019) given some process of strategies for reading comprehension :

a. Using Previous Knowledge / Preview

When students preview the text, they use what they already know that will help them understand the text they are about to read. This provides a framework for every new information they read.

b. Predict

When students make predictions about the text they are about to read, it sets expectations based on their prior knowledge of the same topic. When they read,

they may mentally revise their predictions because they get more information.

c. Identifying the Main Idea and Summarizing

Identifying key ideas and summarizing requires students to determine what is important and then put it in their own words. Implicit in this process is trying to understand the purpose conveyed by the author's in writing text.

d. Questioning

Submitting and answering questions about text is another strategy that helps students focus on the meaning of the text. The teacher can help by modeling both the process of asking questions and good strategies for finding answers in the text.

e. Make Conclusions

To make conclusions about something that is not directly stated in the text, students must learn to draw on previous knowledge and recognize clues in the text itself.

f. Visualize

Students who visualize while reading have better memories than those who don't. Readers can use illustrations embedded in text or create their own images or mental images when reading text without illustrations. From the definition above, reading comprehension refers to an understanding of what has been read. Understanding is a process of thinking that depends not only on understanding skills but also on the background of readers' knowledge and experience.

3. Teaching Reading Comprehension

In teaching reading comprehension, teachers need strategies to make students understand the reading text. According to Brown in Ali & Razali (2019) the following are strategies that can be applied in teaching reading comprehension:

a. Identifying the purpose in reading

By knowing the purpose of what the reader is reading, the reader can eliminate where unwanted interference or information. With this strategy, students will get information what they want to know in reading the text.

b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

Learning English at the initial level faced is one of the difficulties of students in learning to read is to make correspondence between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc).

c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d. Skimming the text for the main ideas

Skimming is one of the most important reading strategies for students. Skimming is a quick reading technique to look for important things and main reading ideas (such as essays, articles, or chapters) to find out about the contents of the text or

to find out the main ideas of the text. Skimming gives readers the advantage of being able to know the purpose of this passage, the main topic, or message, and maybe some ideas that develop or support.

e. Scanning the text for specific information

Scanning is a reading technique that quickly searches for certain information that the reader needs to read the text. Scanning exercises can ask students to look for names or dates, to find key concept definitions, or to list a number of supporting details.

f. Using semantic mapping or clustering

The reader can summarize the long series of ideas or events by grouping keywords from the words they get from the reading. Semantic mapping strategies, or group ideas into meaningful groups, help readers to remember the contents of the text.

g. Guessing when you are not certain

Brown states that guessing is a very broad category. Learners can use guessing to their advantage to:

- 1) Guess the meaning of the word,
- 2) Guess the grammar relationship (eg, pronoun reference)
- 3) Guess the discourse relationship,
- 4) Concluding the implicit meaning ("between lines"),
- 5) Guess about cultural references, and
- 6) Guess message content,

These micro skills can be used for teachers as a strategy to overcome difficulties in students' reading comprehension. In addition, students must encourage

themselves to become strong readers. Strong reading skills help students in all other subjects and in their personal and professional lives in the future.

4. Narrative Text

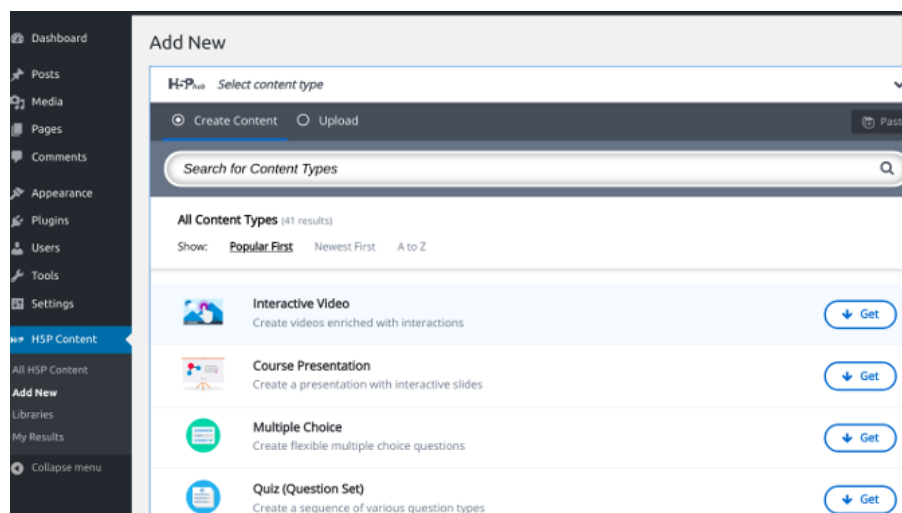
Narrative text is one of the genre text form. Anderson states that based on the journal One et al., (2022) a narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. According to Smalley and Ruetten (1986) based on the journal Latifah & Rahmawati, (2019) that “narrative describes a sequence of the events or tell a story, in other word narrative describe an experience. The logical arrangement of idea and sentences in the narrative is chronological- according to time order. According to the 2013 Indonesian senior high school curriculum based on the journal Suryadi et al., (2022) there are five texts that students must master: descriptive text, procedure text, report text, recount text, and narrative text. Among the texts that students must learn, a narrative text is one that is intended to amuse. The term "narrative text" refers to any text that tells a tale. It is oriented, complicated, and resolved. The emphasis will be on people who face difficulties, challenges, or experiences, and the story will conclude with the resolution of those difficulties. This sort of prose draws readers into a fictitious experience.

5. H5P Content

H5P stands for HTML5 Package, and aims to make it easy for everyone to create, share, and reuse interactive HTML5 content. According to Amali et al., (2019) H5P is the abbreviation for HTML5 Package, free software and open source with MIT license to assist everyone in creating, sharing, and using interactive content of HTML5. Interactive videos, interactive presentations, quiz, interactive

timelines are among many features developed and shared using the H5P. Meanwhile, according to Sinnayah et al., (2021) H5P is an easy-to-use interactive content creator, giving users access to 39 different interactive content types including presentations, interactive videos, quizzes, multiplechoice questions, timeline, personality quizzes, flash cards, audio recorder, and many others. With 39 different interactive content types, H5P is highly adaptable and flexible and allows room for variety and creativity. Educators can easily gain proficiency in creating a simple content type such as “True or False” or “Fill in the Blanks” and then progress to advanced types.

We have organized the H5P learning interactives into difficulty levels for creating the different H5P interactive content types. We recommend creating a learning interactive with an easy difficulty level and slowly advancing. Last in line with (Wicaksono et al., 2021b) H5P is acommunity driven project which provides free and adjustable sources to be used by everyone, especially teachers. H5P which is an acronym for HTML 5 Package, is a plugin for the existing publishing systems that enables the creator to make and share more interesting content like presentations, interactive videos, games, quizzes and more. Furthermore,H5P is also defined as "an innovative, free, practical, and easyto-use tech software when engaged in the teaching and learning English".



6. Procedure for Creating H5P Content in Reading Comprehension

The H5P content procedure in reading comprehension consists of three projects. First by providing reading texts from H5P content then students discuss the similarities and differences based on their thoughts in responding to the text. Second, researchers must be able to activate students to participate in reading texts both in groups and individually by using H5P content in the teaching process. The third is that the researcher applies H5P content in building on prior knowledge to instruct in vocabulary concepts. Researchers provide knowledge to students especially for reading. The researcher constructs a concept for the students and creates vocabulary while the researcher explains about teaching the current H5P content through examples of the process of teaching narrative text.

7. Advantages of Using H5P Content

According to Fischer et al., (2021) and Wicaksono et al., (2021b) advantages of H5P Content is a) Increasing students' interest, b) Gaining students' attention, c) Reinforcing concepts, d) Assisting students in remembering the material, e) Using H5P embed code means that you only need to update content in one place, which is a major benefit if you are reusing the same H5P object on multiple webpages, f) Users can create standalone H5P objects (a quiz) or integrate a series of H5P objects into a larger project (e.g. a textbook), g) There are a wide variety of interactive content types that encourage active learning through quizzes and games, h) It is possible to add interactions to pre-existing videos retroactively, i) Some content types can function as "containers" that incorporate other content types, such as course presentations with interactive videos embedded in them or columns that use accordions to organize information.

8. Disadvantages of Using H5P Content

a) Quizzes do not provide assessment data. They are, however, useful for students who want to test their knowledge, b) Some content types have limited customization and formatting options (e.g. the accordion and the image hotspot), c) H5P is not a tool for recording videos. Users must create an MP4 file with another product before using the interactive video content type, d) It is not possible to import slide presentations from PowerPoint.

Based on theories above the researcher choose one theory to analysis the data:

According to Tárraga-Mínguez et al., (2021) Reading comprehension is a fundamental cognitive ability for children, that supports school achievement and successively participation in most areas of adult life. Reading comprehension is, indeed, a complex cognitive ability which involves not only linguistic (e.g., vocabulary, grammatical knowledge), but also cognitive (such as working memory.

According to Amali et al., (2019) H5P is the abbreviation for HTML5 Package, free software and open source with MIT license to assist everyone in creating, sharing, and using interactive content of HTML5. Interactive videos, interactive presentations, quiz, interactive timelines are among many features developed and shared using the H5P.

From the two theories above, the researcher considers that the theory is the most appropriate for researchers to use in conducting research.

B. Hypothesis

The hypothesis in this research is Teaching reading by using H5P Content is effective to improve the students' reading comprehension.

C. Related Study

In this research, I find the other related study from as follow :

1. Thesis by 2019, entitled: “The Implementation of Theme Based Teaching in Ativities to Improve Students Reading Comprehension Skill”. The research was aimed to find out the implementation of theme based teaching in activities to improve students reading skill especially of theme based in narrative text. This skripsi was applied by using Classroom Action Research (CAR). It was done through planning, action, observation, and reflection. Descriptive qualitative and quantitative design was applied to this research. The subject of this research was all students in VIII c who consisted of 26 students. Based on the result of students’ reading score, is the Pre-test, the mean score was 54.23. In the first cycle test, the mean of students’ score was 66.15, and the second cycle test, the mean score was 86.15. In other words, the implementation of theme based teaching in activities to improve students reading comprehension skill especially of theme based in narrative text was improved and based on diary note, observation sheet and interview with the English teacher, and students, it showed the expression and excitement of students. They become more motivated in learning narrative text (MUAFIAH, 2019).
2. Journal of English Teaching by 2020, entitled: “The Use of H5P in Teaching English”. The result of data analysis says that the use of H5P in teaching

English had a significant impact on students' motivation and finally gave impact on students' achievement in English mastery. Yet, this finding needs more evidence to support the claim. Therefore, this study hopefully can be a reference for next research that observes the same topic.

3. Journal of English Teaching by 2019, entitled: "The Humor Story in Teaching Reading Comprehension". Based on the students result obtained and stated in findings above, the researcher used paired samples t-test in inferential statistic through SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In pre-test and post-test, the researcher found that the p-value was lower than the α ($0,000 < 0,05$). This means that H_0 was rejected and H_1 accepted. It means that teaching reading comprehension impact on students' motivation and finally gave impact on students' achievement in English mastery. Yet, this finding needs more evidence to support the claim. Therefore, this study hopefully can be a reference for next research that observes the same topic. through English learning material design using Humor Story has the good to the students at SMP Negeri 4 Panca Rijang.
4. Journal of English Teaching by 2020, entitled: "Creating H5P Content for Active Learning". H5P facilitates the easy creation of richer HTML5. Integration of H5P content in course materials provide opportunities for students as learners to think critically about what is taught and supported the flexibility students demand by expanding learning environments. Various activities can be done developed; case study scenarios, interactive technical demonstrations, 3D drawings with area identification interesting

(hotspots; roll-over information; animations), as well as quiz questions in various differences format; fill in the blank, image and text based drag and drop, word tags, interactive videos and branching scenario task. H5P content can be easily shared across multiple learning management systems (Canvas, Moodle, and Blackboard).

5. Journal of English Teaching by 2021, entitled: “Reimagining physiology education with interactive content developed in H5P”. H5P interactives incorporated into anatomy and physiology university programs can be innovatively designed to support learning pedagogy through active learning. future endeavor is to creatively adapt new content with the use of interactive videos and branching scenarios (advanced H5P activity). The interactive video H5P function allows staff to create their own video content embedded with interactive questions throughout to increase student engagement. Furthermore, as a new feature of H5P, branching scenarios can be useful to unpack clinical scenarios and case studies to encourage students to apply theory relevant to their practice in a controlled environment.
6. Journal of English Teaching by 2020, “ An Analysis of Teacher’s Strategis in Teaching Reading Comprehension”. The researchers saw that teachers and students experience constraints in the learning process. The problem is when students do not understand the content of the reading because students only learn to translate word by word and do not understand the contents of the reading. The purpose of research is to know the strategies used by English teachers and the reasons why did the English teacher choose those strategies to teach English reading comprehension and describe the application using the strategies chosen by English teachers in reading understanding learning. This

research is used with research objects of English teachers. The location of this research was at SMK Dharma Bakti 1, Medan. The method of the research was qualitative research. The Instruments of this research were observations and interviews. The results of this study using the strategy of Directed Reading Activity (DRA). DRA is a strategy used to expand and strengthen students' reading skills. In short this strategy guides students to get information from a text read. So that in its implementation students can more easily understand the text of connecting the various student knowledge that students have. Before it was to build its own understanding and this assumption, this strategy was considered effective because it was able to build a teaching learning process. Making classes more conducive, students are also trained to build good cooperation, students capable of discussion and critical thinking as well as developing understanding after reading (Audina et al., 2020).

D. Conceptual Framework

Learning English is what people do when they want to learn to speak and to listen to the English Language. Reading is active cognitive process of consulting meaning from written symbolic done by the reader.

In reading comprehension, the reader does not only try to understand what the writer wants to give, but also the readers should compare what they read and what they have known, called knowledge. Here the reader will be practiced more in developing his thinking while they are reading the text. It is called as critical reading comprehension. By doing this, the reader will be a critical reader in comprehension what the writer writes and find out some information.

The information which is suitable for them are selected and gives their opinions about the contents of the text including the accuracy, appropriateness and timeless after reading it.

In order develop this reading activity, there are numerous media that improve student's reading comprehension. Creating H5P Content is one of the suitable media to help readers understand reading. This media is very helpful to create comfortable conditions inside learning because students have more opportunities to think critically in the classroom through discuss and improve their reading comprehension. In conclusion, creating H5P content in teaching reading comprehension will have a significant increase in students.

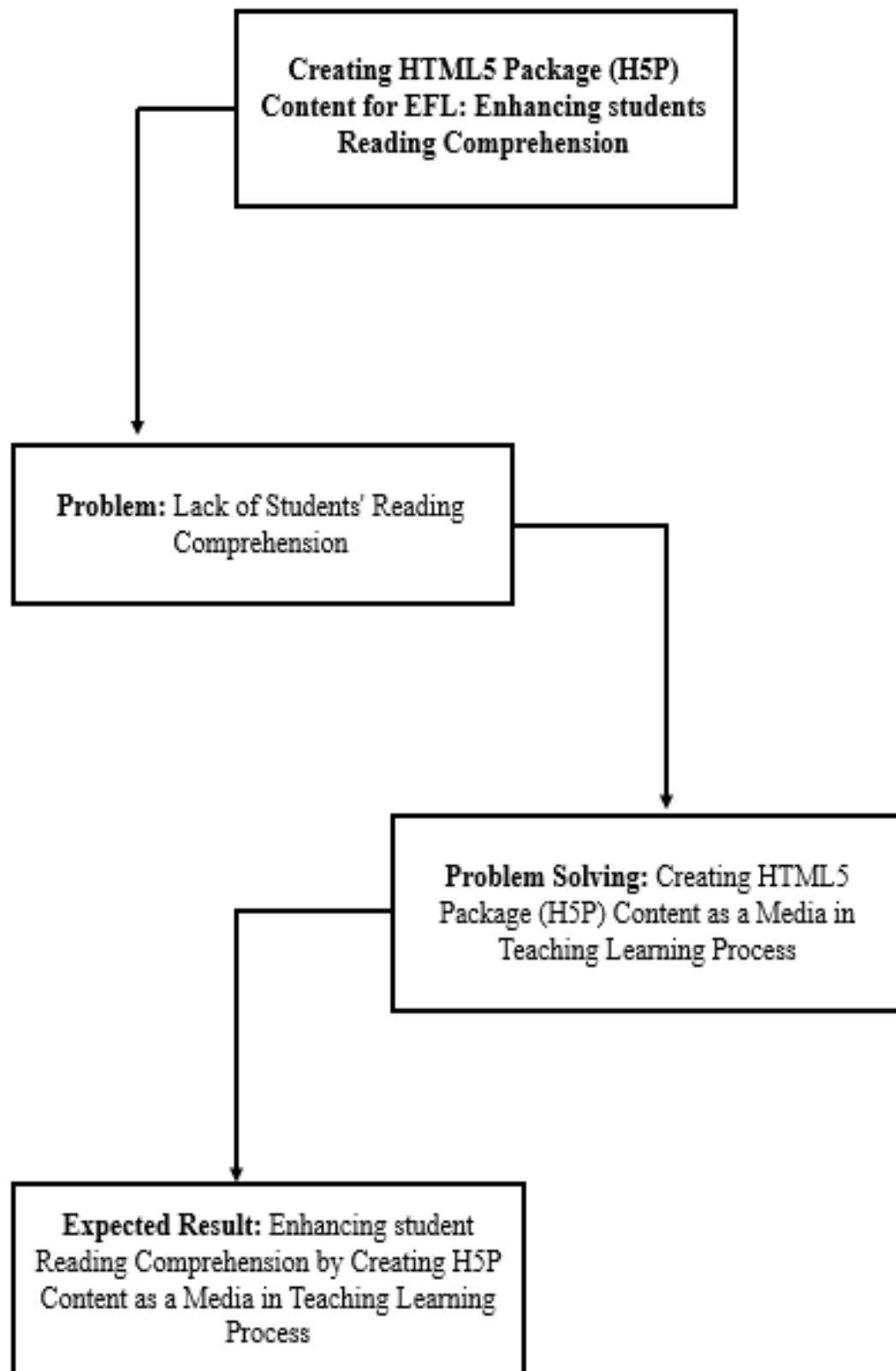


Figure 2.1 Conceptual Framework

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research applied Classroom action research and this research was conducted in one class. In this Classroom Action Research (CAR) the researcher used by the CAR principle to collect data. According to Zuraidah et al., (2020) Classroom Action Research is carried out in four processes consisting of: (1) planning, (2) action, (3) observation, (4) reflection. This research consist of 3 cycles and each cycle consists of four stages of the process. The researcher described the cycle through the action research scheme designed by Kemmis and Mc Taggart while based on Akbar (2009) cited in the journal Noermanzah, (2021) Class action research or better known as CAR is a series of controlled investigative processes with the aim of finding and solving problems in classroom learning, this process is carried out cyclically with the hope of improving the quality of learning and learning outcomes in certain classes.

Likewise O'Connor et al., (2006) cited in the journal Wicaksono et al., (2021a) and Wulandari et al., (2019) Classroom Action Research is one of component that must be fulfilled in promoting teaching career and it is supported by government law of Ministry of Administrative and Bureaucratic Reform No.16 of 2009. Classroom action research is a scientific project conducted by teacher or lecturer using particular method in order to capture the phenomena in classroom. Classroom Action Research (CAR) is one of the efforts of teachers or educational practitioners to try out innovative learning in the form of various activities carried

out to improve the learning quality in the classroom. CAR focuses on class or teaching and learning processes that occur in class, not on class intake (syllabus, material, etc.) or output (learning outcomes). CAR must focus on about things that happen in the classroom.

According to Eliawati & Harahap, (2019) CAR is research that combines research procedure with substantive action, an action carried out in the discipline of inquiry, or an attempt by someone to understand what is happening, while being involved in a process of improvement and change by Hopkins dan David while based on Elliot J (1992) cited in the journal Irwandi et al., (2019) CAR is a step to understand a problem to develop knowledge through observation, listening, analyzing, asking questions, and through the process of building knowledge. Researcher concludes that Classroom Action Research (CAR) is one of the efforts of teachers or educational practitioners to try out innovative learning in the form of various activities carried out to improve the learning quality in the classroom through observation, listening, analyzing, asking questions, and through the process of building knowledge.

B. Time and Place of the Research

The research was conducted at Madrasah Aliyah Swasta Manduamas. This school is located on Jl. SM RAJA, Manduamas Lama, Kec. Manduamas, Kab. Tapanuli Tengah Prov. Sumatera Utara.

C. Subject of Research

The sample of this research was First Grade of Madrasah Aliyah Swasta Manduamas. The sample was taken only one class is first grade which consists of 34 students. Other individuals who provided information on the subject under

research were classified as informant. These included the teacher English subject and headmaster of Madrasah Aliyah Swasta Manduamas.

D. Research Instrument

The research instrument in this study consisted of two stages, namely the pre-cycle and post-test, where this stage was carried out to find out what grades or scores were obtained by students after being taught and introduced to the H5P content. In addition, to supporting the research the researcher also conducted observation, documentation of the teaching and learning process and interview.

E. Technique of Data Collection

There are three stages in data collection that the researcher did, namely: observation, test and interview.

1. Observation

The research made direct observations of the teaching and learning process of English in class one. In this reserach, the researcher was act as an active observer. The researcher was interacting with students as well as teachers in learning English, the researcher was observe students' reading comprehension. The researcher was observe how far the students can master the reading comprehension that has been taught by their teacher.

2. Test

The test was used to compare the students' reading comprehension achievement before and after the research. The test was used to compare the students' reading comprehension achievement before and after the research. The form of the test is a written test. pre-test and post-test are types of tests that measure

students' scores in mastering reading comprehension. Both pre-test and post-test presented in essay form. Furthermore, from this test the researcher find out the progress of reading comprehension students in before or after the H5P content is used.

Tabel 3.1

ASSESSMENT RUBRIC

No	Aspect	Score	Criteria
1.	Identifying the Generic Structure of the story	3	Students can identifying the generic structure of the story completely and precisely.
		2	Students can identifying the generic structure of the story correctly.
		1	Students cannot identifying the generic structure of the story.
2.	Analyzing the message of the story	3	Students can analyze the message based on the contents of the story.
		2	Students can analyze the message, but not based on the contents of the story.
		1	Students cannot analyze the message based on the contents of the story.
3.	Responding to the story	3	Students can respon to the contents of the story logically in accordance with the contents of the story,
		2	Students can respon to the contents of the story logically, but not in accordance with the contents of the story.
		1	Students cannot respond to the contents of the story logically in accordance with the contents of the story.

		2	Students can respon to the contents of the story logically, but not in accordance with the contents of the story.
		1	Students cannot respond to the contents of the story logically in accordance with the contents of the story.

3. Interview

One alternative way to obtain information related to the researcher learning is to use interviews. The researcher was interviewing the first grade students of Madrasah Aliyah Swasta Manduamas. Interviews were conducted in general using interview guidelines and conducted after the teaching and learning process is complete. The researcher was taken 34 students from 34 students. Interviews about what their problems and obstacles are during learning reading before and after use H5P content.

F. Procedure of Research

In this Classroom Action Research (CAR), the researcher used the CAR principle into collect data. Classroom Action Research is carried out in four processes consisting of: (1) planning, (2) action, (3) observation, (4) reflection. This research consist of 2 cycles and each cycle consists of four stages of the process. The researcher was described the cycle through the action research scheme designed by Kemmis and Mc Taggart as follow:

Based on the Kemmis and Mc Taggart design above, the researcher was explain further how the implementation of Classroom Action Research (CAR) from cycle I to cycle II is as follows:

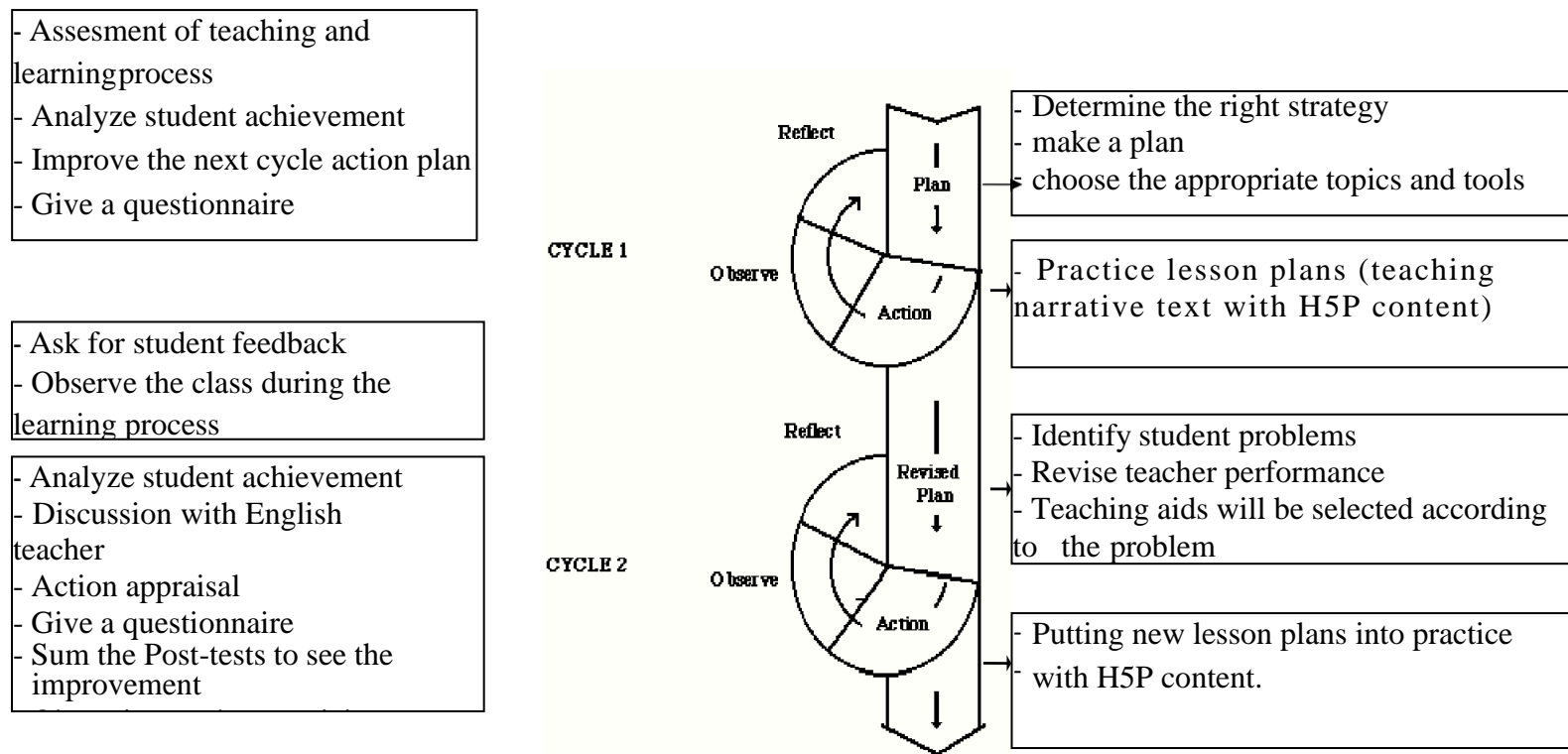


Figure II. Kemmis & Mc Taggart Action Research Design

The following are the steps of the classroom action research (CAR) procedure in detail:

Cycle I

1. Planning

The plan that will be taken in this study is to apply discovery learning techniques to find out students' problems in understanding narrative texts. Before carrying out the planning the researcher prepares everything needed such as :

- a. Making learning tools in the form of Learning Implementation Plans (RPP) using H5P content.
- b. Create learning scenarios using H5P content.
- c. Designing research instruments such as structured observation sheets, field notes, documentation, preparing materials, determining interesting topics to see student collaboration in learning activities using H5P content.
- d. Distributing initial questionnaires to determine the level of students' reading comprehension.
- e. Giving a pre-test before the implementation of learning activities and giving a post-test after the implementation of learning.

2. Action

The stages of implementing this action are carried out as follows:

- a. Carry out learning activities using H5P content
- b. After the learning activities take place, students are asked to answer questions from learning activities in the form of essays as a

benchmark whether students can understand the learning.

- c. Educators and students collectively draw conclusions together from the essay questions.

After planning and implementing it, the researcher and teacher then discussed the strategy in the acting stage. According to teacher, she chose to be a teacher as usual, and a researcher as an observer.

3. Observation

During the teaching and learning process, the researcher was observe the teacher's performance, student activities and participants, student attention, student responses, and how the class situation is using field notes and structured observation sheets.

Table 3.2

Observation Grid in Cycle I

No	Indicator	Score			
		1	2	3	4
1.	Readiness of students in starting lessons				
2.	The ability of students to pay attention teacher explanation				
3.	The ability of students to understand the questions Given				
4.	Do the questions given by the teacher				
5.	Provide responses and make conclusions together on the questions answered				
	Total				
	Mean				
	Information				

4. Reflection

After doing the steps in the action, the researcher and teacher was doing what is called reflection, namely analyzing observation data with collaborators and reflecting the teacher's own practice when taking action, also don't forget to analyze students' pre-test scores based on success criteria, whether the discovery learning technique has an effect on class students X Madrasah Aliyah Swasta Manduamas, if the first cycle fails the reseracher made the next cycle to solve student problems.

The following are the steps of the classroom action research (CAR) procedure in detail:

Cycle II

1. Planning

The second cycle planning stage is more or less the same as the first cycle as an effort to improve the deficiencies of the cycle in accordance with the planned RPP.

2. Action

This stage is carried out by:

- a. Carry out learning activities using H5P content
- b. Explaining the Generic structure of the material such as: Orientation, complication and resolution
- c. After the learning activity took place with the presentation of the generic structure earlier students were made in groups, asked to make a generic structure from a narrative text with a different story from before and review together the answers found.

In this action the researcher remains as an observer, while the teacher remains in the teaching and learning process. The researcher did not use a different strategy from cycle I, but the researcher did a strategy for understanding the generic structure of a narrative text.

3. Observation

In this part of observation stage, the researcher was observe and make observations during the teaching and learning process, the researcher was observe the teacher's performance, student activities and participants, student attention, student responses, and how the class situation is using field notes and structured observation sheets.

Table 3.3

Observation Grid in Cycle II

No	Indicator	Score			
		1	2	3	4
1.	Readiness of students in starting lessons				
2.	The ability of students to pay attention teacher explanation				
3.	The ability of students to understand the questions Given				
4.	Do the questions given by the teacher				
5.	Provide responses and make conclusions together on the questions answered				
	Total				
	Mean				
	Information				

Information :

- Very good = 4
- Good = 3
- Enough = 2
- Bad = 1

4. Reflection

The researcher was reflect with collaborators about her activities, residual activities and situations when they carry out the action process. then stage analyzes the observation data, interview data, pre-test and post test based on the success criteria.

G. Techniques of Analyzing Data

There are 2 techniques that the researcher was used to make it easier to analyze the data, namely:

1. Qualitative data analysis techniques

In general, a qualitative analysis of CAR can be carried out in stages: selecting, simplifying, clarifying, focusing, organizing, abstracting the conclusions of the meaning of the results of the analysis. The well-known qualitative analysis model is the Miles & Huberman model (1992; 20) which includes: data reduction (selecting important, relevant, and meaningful data from useless data), descriptive presentation (narration, visual images, tables) with a presentation flow that systematic and logical, inference from the results presented (impact CAR and its effectiveness).

2. Quantitative data analysis techniques

Quantitative data analysis techniques are a way of analyzing data from research results such as data on student learning outcomes. Quantitative analysis of the results of the study entitled "Creating H5P Content for EFL: Enhancing students' Reading Comprehension". The data analysis used is:

- a. To perform data analysis on students' reading comprehension, using the average (Mean) formula according to book Jakni, (2017) is as follows:

$$\bar{X} = \frac{\sum x}{n}$$

\bar{X} = Mean

$\sum x$ = Total Score

n = Number of Students

- b. The researcher got the percentage of classes that pass the KKM score (65) by in the book Jakni, (2017) is as follow:

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage

F = Total percentage score

N = Number of students

Tabel 3.4**Average Category Assessment Criteria**

Value Intervals	Category
80,00 – 100,00	Very good
70,00 – 79,99	Good
60,00 – 69,99	Enough
50,00 – 59,99	Bad
< 50,00	Very bad

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Data Analysis

This research was conducted in one class which consisted of 34 students during the cycles of Class Action Research. It was accomplished in two cycles. Each cycle was conducted in two meetings. Before conducting the first cycle, the researcher did a Pre-cycle to measure the student's achievement in reading comprehension of narrative text. The researcher gave an essay test consisting of 3 questions for each test.

This research analyzed the data from two kinds of data. They were quantitative data and qualitative data which had been collecting data. The form of the research result involved qualitative and quantitative data. The qualitative data were generated from the observation sheet, interview. Quantitative data is taken from students' scores on essay tests. The following are the results of this study:

B. Research Result

1. Pre- Cycle

To find out the beginning of students about the subject matter, then first, students are given essay questions. So from the results of teaching giving the initial test that has been given by researchers obtained unsatisfactory results. Therefore, learning is carried out using H5P content which aims to assist in improving students' reading comprehension. That students' activeness and critical thinking in learning will increase with it initial test. The results of the initial student learning mastery test class X Madrasah Aliyah Swasta Manduamas can be seen in a table as follows:

Table 4.1

The result of Students' Scores for Pre-Cycle

No.	Nama	PRE-CYCLE	
		Score	Got Score 65
1.	AAN	50	Failed
2.	WB	50	Failed
3.	HAT	40	Failed
4.	DRSM	20	Failed
5.	FAT	20	Failed
6.	QP	20	Failed
7.	ARM	10	Failed
8.	RP	30	Failed
9.	NAS	10	Failed
10.	AM	30	Failed
11.	NST	20	Failed
12.	RB	10	Failed
13.	RAT	10	Failed
14.	IMAGES	10	Failed
15.	SS	30	Failed
16.	NLT	20	Failed
17.	RGF	10	Failed
18.	AT	20	Failed
19.	CAPKG	10	Failed
20.	AP	20	Failed
21.	WVR	20	Failed
22.	LM	30	Failed
23.	SB	30	Failed
24.	RAS	10	Failed
25.	DAM	30	Failed
26.	BHS	60	Failed
27.	RAH	20	Failed
28.	BB	10	Failed
29.	PB	10	Failed
30.	SM	10	Failed
31.	HB	10	Failed
32.	AA	10	Failed
33.	DMT	10	Failed
34.	ST	10	Failed
Total Σ X		710	
The Mean Score		20.88	

The student learning outcomes on the initial test were very unsatisfactory, out of 34 students none scored ≥ 65 . Based on the sum of the results of the assessment rubric that was made in the assessment of essay questions, where there were 3 essay questions in the pre-cycle, a student score of 100% was obtained without passing.

Based on the existing initial conditions, it is necessary to hold action to improve the reading comprehension of student class X Madrasah Aliyah Swasta Manduamas. The problems experienced by students in complete essay questions, namely that students do not understand or do not master the narrative text material.

From the results of the learning completeness table and the percentage of student learning completeness above, it can be concluded that the student's learning completeness on the initial test is still low. Therefore, in this study, the researchers conducted two cycles that have four stages, namely planning, implementation, observation, and reflection. The figure can be seen below:

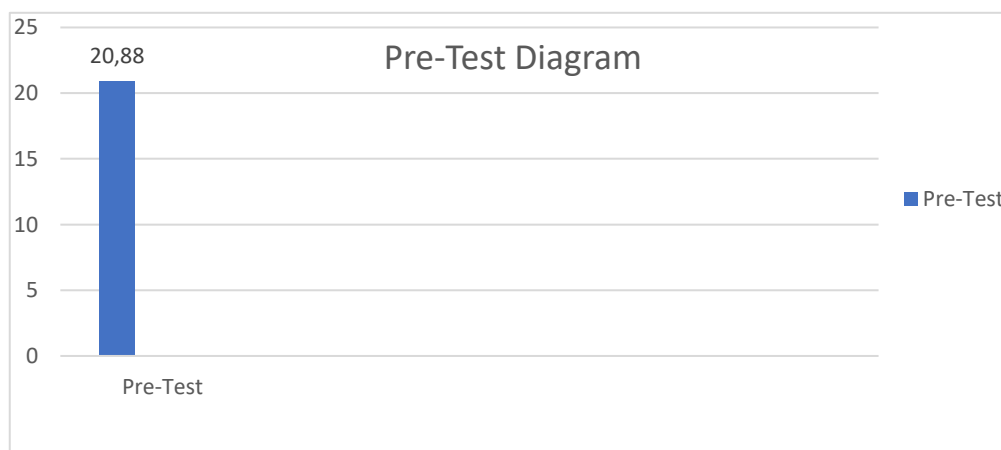


Figure III. Diagram of Pre-Cycle

2. Cycle I

This classroom action research consisted of two cycles, each cycle consisting of four stages, namely action planning, action implementation, action observation, and action reflection. In the planning cycle I activities carried out included preparing lesson plans, observation sheets, interview guides, and student learning outcomes tests using formative tests (essays). Cycle 1 was held in two meetings, namely on Wednesday 03 May 2023 and Friday 05 May 2023 with each time allocation of 2 x 45 minutes at each meeting. The researcher acts as a teacher collaborating with the subject teacher as well as an observer who plays a role and is fully responsible for this action research.

The activities carried out during the learning process in cycle 1 include action planning, action implementation, action observation, and action reflection.

a. Planning

The steps are taken in planning I are:

- 1) In Cycle I, the researcher identifies the problem and selects the sub-material to be used and taught about Narrative Text.
- 2) Researchers prepare Narrative Text material using H5P Content. This teaching material is used in cycle I to broaden students' insights and knowledge regarding the meaning of narrative text, types of narrative text, and generic structures of narrative text, following the Learning Implementation Plan (RPP) using H5P content.
- 3) Researchers prepare student observation sheets, to collect familiar data and understanding of students' learning concepts when learning narrative text takes place in class.

- 4) Researchers prepare teaching materials needed during the learning process going on.
- 5) Researchers arrange written essay questions that will be given to students in the form of essay questions at the end of the cycle to measure student learning success in learning using H5P content.

b. Action

The implementation of the actions in cycle I was carried out in two meetings with teaching and learning activities, where the researcher collaborated with the subject teacher in conveying the subject matter. Teaching and learning activities carried out by researchers are the development and implementation of plans that have been prepared. Implementation of the first meeting was conducted by researchers using H5P content while the second meeting was given a test of students' learning abilities in cycle I.

The steps taken by researchers are as follows:

1) The first meeting

At the first meeting in cycle I which was held on Monday 03 May 2023, 34 students attended, and the material presented was narrative text. The implementation of learning is by the stages of implementation using H5P content which is carried out as follows:

A. Prepare H5P content

B. Explain the learning objectives and explain the material through the lesson plans.

C. After learning is complete each student is allowed to translate sentence by sentence from the narrative text, the aim is to strengthen students' understanding of the material being taught.

- D. Each student is appointed to explain the material that has been taught before.
 - e. Teachers and students ask each other and correct misunderstandings and provide reinforcement.
 - F. Then make conclusions together from all the existing learning.
- Carrying out the learning process and the right design will improve students' reading comprehension and critical thinking and students will feel motivated to study well.

2) Second Meeting

The second meeting in the first cycle was held on Friday, May 5, 2023, 34 students attended this meeting. At this meeting, students were given a cycle I test where the second meeting of the cycle I it is to find out students' reading comprehension after studying the material provided in cycle I, namely narrative text using H5P content. The researcher performed an essay test on H5P content and explained the structure of solving the questions to be worked on and told students to prepare themselves. The researcher gave directions to students to provide 1 sheet of paper as the answer sheet for the test shown in the H5P content and instructed students to work on the questions for 35 minutes, which consisted of 3 questions in the form of essay tests. Researchers and teachers supervise students so they don't work together in working on the problems. After 35 minutes, students are expected to have collected worksheets on the teacher's desk.

c. Observation

Before using the H5P Content, the researcher observes the state of the class. This observation was made at the researcher gave the initial test to the student. Most students are confused when answering questions, some even did not answer

questions. Then after the researcher explains that teaching uses H5P content, students are more interested and pay attention to researchers, but not all. When the researcher asks them to read and tell what they have read about the text, they do it seriously. And they also do the test better than the pre-test. When the researcher explains the lesson, the English teacher checks the researcher how to manage the class, and conditions during the teaching and learning process. In this cycle, the English teacher provides suggestions and comments to students who are still not good enough in English. Researchers discuss students and learning English processes with an English teacher. Student learning outcomes in cycle I can be seen in the table below:

Table 4.2

The result of Students' Scores for Cycle I

No.	Nama	CYCLE I	
		Score	Got Score 65
1.	AAN	75	Passed
2.	WB	70	Passed
3.	HAT	70	Passed
4.	DRSM	70	Passed
5.	FAT	70	Passed
6.	QP	40	Failed
7.	ARM	70	Passed
8.	RP	45	Failed
9.	NAS	70	Passed
10.	AM	70	Passed
11.	NST	70	Passed
12.	RB	60	Failed
13.	RAT	55	Failed
14.	IMAGES	50	Failed
15.	SS	75	Passed
16.	NLT	70	Passed
17.	RGF	40	Failed
18.	AT	45	Failed
19.	CAPKG	50	Failed
20.	AP	75	Passed
21.	WVR	60	Failed

22.	LM	70	Passed
23.	SB	40	Failed
24.	RAS	70	Passed
25.	DAM	60	Failed
26.	BHS	70	Passed
27.	RAH	75	Passed
28.	BB	45	Failed
29.	PB	60	Failed
30.	SM	60	Failed
31.	HB	70	Passed
32.	AA	60	Failed
33.	DMT	65	Passed
34.	ST	40	Failed
Total Σ X		2085	
The Mean Score		61.32	

The table above shows that student learning outcomes with an average value of 61.32 are categorized as "Less". The lesson scores of 34 students who were only categorized as complete were 18 students, while the remaining 16 students were categorized as incomplete.

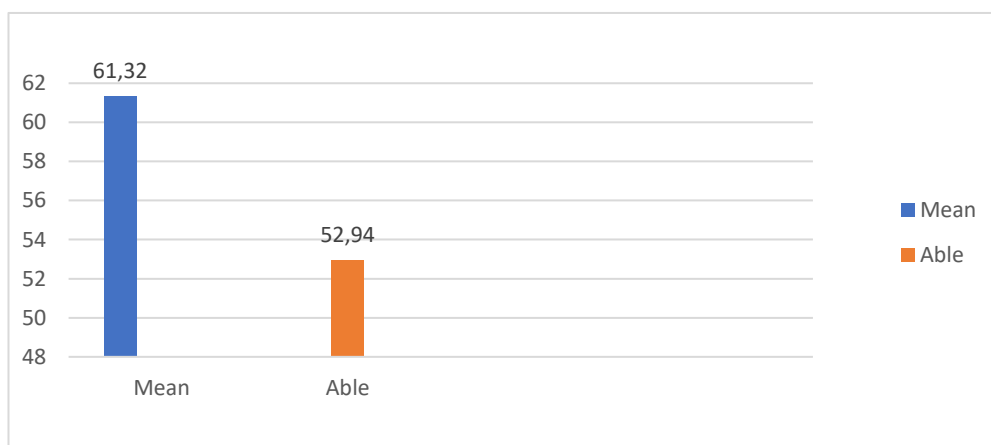


Figure IV. Diagram of Cycle I

From the data, it can be shown that the average students score in Cycle I was 61,32. The students that were categorized as able were 18 students with a percentage of able students was 52.94%. The different mean scores between the pre-test to Cycle I can be seen below:

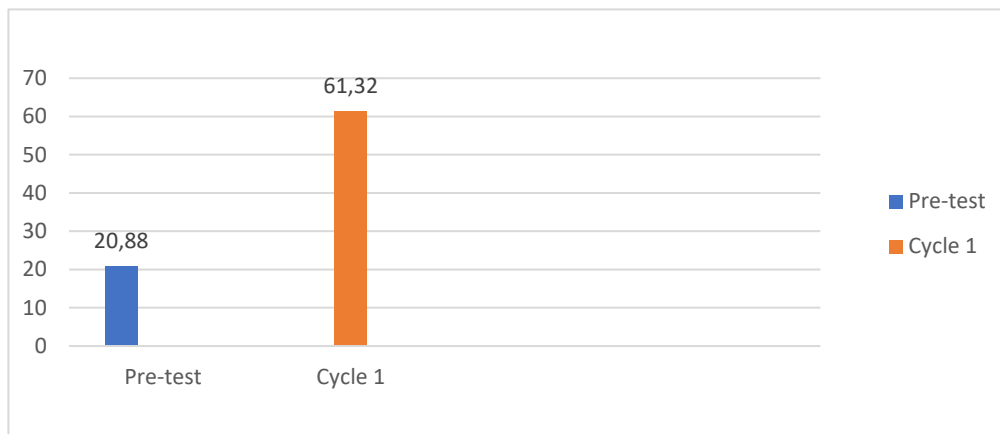


Figure V. The Different Mean Scores in Pre-test and Cycle I

As for the results of the observation sheet understanding of student learning concepts, after correction, it was found that student's understanding of learning concepts was relatively good. Based on this description the results of observations of students' understanding of the concept of learning

can be seen in Table 4.3 below:

Table 4.3

**Observation Results of Students' Understanding of Learning Concepts in
Cycle I**

No	Indicator	Score
1.	Readiness of students in starting lessons	3
2.	The ability of students to pay attention teacher explanation	3
3.	The ability of students to understand the questions Given	3
4.	Do the questions given by the teacher	3
5.	Respond and make conclusions together on the questions answered	3
	Total	15
	Mean	3

	Information	Good
--	--------------------	-------------

Based on the results of the first cycle of observations, it was concluded that it was starting to appear the activeness of students to learn has started to be active. But there are still some who are busy with activities respectively when the teacher is explaining the material being studied as well as not used to using H5P content.

d. Reflection

All activities in the first cycle have been carried out. Researchers have collected all students' answers. Based on the results of Cycle I for two meetings, it was decided to continue to Cycle II because these results showed that their reading achievement was still low. Some students are still wrong in answering essay questions, and they are also still wrong in analyzing the structure of the text in general. At the end of the meeting in cycle I, the researcher gave a test like the pre-test. The total student scores are 2085 and the number of students is 34 students who took the test. From the explanation above, student learning outcomes in reading comprehension of narrative texts were still not good during CAR implementation in cycle I even though 18 students passed the test. The student average is 61.32. Of the scores that went up to 65 were 18 students or only 52.94%. It can be concluded that the student's achievement in reading comprehension of narrative texts is still low. During the post-test cycle, I was categorized as unsuccessful. Minimum KKM results > 65. Therefore, the next action is continued in cycle II.

3. Cycle II

This classroom action research consisted of two cycles, each cycle consisting of four stages, namely action planning, action implementation, action observation, and action reflection. In the planning cycle II activities carried out included preparing lesson plans, observation sheets, interview guides, and student learning outcomes tests using formative tests (essays). Cycle II was held in two meetings, namely on Wednesday 10 May 2023, and Friday 12 May 2023 with each time allocation of 2 x 45 minutes at each meeting. The researcher acts as a teacher collaborating with the subject teacher as well as an observer who plays a role and is fully responsible for this action research.

The activities carried out during the learning process in cycle II include action planning, action implementation, action observation, and action reflection.

a. Planning

The steps taken in Planning II are:

- 1) In Cycle II, the researcher identifies the problem and selects the sub-material to be used and taught about Narrative Text.
- 2) Researchers prepare Narrative Text material using H5P Content. This teaching material is used in cycle II to broaden students' insights and knowledge regarding the meaning of narrative text, types of narrative text, and generic structures of narrative text, by the Learning Implementation Plan (RPP) using H5P content.
- 3) Researchers prepare student observation sheets, to collect familiar data and understanding of students' learning concepts when learning narrative text takes place in class.

- 4) Researchers prepare teaching materials needed during the learning process going on.
- 5) Researchers arrange written essay questions that will be given to students in the form of essay questions at the end of the cycle to measure student learning success in learning using H5P content.

b. Action

The implementation of the actions in cycle II was carried out in two meetings with teaching and learning activities, where the researcher collaborated with the subject teacher in conveying the subject matter. Teaching and learning activities carried out by researchers are the development and implementation of plans that have been prepared. Implementation of the first meeting was conducted by researchers using H5P content while the second meeting was given a test of students' learning abilities in cycle II.

The steps taken by researchers are as follows:

1) The first meeting

At the first meeting in cycle II which was held on Monday 10 May 2023, 34 students attended, the material presented was narrative text. The implementation of learning is by the stages of implementation using H5P content which is carried out as follows:

A. Prepare H5P content

B. Explain the learning objectives and explain the material through the lesson plans.

C. After learning is complete each student is allowed to translate sentence by sentence from narrative text, the aim is to strengthen students' understanding following the material being taught.

D. Each student is appointed to explain the material that has been taught before.

e. Teachers and students ask each other and correct misunderstandings and provide reinforcement.

F. Then make conclusions together from all the existing learning.

Carrying out the learning process and the right design will improve students' reading comprehension and critical thinking and students will feel motivated to study well.

2) Second Meeting

The second meeting in the first cycle was held on Friday, May 5 2023, 34 students attended this meeting. At this meeting, students were given a cycle I test where the second meeting of the cycle I it is to find out students' reading comprehension after studying the material provided in cycle I, namely narrative text using H5P content. The researcher performed an essay test on H5P content and explained the structure of solving the questions to be worked on and told students to prepare themselves. The researcher gave directions to students to provide 1 sheet of paper as the answer sheet for the test shown in the H5P content and instructed students to work on the questions for 35 minutes, which consisted of 3 questions in the form of essay tests. Researchers and teachers supervise students so they don't work together in working on the problems. After 35 minutes, students are expected to have collected worksheets on the teacher's desk.

c. Observation

Before using the H5P Content, the researcher observes the state of the class. This observation was made when the researcher gave the initial test to students. All students understood when they answered the questions. Then after the researcher explained that the teaching used H5P content, the students were more interested and paid attention to the researcher. When researchers ask them to read and tell what they have read about the text, they do it seriously. And they also did better on the test than in cycle I. When the researcher explained the lesson, the English teacher checked the researcher's how to manage the class, and the conditions during the teaching and learning process. The researcher discussed students and the process of learning English with an English teacher. Student learning outcomes in cycle II can be seen in the table below:

Table 4.4

The result of Students' Scores for Cycle II

No.	Nama	CYCLE II	
		Score	Got Score 65
1.	AAN	85	Passed
2.	WB	80	Passed
3.	HAT	85	Passed
4.	DRSM	80	Passed
5.	FAT	80	Passed
6.	QP	80	Passed
7.	ARM	80	Passed
8.	RP	80	Passed
9.	NAS	80	Passed
10.	AM	80	Passed
11.	NST	80	Passed
12.	RB	80	Passed
13.	RAT	80	Passed
14.	IMAGES	80	Passed
15.	SS	90	Passed
16.	NLT	80	Passed
17.	RGF	80	Passed

18.	AT	80	Passed
19.	CAPKG	80	Passed
20.	AP	85	Passed
21.	WVR	80	Passed
22.	LM	80	Passed
23.	SB	80	Passed
24.	RAS	80	Passed
25.	DAM	80	Passed
26.	BHS	80	Passed
27.	RAH	85	Passed
28.	BB	80	Passed
29.	PB	80	Passed
30.	SM	80	Passed
31.	HB	80	Passed
32.	AA	80	Passed
33.	DMT	80	Passed
34.	ST	80	Passed
Total ΣX		2750	
The Mean Score		8088	

The table above can be explained that student learning outcomes with an average value of 80.88 are categorized as "Good". The completeness of student lessons from 34 students are all categorized as complete.

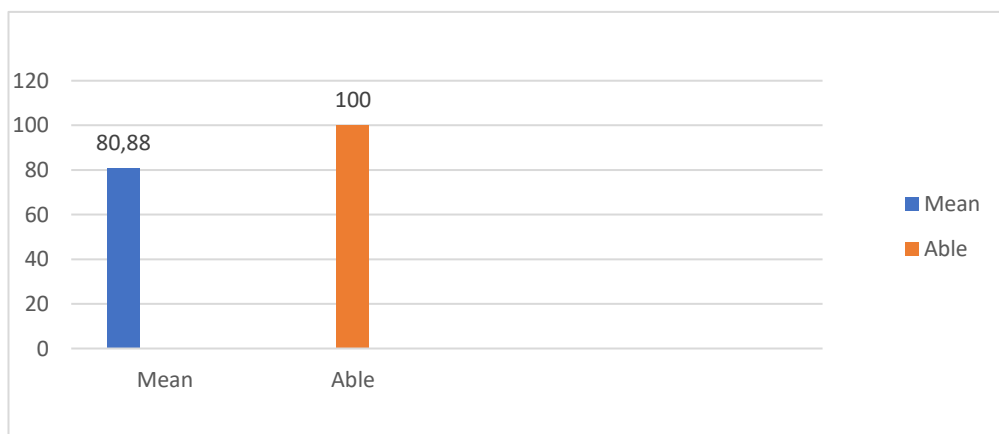


Figure VI. Diagram of Cycle II

From the data, it can be shown that the average students score in Cycle II was 80,88. The students that were categorized as able were 34 students with a

percentage of able students being 100%. The different mean scores between the pre-test to Cycle I and Cycle II can be seen below:

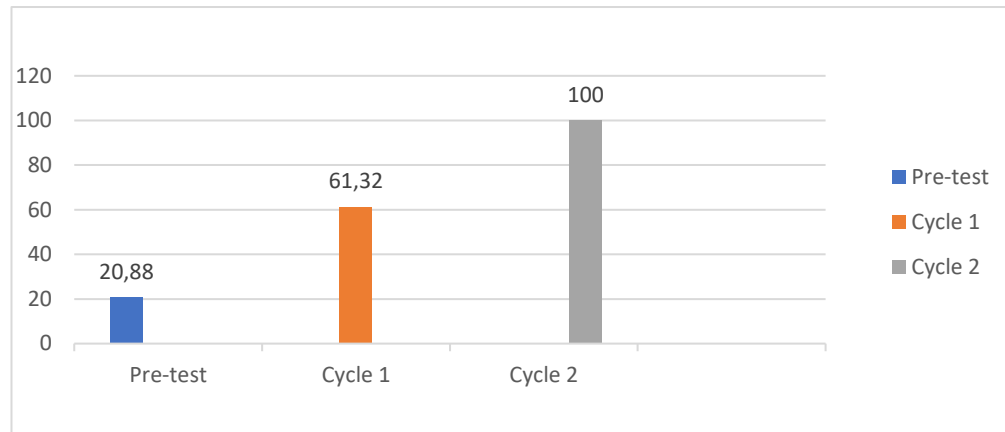


Figure V. The Different Mean score in Pre-test, Cycle I, and Cycle II

As for the results of the observation sheet understanding of student learning concepts, after correction, it was found that student's understanding of learning concepts was relatively good. Based on this description the results of observations of students' understanding of the concept of learning can be seen in Table 4.4 below:

Table 4.5

**Observation Results of Students' Understanding of Learning Concepts in
Cycle II**

No	Indicator	Score
1.	Readiness of students in starting lessons	4
2.	The ability of students to pay attention teacher explanation	4
3.	The ability of students to understand the questions Given	4
4.	Do the questions given by the teacher	4

5.	Respond and make conclusions together on the questions answered	4
	Total	20
	Mean	4
	Information	Very Good

Based on the results of the second cycle of observations, it was concluded that the students' activeness in learning was extraordinary.

d. Reflection

The researcher has done collecting the data. Based on the result, it showed that the students got significant improvement in this cycle than in the first cycle before. The students could master reading, especially reading the narrative text through H5P Content. In running Cycle II, the researcher also collected the score items like in the pre-test and Cycle I, there was improvement also in the pre-test to Cycle I. The standard of criteria maximum was achieved by a mean 80,88, from the total score of students was 2750 divided by the number of students who took the test was 34 students.

In the second cycle, the students were able to answer the test. It can be concluded that applying H5P Content in activities improves students' reading skills. In the meeting in Cycle II, the researcher told the students about mistakes that have been done in the pre-test and Cycle I. The students were not too interested in learning English. They disturbed each other and made the class so crowded. But there was an improvement that they got from the pre-test to Cycle I. It can be shown from the different scores between Pre-test and Post-test in Cycle I. In the Pre-test 0% of students got scores up to 65. In the Post-test of Cycle, about 20.88% of students got scores up to 65. And for getting a maximal score, the researcher gave the second test in Cycle II. After doing Cycle II, the researcher got satisfied because the

percentage of the score was 100%, which meant that all of the students got scores up to KKM 65 and the difference from Cycle I to Cycle II.

The increase in student learning outcomes from the pre-test, cycle I, and cycle II can be seen in the table below:

Table 4.6

The result of Students' Scores for Pre-test, Cycle I, and Cycle II

No.	Nama	PRE-TEST		CYCLE I		CYCLE II	
		Score	Got Score 65	Score	Got Score 65	Score	Got Score 65
1.	AAN	50	Failed	75	Passed	85	Passed
2.	WB	50	Failed	70	Passed	80	Passed
3.	HAT	40	Failed	70	Passed	85	Passed
4.	DRSM	20	Failed	70	Passed	80	Passed
5.	FAT	20	Failed	70	Passed	80	Passed
6.	QP	20	Failed	40	Failed	80	Passed
7.	ARM	10	Failed	70	Passed	80	Passed
8.	RP	30	Failed	45	Failed	80	Passed
9.	NAS	10	Failed	70	Passed	80	Passed
10.	AM	30	Failed	70	Passed	80	Passed
11.	NST	20	Failed	70	Passed	80	Passed
12.	RB	10	Failed	60	Failed	80	Passed
13.	RAT	10	Failed	55	Failed	80	Passed
14.	IMAGES	10	Failed	50	Failed	80	Passed
15.	SS	30	Failed	75	Passed	90	Passed
16.	NLT	20	Failed	70	Passed	80	Passed
17.	RGF	10	Failed	40	Failed	80	Passed
18.	AT	20	Failed	45	Failed	80	Passed
19.	CAPKG	10	Failed	50	Failed	80	Passed
20.	AP	20	Failed	75	Passed	85	Passed
21.	WVR	20	Failed	60	Failed	80	Passed
22.	LM	30	Failed	70	Passed	80	Passed
23.	SB	30	Failed	40	Failed	80	Passed
24.	RAS	10	Failed	70	Passed	80	Passed
25.	DAM	30	Failed	60	Failed	80	Passed
26.	BHS	60	Failed	70	Passed	80	Passed
27.	RAH	20	Failed	75	Passed	85	Passed
28.	BB	10	Failed	45	Failed	80	Passed
29.	PB	10	Failed	60	Failed	80	Passed
30.	SM	10	Failed	60	Failed	80	Passed
31.	HB	10	Failed	70	Passed	80	Passed
32.	AA	10	Failed	60	Failed	80	Passed
33.	DMT	10	Failed	65	Passed	80	Passed
34.	ST	10	Failed	40	Failed	80	Passed
Total Σ X		710		2085		2750	
The Mean Score		20.88		61.32		8088	

From the analysis above H5P Content can improve students' reading skills. The mean of students was 80,88. The able students were 100 students. So the percentage was 100%. It was shown that there some improvements in students' achievement in reading narrative text use H5P Content.

Based on the result of students' achievement in reading comprehension from Pre-test, Post-test I, and Post-test II, the researcher analyzed the data to know the H5P Content in activities to improve students' reading skills.

H5P Content in activities to improve reading skills can also be seen from the mean of students' scores in the first competence test up to the third competency test. The mean in the third competency test was the highest one among the other tests. The improvement can be seen below:

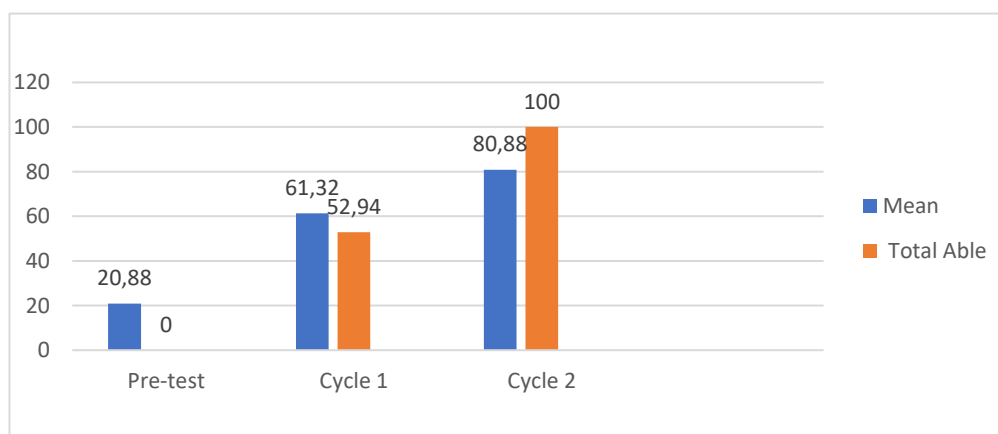


Figure VII. Diagram of Pre-test, Cycle I, and Cycle II

Based on the findings of all the result analyses above, the researcher concluded that the use of H5P Content in activities to improve reading skills of narrative text was accepted.

The results of observations made by researchers in the English subject in class X Madrasah Aliyah Swasta Manduamas for the 2022-2023 academic year,

show that cycle I is still not optimal, while cycle II is optimal/maximum. For more details, it can also be seen in the table and diagram below:

Table 4.7

Table of Students' Scores from the First until Last Meeting

Test	Students Score up to 65 points	Percentage
Pre-test	0	0%
First Cycle	18	52.94%
Second Cycle	34	100%

From the table above, no students were getting scores up to 75 or 0 students (0%) in conducting the pre-test. In the test of Cycle I, there were 18 students (52.94%) who got points up to 75. In the test of Cycle II, there were

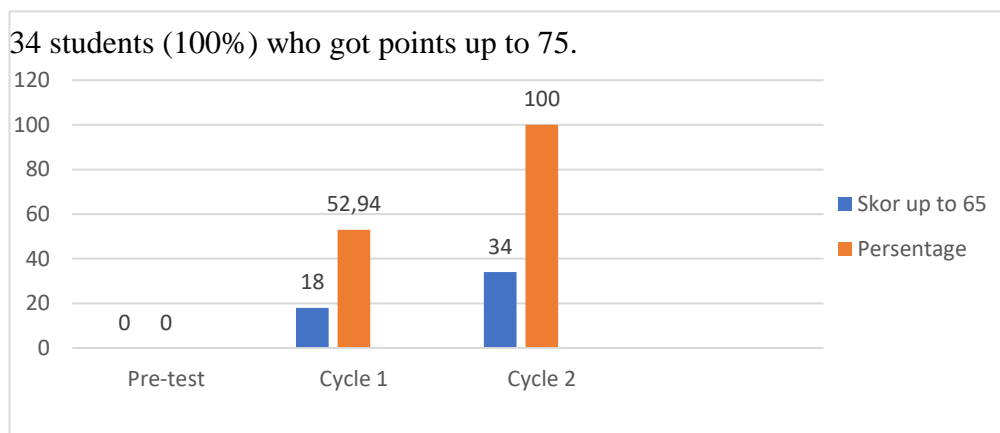


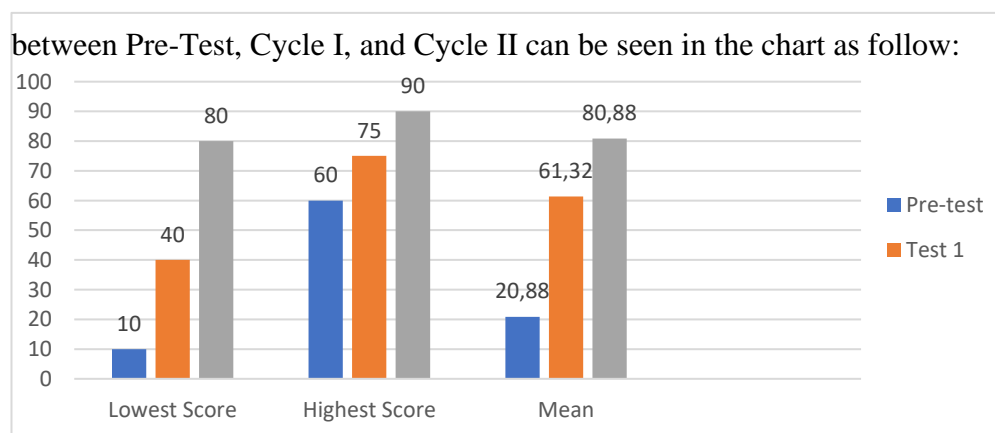
Figure VIII. Diagram Students' Reading Scores in Percentage

From the diagram above can be concluded that there was an improvement in every cycle, score of 65 in the pre-test was 0 students or 0%, the first cycle was 18 students or 52.94% and the second cycle was 34 students or 100%.

Table 4.8**Comparison of the Students' Scores in Three Comparison Tests**

Name of Test	Test I (Pre-Test)	Test II (Cycle I)	Test III (Cycle II)
Lowest Score	10	40	80
Highest Score	60	75	90
Mean (X)	20.88	61.32	80.88
N	34	34	34

The table above described that in the Pre-Test, the lowest score was 10, the students got 10 for the lowest score and 60 for the highest. It means that no students passed the standard criteria minimum (65). After using H5P Content in activities students reading skills in narrative text, some students got 40 for the lowest score and 75 for the highest score. It was shown that there was some improvement in Cycle I. In Cycle II, the students who got 80 were the lowest score and 90 were the highest score. It was proved that the approach could improve the students' achievement in reading narrative text. The mean in the Pre-test was 20,88, in Cycle I was 61,32, and in Cycle II was 80,88. The different score

**Figure IX. Diagram of Students' Comparison Scores**

In the first competence test, 0% (no student) got points up to 65. The second competence test was 61.32% (eighteen students) which got points up to 65. In the third competence test, there were thirty-four students (100%) who got points up to 65 which means all the students can pass the standard minimum score (KKM). There was an improvement from the second competence test to the third competence test. Most of the students' scores increased from the first competence test to the third competence test.

Based on the learning activities using H5P content which were carried out in the form of interviews with several students as samples in the class, the results were found that after implementing learning using H5P content students really understood and understood the learning material provided by the teacher because it really attracted students' interest and could improve students' critical thinking. because the learning media created by the teacher in the learning process is very interesting and they have never seen this media, so students are very enthusiastic about learning activities in the classroom.

C. Research Finding

Based on the research results, it is proven that H5P Content can improve students' understanding of reading narrative texts. The data showed the mean score in the pre-test was 20,88. After doing H5P Content in activities to improve students' reading comprehension in Cycle I the mean score was 61,32. Then, in Cycle II the mean was 80,88. The finding of this research showed that H5P Content improves students' reading comprehension in reading the narrative text. The researcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data was organized from observation sheets and interview

sheets. It was indicated that the students gave their attitude and response during the teaching-learning process. The students become more motivated and attracted to learning narrative text. Based on the result of the quantitative and qualitative data, it was indicated that H5P Content can improve reading comprehension for students.

D. Discussion

The research results show that H5P Content can improve students' understanding of reading narrative texts. The data showed the mean score in the pre-test was 20,88. After doing H5P Content in activities to improve students' reading comprehension in Cycle I the mean score was 61,32. Then, in Cycle II the mean was 80,88. The finding of this research showed that H5P Content improves students' reading comprehension in reading the narrative text.

This is also explained in research (Singleton & Charlton, 2019) that H5P facilitates the easy creation of richer HTML5. Integration of H5P content in course materials provide opportunities for students as learners to think critically about what is taught and supported the flexibility students demand by expanding learning environments. Various activities can be done developed; case study scenarios, interactive technical demonstrations, 3D drawings with area identification interesting (hotspots; roll-over information; animations), as well as quiz questions in various differences format; fill in the blank, image and text based drag and drop, word tags, interactive videos and branching scenario task. H5P content can be easily shared across multiple learning management systems (Canvas, Moodle, and Blackboard).

This researcher also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data was organized from observation sheets and interview sheets. It was indicated that the students gave their attitude and response during the teaching-learning process. The students become more motivated and attracted to learning narrative text. This is also explained in research (Wicaksono et al., 2021) that the use of H5P in teaching English had a significant impact on students' motivation and finally gave impact on students' achievement in English mastery. Yet, this finding needs more evidence to support the claim. Based on the results of quantitative and qualitative data, it can be concluded that H5P content can improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of the study shows that H5P content creation can improve students' reading comprehension especially students of class X Madrasah Aliyah Manduamas Private. The results of the study of the average value of students from the three tests: pre-test 20.88, posttest I 61.32, posttest II 80.88. After that from the observation sheet and interview, there was some improvement in students' reading comprehension. H5P content is used for improve students' reading comprehension in the learning process to help students understand reading texts, especially narrative texts which function to train students' reading comprehension.

B. Suggestion

Results of suggestions from researchers:

1. Teachers should implement H5P content in learning activities to improve students' reading comprehension especially narrative text.
2. Students should improve their reading comprehension through H5P content in activities especially about narrative texts
3. Other researchers suggest creating H5P content in learning activities to improve students' reading comprehension

REFERENCES

- Abbas, K.-D. A. (2021). Factors Influencing Students Reading Comprehension Difficulties Amidst The Use Of Modular Distance Learning Approach In Mindanao State University Sulu – Senior High School. *Open Access Indonesia Journal of Social Sciences*, 4(2), 471–493. <https://doi.org/10.37275/oaijss.v4i2.78>
- Ali, A. M., & Razali, A. B. (2019). A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners. *English Language Teaching*, 12(6), 94. <https://doi.org/10.5539/elt.v12n6p94>
- Amali, L. N., Kadir, N. T., & Latief, M. (2019). Development of e-learning content with H5P and iSpring features. *Journal of Physics: Conference Series*, 1387(1). <https://doi.org/10.1088/1742-6596/1387/1/012019>
- Audina, Y., Zega, N., Simarmata, A., Situmeang, K. V., & Tarigan, S. N. (2020). An Analysis of Teacher's Strategies in Teaching Reading Comprehension. *Lectura : Jurnal Pendidikan*, 11(1), 94–105. <https://doi.org/10.31849/lectura.v11i1.3689>
- Eliawati, T., & Harahap, D. I. (2019). *Classroom Action Research : Measuring Integration of Character Education in Language Learning*. 384(Aisteel), 260–263.
- Fischer, M. P., Rohweder, M., & Dewan, P. (2021). Product Review/Évaluation De Produit. *Journal of the Canadian Health Libraries Association*, 42(3), 178–180. <https://doi.org/10.29173/JCHLA29589>
- Handayani, S., Youlia, L., Febriani, R. B., & Syafradin, S. (2020). THE USE OF DIGITAL LITERATURE IN TEACHING READING NARRATIVE TEXT. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 3(2), 65. <https://doi.org/10.20527/jetall.v3i2.8445>
- Hermanudin, Suhartono, Suryadi, & Noermanzah. (2019). Improvement of reading comprehension ability by using core models of class vii a students of smp negeri 10 bengkulu tengah. *International Journal of Scientific and Technology Research*, 8(12).
- Irwandi, Khairuddin, Alwi, N. A., & Helsa, Y. (2019). Classroom action research for improving teacher's professionalism. *Journal of Physics: Conference Series*, 1321(2), 3–6. <https://doi.org/10.1088/1742-6596/1321/2/022093>
- Jakni. (2017). *Penelitian Tindakan Kelas* (1st ed.). ALFABETA.
- Latifah, N., & Rahmawati, I. N. (2019). Teaching And Learning Narrative Text Writing Through Story Mapping. *English Education: Jurnal Tadris Bahasa*

Inggris, 12(1), 78–96. <https://doi.org/10.24042/ee-jtbi.v12i1.4428>

- Mardianti, N., Wijayati, P. H., & Murtadho, N. (2021). The correlation between students' reading anxiety and their reading comprehension in ESP context. *International Journal of Language Education*, 5(2), 15–29. <https://doi.org/10.26858/ijole.v5i2.15440>
- McIntyre, N. S., Grimm, R. P., Solari, E. J., Zajic, M. C., & Mundy, P. C. (2020). Growth in narrative retelling and inference abilities and relations with reading comprehension in children and adolescents with autism spectrum disorder. *Autism and Developmental Language Impairments*, 5. <https://doi.org/10.1177/2396941520968028>
- MUAFIAH, A. F. (2019). *The implementation of theme based teaching in activities to improve student readings comprehension skill*. 8(5), 55.
- Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The effect of metacognitive strategies implementation on students' reading comprehension achievement. *International Journal of Instruction*, 13(2), 847–862. <https://doi.org/10.29333/iji.2020.13257a>
- Noermanzah, N. (2021). Workshop on Classroom Action Research and Preparation of Scientific Articles on Research Results in Rupit District North Musi Rawas Regency. *Journal of Community Research and Service*, 5(1). <https://doi.org/10.24114/jcrs.v5i1.26824>
- Nugrahanto, S., & Zuchdi, D. (2019). *Indonesia PISA Result and Impact on The Reading Learning Program in Indonesia*. 297(Icille 2018), 373–377. <https://doi.org/10.2991/icille-18.2019.77>
- One, T., Give, T., & Take, O. (2022). *ON STUDENTS ' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT OF*. 14(2).
- Özdemir, E. Ç., & Akyol, H. (2019). The development of a reading comprehension test. *Universal Journal of Educational Research*, 7(2), 563–570. <https://doi.org/10.13189/ujer.2019.070229>
- Singleton, R., & Charlton, A. (2019a). Creating H5P content for active learning. *Pacific Journal of Technology Enhanced Learning*, 2(1). <https://doi.org/10.24135/pjtel.v2i1.32>
- Singleton, R., & Charlton, A. (2019b). Creating H5P content for active learning. *Pacific Journal of Technology Enhanced Learning*, 2(1), 13–14. <https://doi.org/10.24135/pjtel.v2i1.32>
- Sinnayah, P., Salcedo, A., & Rekhari, S. (2021). Reimagining physiology education with interactive content developed in H5P. *Advances in Physiology Education*, 45(1), 71–76. <https://doi.org/10.1152/ADVAN.00021.2020>

- Suryadi, S., Hufad, A., & Leksono, S. M. (2022). The Use of Banten Folklore and Vocabulary Mastery on The Students' Narrative Text Writing Skill. *Ethical Lingua*, 9(1), 107–114. <https://doi.org/10.30605/25409190.381>
- Tang, S., Asrifan, A., Chen, Y., Haedar, H., & Agussalim, M. (2019). the Humor Story in Teaching Reading Comprehension. *Journal of Advanced English Studies*, 2(2), 77. <https://doi.org/10.47354/jaes.v2i2.65>
- Tárraga-Mínguez, R., Gómez-Marí, I., & Sanz-Cervera, P. (2021). Interventions for improving reading comprehension in children with asd: A systematic review. In *Behavioral Sciences* (Vol. 11, Issue 1). MDPI AG. <https://doi.org/10.3390/bs11010003>
- Wicaksono, J. A., Setiarini, R. B., Ikeda, O., & Novawan, A. (2021a). The Use of H5P in Teaching English. *Proceedings of the First International Conference on Social Science, Humanity, and Public Health (ICOSHIP 2020)*. <https://doi.org/10.2991/assehr.k.210101.049>
- Wicaksono, J. A., Setiarini, R. B., Ikeda, O., & Novawan, A. (2021b, January 6). *The Use of H5P in Teaching English*. <https://doi.org/10.2991/assehr.k.210101.049>
- Wulandari, D., Shandy Narmaditya, B., Hadi Utomo, S., & Hilmi Prayi, P. (2019). Teachers' Perception on Classroom Action Research. *KnE Social Sciences*, 3(11), 313. <https://doi.org/10.18502/kss.v3i11.4015>
- Zuraidah, S., Syamsi, K., & Ashadi, A. (2020). Improving the story-telling skill of grade 1 students through the use of hand puppet media. *Jurnal Prima Edukasia*, 8(2). <https://doi.org/10.21831/jpe.v8i2.33831>

APPENDICES

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Swasta Manduamas
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X / II (Genap)
Materi Pokok : Teks Naratif; Informasi Terkait Legenda Rakyat
Alokasi Waktu : 1 Pertemuan (2JP) (Siklus I)

A. KOMPETENSI ISI (KI)

KI 1 : Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran

KI 2 : **Memiliki perilaku jujur, disiplin, tanggungjawab, santun , peduli,**
dan percaya diri dalam berinteraksi dengan teman, guru, keluarga dan lingkungan.

KI 3 : Memahami isi narrative text yang diajarkan oleh guru dan mengambil nilai yang terdapat pada narrative text tersebut.

KI 4 : Mampu berinteraksi dengan guru dan teman dengan penuh percaya diri dalam proses belajar Bahasa Inggris.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator Pencapaian Kompetensi

3.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	3.1.1 Berdoa sebelum memulai pembelajaran sesuai dengan agama dan kepercayaan yang dianut.
3.2. Memiliki perilaku jujur, disiplin, tanggung jawab santun, peduli dan percaya diri dalam berinteraksi dengan, guru, teman dan keluarga.	3.2.2 Berperilaku Jujur, disiplin, tanggungjawab, santun, peduli dan berani berinteraksi dengan guru, teman, dan keluarga.
3.3. Memahami isi narrative text yang diajarkan oleh guru dan mengambil nilai yang terdapat pada narrative text tersebut seperti orientation, complication dan resolution.	3.3.3 Mengerti setiap struktur yang terdapat pada isi narrative text seperti orientation, complication, resolution.
4.1 Mampu berinteraksi dengan guru dan teman dengan penuh percaya diri dalam proses belajar Bahasa Inggris.	4.1.1 Percaya diri dalam merespon guru dan teman dalam proses belajar Bahasa Inggris.

C. TUJUAN PEMBELAJARAN

1. Dengan menggunakan konten H5P siswa dapat mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan.
2. Dengan menggunakan konten H5P siswa dapat memahami struktur teks naratif.
3. Dengan menggunakan konten H5P guru dapat menilai pemahaman membaca siswa dalam memahami struktur teks naratif.

D. MATERI PEMBELAJARAN

Penggunaan konten H5P sebagai media pembelajaran sangat efektif dan meningkatkan kemampuan pemahaman membaca Bahasa Inggris pada siswa.

1. Pengertian Narrative text

Narrative text merupakan salah satu jenis teks yang bercerita mengenai rangkaian peristiwa secara kronologis serta saling terhubung. Sifat narrative text adalah imajinatif atau berupa cerita fiktif (karangan) yang memiliki tujuan untuk menghibur pembaca.

2. Jenis – Jenis Narrative text

- Fable atau fabel merupakan cerita yang berkisah mengenai binatang. Contoh, The Ugly Duckling, A Bear and A Rabbit, The Greedy Monkey, A Fox and A Little Bird dan lain sebagainya.
- Myth atau mitos merupakan cerita mitos / mite yang berkembang pada masyarakat serta umumnya dianggap sebagai cerita faktual atau benar-benar terjadi. Contohnya Aji Saka and Dewata Cengkar.

- Legend atau Legenda adalah cerita yang mengisahkan mengenai bagaimana asal usul suatu tempat. The Legend of Surabaya, The Legend of Candi Prambanan, Story of Lake Toba.
- Filktale atau Cerita rakyat merupakan cerita yang diturunkan secara turun temurun hingga menjadi bagian tradisi masyarakat. Contohnya Malin Kundang, Golden eggs.
- Fairy Tale atau Dongeng adalah cerita rakyat atau cerita kanak-kanak yang memiliki keajaiban dalam kisah yang diceritakan oleh penulisnya. Contohnya Timun Mas, Tinker Bell, Tumbelina.
- Love story atau Romance atau Cerita Cinta adalah cerita yang mengisahkan (umumnya) perjuangan cinta tokoh utama atau mengenai kisah cinta tokoh-tokohnya. Contohnya, Romeo and Juliet, I'm One of Those Fool Man.
- Personal Experiment merupakan narrative text yang berisi mengenai pengalaman pribadi penulis.
- Science Fiction adalah cerita yang berkisah mengenai hal-hal yang berkaitan dengan sains, Etc.

3. Generic Structure of Narrative Text

- Orientation, merupakan paragraf awal yang berisi mengenai pengenalan tokoh yang terlibat dalam suatu kejadian dalam cerita. Selain itu orientation berisi tempat kejadian serta waktu cerita.
- Complication, terdiri atas paragraf yang menjelaskan mengenai awal mula peristiwa atau kejadian. Awal mula peristiwa tersebut

menjadi rentetan alur cerita yang kemudian berlanjut pada konflik, klimaks serta anti klimaks.

- Resolution, merupakan bagian akhir cerita. Sesuai namanya, pada

Read the text below answer the question !

THUMBELINA

There was once a woman who wanted a small child but didn't know where get one So she went to a witch for help. "a little child?" said the witch, that's easy. Here is a magic seed Plant it in a flower pot and see what happens!"

The woman thanked to the witch, paid her with a piece of silver, and went home to plant the magic seed. As soon as it touched the soil, the seed grow into a tulip, whose flower opened with a pop. In the middle of the flower sat a tiny girl. "Why, the pretty little thing is hardly as big as my thumb!" cried the woman. "I am going to call her Thumbelina"

The woman made Thumbelina a bed from a walnut shell. Instead of going out, Thumbelina played on the kitchen table. Her favorite game was sailing cross a bowl of water in a boat made from a tulip leaf. As she sailed, she sang in a high, sweet voice.

One night, an old toad got in through an open window and hopped down onto the kitchen table. "Just the wife for my son!" the toad declared when it saw Thumbelina sleeping in her tiny bed. The toad picked up the walnut shell and hopped out through the window into the garden. At the bottom of the garden, there was a stream with muddy banks, and that was where the old toad lived with her son. He was even damper and uglier than his mother When he saw the pretty little girl

asleep in the walnut shell, all he could say was, "Ribbik Ribbik!" "Not so loud!" whispered the old toad. "If you wake her up. she will run away. We ll put her on a water-lily leaf in the middle of the stream so she won t be able to escape. Then we can clear out the best room for the wedding"

In the morning, when she woke up. Thumbelina was started to find herself on a big green leaf in the middle of a stream.

1. Write the Generic Structure in the table below. Use the information you can find in the text "Thumbelina"

Answer Key :

Part of the text	Summary from text
Orientation	Characters: Poor woman, Thumbelina.
Complication	One day, the poor woman went to a fairy god mother. The fairy lived near the green meadow in the valley.
Resolution	The woman who went to the Fairy finally found a small child inside a flower.

2. Explain the message contained in the story "Thumbelina"

Answer Key :

Moral Values : To be happy with who you are and also never give up!

3. Please Answer the Question based on Thumbelina story!

- What was the woman's problem?

- How did she get a child?
- Who kidnapped Thumbelina?

Answer Key :

- A woman who wants a child
- She went to a witch for help.
- An old frog.

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Model : Project Based learning

Strategi : Diskusi

F. PENDEKATAN PEMBELAJARAN

Pendekatan Pembelajaran : Classroom Action Research (CAR)

G. ALAT, MEDIA, DAN SUMBER BELAJAR

Alat/Bahan : pulpen, Laptop & infocus

Media : Konten H5P, Worksheet atau lembar kerja (siswa)

Sumber Belajar : Buku Paket SMA/MA X Bahasa Inggris

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi	Waktu
Pendahuluan	1. Orientasi Salam dan do'a bersama Mengucapkan salam Mengecek kehadiran siswa 2. Apersepsi	30 Menit

	<p>Mereview pelajaran sebelumnya yang berkaitan dengan pelajaran yang akan diajarkan.</p> <p>3. Direction</p> <p>Menjelaskan tujuan pembelajaran.</p> <p>Menjelaskan aktivitas yang akan dilaksanakan.</p> <p>Apabila materi/tema/projek dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang materi: Narrative text</p> <p>Stimulasi (Stimulation)</p> <p>Guru menjelaskan prosedur pembelajaran.</p> <p>Guru menampilkan cerita Malin Kundang dengan menggunakan infokus dan memberikan tugas kepada para siswa.</p> <p>Identifikasi Masalah (Problem Statement)</p>	
--	---	--

	<p>Guru mempersilahkan siswa membaca naskah cerita perkalimat kemudian menerjemahkannya kedalam Bahasa Indonesia sekaligus guru menjelaskan arti yang sebenarnya dari setiap kalimat tersebut dan siswa memperhatikan penjelasan guru tersebut.</p>	
Kegiatan Inti	<p>Guru memberikan problem statement (identifikasi masalah) dari materi yang dijelaskan :</p> <ol style="list-style-type: none"> 1. Identifying the Generic Structure of the story. 2. Analyzing the message of the story. 3. Responding to the story. <p>Pengumpulan Data (Data Collection)</p> <p>Siswa focus dalam menjawab semua pertanyaan.</p> <p>Guru memanggil 1-3 siswa untuk mempresentasikan hasil jawaban mereka di depan kelas.</p> <p>Pengolahan Data (Data Processing)</p> <p>Guru menilai pemahaman membaca siswa dengan melihat aspek aspek seperti grammar, vocabulary, pronouncation, content, dan understanding.</p>	40 Menit

	Guru memberikan nilai setiap siswa yang sudah mempresentasikan jawaban mereka di depan kelas.	
Penutup	<p>Pembuktian (Verification)</p> <p>Setiap siswa yang maju praktik didepan kelas siswa lain memperhatikan.</p> <p>Guru membantu siswa dalam memahami teks bacaan Bahasa inggris dengan benar.</p> <p>Guru memeriksa pemahaman membaca bahasa inggris pada siswa seperti vocabulary, content, dan understanding.</p> <p>Menarik Kesimpulan (Generalization)</p> <p>Siswa memaparkan hasil diskusi mereka di depan kelas.</p> <p>Guru memeriksa pemahaman membaca bahasa inggris pada siswa seperti vocabulary, content, dan understanding.</p> <p>Setelah mengikuti kegiatan pembelajaran, siswa ditanya bagaimana perasaannya.</p>	20 Menit

	<p>Siswa dan guru menyimpulkan pembelajaran.</p> <p>Siswa diberikan penilaian dari latihan-latihan yang telah diberikan.</p> <p>Guru menginformasikan bahwa semua materi pembelajaran telah selesai.</p>	
--	--	--

I. PENILAIAN

- 1) Jenis/teknik penilaian : Test Tulisan
- 2) Bentuk instrument : Pre-test dan Post-test
- 3) Aspek Sikap : Memperhatikan keaktifan dan cara siswa berinteraksi

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : Madrasah Aliyah Swasta Manduamas
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X / II (Genap)
Materi Pokok : Teks Naratif; Informasi Terkait Legenda Rakyat
Alokasi Waktu : 1 Pertemuan (2JP) (Siklus II)

A. KOMPETENSI ISI (KI)

KI 1 : Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran

KI 2 : **Memiliki perilaku jujur, disiplin, tanggungjawab, santun , peduli,**
dan percaya diri dalam
berinteraksi dengan teman, guru, keluarga dan lingkungan.

KI 3 : Memahami isi narrative text yang diajarkan oleh guru dan mengambil
nilai yang terdapat pada narrative text tersebut.

KI 4 : Mampu berinteraksi dengan guru dan teman dengan penuh percaya diri
dalam proses belajar Bahasa Inggris.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	3.1.1 Berdoa sebelum memulai pembelajaran sesuai dengan agama dan kepercayaan yang dianut.
3.2. Memiliki perilaku jujur, disiplin, tanggung jawab santun, peduli dan percaya diri dalam berinteraksi dengan, guru, teman dan keluarga.	3.2.2 Berperilaku Jujur, disiplin, tanggungjawab, santun, peduli dan berani berinteraksi dengan guru, teman, dan keluarga.
3.3. Memahami isi narrative text yang diajarkan oleh guru dan mengambil nilai yang terdapat pada narrative text tersebut seperti orientation, complication dan resolution.	3.3.3 Mengerti setiap struktur yang terdapat pada isi narrative text seperti orientation, complication, resolution.
4.1 Mampu berinteraksi dengan guru dan teman dengan penuh percaya diri	4.1.1 Percaya diri dalam merespon guru dan teman dalam proses belajar Bahasa inggris.

dalam proses belajar Bahasa Inggris.	
--------------------------------------	--

C. TUJUAN PEMBELAJARAN

- Dengan menggunakan konten H5P siswa dapat mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan.
- Dengan menggunakan konten H5P siswa dapat memahami struktur teks naratif.
- Dengan menggunakan konten H5P guru dapat menilai pemahaman membaca siswa dalam memahami struktur teks naratif.

D. MATERI PEMBELAJARAN

Penggunaan konten H5P sebagai media pembelajaran sangat efektif dan meningkatkan kemampuan pemahaman membaca Bahasa Inggris pada siswa.

Read the text below answer the question !

Peterpan and Tinkerbelle

Once upon a time there was a beautiful place called Neverland where Peterpan and Tinkerbelle lived. Not so far from this place is the city of London where John, Wendy and Michael Darling lived. They really loved story of Peter.

One day Peterpan appeared and asked the children to fly to Neverland. They were very excited to see the scenery and beauty of Neverland. Then they were

surprised to know the existence of a cruel pirate called captain hook. One day captain hook captured Tinkerbell and forced her to show Peterpan place. In doing so all Peter's friends the Darlings were captured and taken to the pirate ship. Captain hook frightened the children by putting them on the plank. Suddenly Peterpan appeared and stopped everything. In a fierce duel, he threw hook and all the pirates overboard. Hook was chased away by a crocodile, and nobody cared to save him. The Darlings were so happy and thankful to Peterpan. They told Peter their intention to go home. With the sprinkle of Tinkerbell's pixie dust, captain hook's pirate ship was sailing through the skies of Neverland, heading back to the Darling's home in London.

One night, dear Wendy and two brothers, John and Michael, were awakened by strange noises. They ran to the window and saw the arrival of Peterpan and Tinkerbell. They were visiting from the Foreign Affairs. Peterpan tells all about the Foreign Affairs and tales of Children Missing, Indians, and Pirates. Peter offered to take the kids to the Foreign Affairs. "However", he said, "you have to learn to fly first." With these words, he sprinkled magic dust Tinkerbell to them and they started to float in the room. Exit from the treatment room, children, and Peterpan fly to the sky toward the Foreign Affairs. Captain Hook's eyes look evil. Hook was studying to be a pirate. He became the enemy of Lost Children, and especially Peterpan. For months, pirates seek Missing Child safe house. Wendy's sisters and brother lived with Children Missing and Indians for a few weeks and they tell hometown. However, homesick children and Peterpan asks sadly to Tinkerbell to take them home. When the kids were crawling out of his hiding place, the pirates took him and brought him to the ship. Fly to meet Tinkerbell Peter to tell him what happened. Quick as a flash,

Peter exposes pirate ship in the direction to prevent Captain Hook, who forced the children to walk to the sled. Hook's hand and the alarm clock has been swallowed by a crocodile. So when Peter approached the pirate ship, he made a clock ticking noise. Suddenly the crocodile coming, Captain Hook so scared into hiding. Peterpan jumped into the ship and fight all the pirates. One by one they jumped into the sea and the children managed to be released. Shortly thereafter, Captain Hook who lived harusdihadapi Peterpan. He encouraged Hook to dive into the sea and into the crocodile's mouth. He returned to Wendy, John and Michael and drive him home. Once safely in the treatment room with the dog Nana, Wendy asks Peterpan live with him. But Peter has missed the Foreign Affairs."That's where I grew up," he smiled. Therefore, the children saw once again from the window when Peterpan came home and promised to visit again.

1. Write the Generic Structure in the table below. Use the information you can find in the text "Peterpan and Tinkerbell"

Answer Key :

Part of the text	Summary from text
Orientation	Characters: Peterpan and Tinkerbell. Time: Once upon a time Places: Neverland
Complication	One day Captain Hook captured Tinker Bell and forced her to show where Peterpan place. And also Peter's friends, the Darlings were captured and

	taken to the pirate ship. Captain Hook frightened the children by putting them on the plank.
Resolution	Suddenly Peterpan appeared and stopped everything. In a fierce duel, Peterpan threw Captain Hook and all the pirates overboard. Captain Hook was chased away by the crocodile, and nobody cared to save him.

2. Explain the message contained in the story "Peterpan and Tinkerbell"

Answer Key :

Moral Values : Kindness will bear luckiness, while evil will cause unluckiness.

3. Please Answer the Question based on Peterpan and Tinkerbell story!

- what makes wendy, john, and michael wake up?
- why captain hook die?
- why peter dont want to live with wendy?

Answer Key :

- Strange noise from the arrival of peter and thinker bell
- because of the encouraged of peter to dive in the sea and to crocodile's mouth
- because peter want live in the place where he grew up.

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Model : Project Based learning

Strategi : Diskusi

F. PENDEKATAN PEMBELAJARAN

Pendekatan Pembelajaran : Classroom Action Research (CAR)

G. ALAT, MEDIA, DAN SUMBER BELAJAR

Alat/Bahan : pulpen,Laptop & infocus

Media : Konten H5P, Worksheet atau lembar kerja (siswa)

Sumber Belajar : Buku Paket SMA/MA X Bahasa Inggris

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi	Waktu
Pendahuluan	<p>1. Orientasi</p> <p>Salam dan do'a bersama</p> <p>Mengucapkan salam</p> <p>Mengecek kehadiran siswa</p> <p>2. Apersepsi</p> <p>Mereview pelajaran sebelumnya yang berkaitan dengan pelajaran yang akan diajarkan.</p> <p>3. Direction</p> <p>Menjelaskan tujuan pembelajaran.</p> <p>Menjelaskan aktivitas yang akan di laksanakan.</p>	30 Menit

	<p>Apabila materi/tema/projek dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang materi: Narrative text</p> <p>Stimulasi (Stimulation)</p> <p>Guru menjelaskan prosedur pembelajaran.</p> <p>Guru menampilkan cerita Malin Kundang dengan menggunakan infokus dan memberikan tugas kepada para siswa.</p> <p>Identifikasi Masalah (Problem Statement)</p> <p>Guru mempersilahkan siswa membaca naskah cerita perkalimat kemudian menerjemahkannya kedalam Bahasa Indonesia sekaligus guru menjelaskan arti yang sebenarnya dari setiap kalimat tersebut dan siswa memperhatikan penjelasan guru tersebut.</p>	
Kegiatan Inti	<p>Guru memberikan problem statement (identifikasi masalah) dari materi yang dijelaskan :</p>	40 Menit

	<p>1. Identifying the Generic Structure of the story.</p> <p>2. Analyzing the message of the story.</p> <p>3. Responding to the story.</p> <p>Pengumpulan Data (Data Collection)</p> <p>Siswa focus dalam menjawab semua pertanyaan.</p> <p>Guru memanggil 1-3 siswa untuk mempresentasikan hasil jawaban mereka di depan kelas.</p> <p>Pengolahan Data (Data Processing)</p> <p>Guru menilai pemahaman membaca siswa dengan melihat aspek aspek seperti grammar, vocabulary, pronouncation, content, dan understanding.</p> <p>Guru memberikan nilai setiap siswa yang sudah mempresentasikan jawaban mereka di depan kelas.</p>	
Penutup	<p>Pembuktian (Verification)</p> <p>Setiap siswa yang maju praktik didepan kelas siswa lain memperhatikan.</p> <p>Guru membantu siswa dalam memahami teks bacaan Bahasa inggris dengan benar.</p>	20 Menit

	<p>Guru memeriksa pemahaman membaca bahasa inggris pada siswa seperti vocabulary, content, dan understanding.</p> <p>Menarik Kesimpulan (Generalization)</p> <p>Siswa memaparkan hasil diskusi mereka di depan kelas.</p> <p>Guru memeriksa pemahaman membaca bahasa inggris pada siswa seperti vocabulary, content, dan understanding.</p> <p>Setelah mengikuti kegiatan pembelajaran, siswa ditanya bagaimana perasaannya.</p> <p>Siswa dan guru menyimpulkan pembelajaran. Siswa diberikan penilaian dari latihan-latihan yang telah diberikan.</p> <p>Guru menginformasikan bahwa semua materi pembelajaran telah selesai.</p>	
--	--	--

I. PENILAIAN

- 1) Jenis/teknik penilaian : Test Tulisan
- 2) Bentuk instrument : Pre-test dan Post-test
- 3) Aspek Sikap : Memperhatikan keaktifan dan cara siswa berinteraksi

Medan, Mei 2023

Mengetahui



Kepala Sekolah

Sadikun Tumanggor, S.Ag

Guru Mapel

A handwritten signature in black ink.

Ayu Andira Batubara, S.Pd

Peneliti

A handwritten signature in black ink that reads "Sarmadianna".

Sarmadianna Maulana Hutabarat
1902050012

Pre-Test

Read the text below answer the question !

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. Ater getting ish he would bring it to his mother, or sell the caught ish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He let his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. he local people recognized that it was Malin Kundang, a boy from the area. he news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely ater a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his

mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

1. Write the Generic Structure in the table below. Use the information you can find in the text "Malin Kundang"

Answer Key:

Part of the text	Summary from text
Orientation	Characters: Malin Kundang, His mom, Time: A long time ago Places: in a small village near the beach in West Sumatra. (Paragraph 1)
Complication	At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged,

	<p>she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone. (Paragraph 3)</p>
Resolution	<p>It was really too late for him to avoid his curse, he had turned into a stone. (Paragraph 3)</p>

2. Explain the message contained in the story "Malin Kundang"

Answer Key :

Moral values : Don't hurt your parents' prayers, because their prayers will be very easy to answer. It can be seen from the prayer of Malin's mother who wanted her child to turn into a stone and Malin immediately became a stone.

3. Please Answer the Question based on Malin Kundang's story!

- How did the merchant allow Malin Kundang to join him in the sail?
- Give an example that Malin Kundang was a healthy, dilligent, and strong boy!
- Why did Malin Kundang and his mother have to live hard?

Answer Key :

- *Malin Kundang helped the merchant defeat the pirates who attacked the merchant's ship and To thank him, he allowed Malin Kundang to sail with him.*
- *He usually went to the sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.*
- *Because his father had passed away when he was a baby.*

Cycle 1

Read the text below answer the question !

THUMBELINA

There was once a woman who wanted a small child but didn't know where get one. So she went to a witch for help. "a little child?" said the witch, that's easy. Here is a magic seed Plant it in a flower pot and see what happens!"

The woman thanked to the witch, paid her with a piece of silver, and went home to plant the magic seed. As soon as it touched the soil, the seed grow into a tulip, whose flower opened with a pop. In the middle of the flower sat a tiny girl.

"Why, the pretty little thing is hardly as big as my thumb!" cried the woman. "I am going to call her Thumbelina"

The woman made Thumbelina a bed from a walnut shell. Instead of going out, Thumbelina played on the kitchen table. Her favorite game was sailing cross a bowl of water in a boat made from a tulip leaf. As she sailed, she sang in a high, sweet voice.

One night, an old toad got in through an open window and hopped down onto the kitchen table. "Just the wife for my son!" the toad declared when it saw Thumbelina sleeping in her tiny bed. The toad picked up the walnut shell and hopped out through the window into the garden. At the bottom of the garden, there was a stream with muddy banks, and that was where the old toad lived with her son. He was even damper and uglier than his mother When he saw the pretty little girl asleep in the walnut shell, all he could say was, "Ribbik Ribbik!" "Not so loud!" whispered the old toad. "If you wake her up. she will run away. We ll put her on a water-lily leaf in the middle of the stream so she won t be able to escape. Then we

can clear out the best room for the wedding"

In the morning, when she woke up. Thumbelina was started to find herself on a big green leaf in the middle of a stream.

1. Write the Generic Structure in the table below. Use the information you can find in the text "Thumbelina"

Answer Key :

Part of the text	Summary from text
Orientation	Characters: Poor woman, Thumbelina.
Complication	One day, the poor woman went to a fairy god mother. The fairy lived near the green meadow in the valley.
Resolution	The woman who went to the Fairy finally found a small child inside a flower.

2. Explain the message contained in the story "Thumbelina"

Answer Key :

Moral Values : To be happy with who you are and also never give up!

3. Please Answer the Question based on Thumbelina story!

- What was the woman's problem?
- How did she get a child?
- Who kidnapped Thumbelina?

Answer Key :

- A woman who wants a child
- She went to a witch for help.
- An old frog.

Cycle 2

Read the text below answer the question !

Peterpan and Tinkerbell

Once upon a time there was a beautiful place called Neverland where Peterpan and Tinkerbell lived. Not so far from this place is the city of London where John, Wendy and Michael Darling lived. They really loved story of Peter.

One day Peterpan appeared and asked the children to fly to Neverland. They were very excited to see the scenery and beauty of Neverland. Then they were surprised to know the existence of a cruel pirate called Captain Hook. One day Captain Hook captured Tinkerbell and forced her to show Peterpan place. In doing so all Peter's friends the Darlings were captured and taken to the pirate ship. Captain Hook frightened the children by putting them on the plank. Suddenly Peterpan appeared and stopped everything. In a fierce duel, he threw Hook and all the pirates overboard. Hook was chased away by a crocodile, and nobody cared to save him. The Darlings were so happy and thankful to Peterpan. They told Peter their intention to go home. With the sprinkle of Tinkerbell's pixie dust, Captain Hook's pirate ship was sailing through the skies of Neverland, heading back to the Darling's home in London.

One night, dear Wendy and two brothers, John and Michael, were awakened by strange noises. They ran to the window and saw the arrival of Peterpan and Tinkerbell. They were visiting from the Foreign Affairs. Peterpan tells all about the Foreign Affairs and tales of Children Missing, Indians, and Pirates. Peter offered to take the

kids to the Foreign Affairs. "However", he said, "you have to learn to fly first. "With these words, he sprinkled magic dust Tinkerbell to them and they started to float in the room. Exit from the treatment room, children, and Peterpan fly to the sky toward the Foreign Affairs. Captain Hook's eyes look evil. Hook was studying to be a pirate. He became the enemy of Lost Children, and especially Peterpan. For months, pirates seek Missing Child safe house. Wendy's sisters and brother lived with Children Missing and Indians for a few weeks and they tell hometown. However, homesick children and Peterpan asks sadly to Tinkerbell to take them home. When the kids were crawling out of his hiding place, the pirates took him and brought him to the ship. Fly to meet Tinkerbell Peter to tell him what happened. Quick as a flash, Peter exposes pirate ship in the direction to prevent Captain Hook, who forced the children to walk to the sled. Hook's hand and the alarm clock has been swallowed by a crocodile. So when Peter approached the pirate ship, he made a clock ticking noise. Suddenly the crocodile coming, Captain Hook so scared into hiding. Peterpan jumped into the ship and fight all the pirates. One by one they jumped into the sea and the children managed to be released. Shortly thereafter, Captain Hook who lived harusdihadapi Peterpan. He encouraged Hook to dive into the sea and into the crocodile's mouth. He returned to Wendy, John and Michael and drive him home. Once safely in the treatment room with the dog Nana, Wendy asks Peterpan live with him. But Peter has missed the Foreign Affairs."That's where I grew up," he smiled. Therefore, the children saw once again from the window when Peterpan came home and promised to visit again.

1. Write the Generic Structure in the table below. Use the information you can find in the text "Peterpan and Tinkerbell"

Answer Key :

Part of the text	Summary from text
Orientation	<p>Characters: Peterpan and Tinkerbell.</p> <p>Time: Once upon a time</p> <p>Places: Neverland</p>
Complication	<p>One day Captain Hook captured Tinker Bell and forced her to show where Peterpan place. And also Peter's friends, the Darlings were captured and taken to the pirate ship. Captain Hook frightened the children by putting them on the plank.</p>
Resolution	<p>Suddenly Peterpan appeared and stopped everything. In a fierce duel, Peterpan threw Captain Hook and all the pirates overboard. Captain Hook was chased away by the crocodile, and nobody cared to save him.</p>

2. Explain the message contained in the story "Peterpan and Tinkerbell"

Answer Key :

Moral Values : Kindness will bear luckiness, while evil will cause unluckiness.

3. Please Answer the Question based on Peterpan and Tinkerbell story!

- what makes wendy, john, and michael wake up?
- why captain hook die?
- why peter dont want to live with wendy?

Answer Key :

- Strange noise from the arrival of peter and thinker bell
- because of the encouraged of peter to dive in the sea and to crocodile's mouth
- because peter want live in the place where he grew up

Students Observation Sheet

Nama Sekolah : Madrasah Aliyah Swasta Manduamas

Guru : Ayu Andira Batubara, S.Pd

Peneliti : Sarmadianna Maulana Hutabarat

Observation Results of Understanding of Learning Concepts in Cycle I

	Indicator	Score
1.	Readiness of students in starting lessons	3
2.	The ability of students to pay attention teacher explanation	3
3.	The ability of students to understand the questions given	3
4.	Do the questions given by the teacher	3
5.	Provide responses and make conclusions together on the questions answered	3
	Total	15
	Mean	3
	Information	Good

Observation Results of Students' Understanding of Learning Concepts in

Cycle II

No	Indicator	Score
1.	Readiness of students in starting lessons	4
2.	The ability of students to pay attention teacher explanation	4
3.	The ability of students to understand the questions Given	4
4.	Do the questions given by the teacher	4
5.	Provide responses and make conclusions together on the questions answered	4

	Total	20
	Mean	4
	Information	Very Good

INTERVIEW

Dialogue Interview with English Teacher of the First Grade Madrasah

Aliyah Swasta Manduamas

1. What is your educational background?
2. How long have you served as an English teacher at Madrasah Aliyah Swasta Manduamas?
3. What problems did you find in teaching English, especially reading?
4. What obstacles did you encounter when teaching English at Madrasah Aliyah Swasta Manduamas for the 2022/2023 academic year?
5. What are your usual reading teaching techniques especially narrative text?
6. How do students respond when learning reading?
7. Have you ever used H5P Content media when teaching reading to students?
8. what do you think about the creat H5P Content in activities to improve reading comprehension for the students especially in narrative text?

The Answer of Interview with English Teacher of the First Grade

Madrasah Aliyah Swasta Manduamas

1. Bachelor of Education
2. Approximately 5 years
3. Lack of interest and critical thinking of students in reading comprehension
4. Lack of language pronunciation in students in reading texts
5. I usually use the blackboard when explaining to students
6. Be normal and listen to my explanation
7. Never at all
8. Very interesting, creative, can make it easier for teachers to convey material and students can easily understand the material being taught.

INTERVIEW

Dialogue Interview with Student's of the First Grade Madrasah Aliyah

Swasta Manduamas

1. Apakah Anda menyukai pembelajaran Bahasa Inggris?
2. Apakah Anda suka membaca?
3. Apakah kamu pernah baca Teks narrative dalam bahasa inggris? Menurut kamu susah atau mudah gak membaca teks narrative?
4. Bagaimana pembelajaran yang dibawakan oleh guru Anda ?
5. Apakah Anda menyukai teknik mengajar yang dibawakan guru Anda?
6. Bagaimana kondisi Kegiatan belajar mengajar yang dibawakan guru Anda?
7. Apakah teknik yang dibawakan guru membuat Anda lebih memahami isi bacaan?
8. Bagaimana tanggapan Anda sebelum dan setelah menggunakan H5P Content?

The Answer of Interview with Students of the First Grade Madrasah

Aliyah Swasta Manduamas

1. **Student I** : Ya
Student II : Tidak Suka
Student III : Tidak
2. **Student I** : Ya
Student II : Ya
Student III : Iya
3. **Student I** : Ya, Kalau sekedar membaca mudah. Jika menerjemahkan teks susah
Student II : Ya, lumayan susah
Student III : Susah
4. **Student I** : Pembelajaran Bahasa Inggris yang dibawakan oleh guru saya hampir semua materi yang diulang-ulang.
Student II : Baik
5. **Student I** : Sama sekali tidak
Student II : Ya
Student III : Tidak
6. **Student I** : Selalu dengan kondisi yang suram
Student II : Tenram
Student III : Baik dan mudah dimengerti
7. **Student I** : Memberikan pelajaran tenses dan subject, agar lebih mudah memahami teks.
Student II : Ya

Student III : Ya

8. **Student I** : Setelah menggunakan H5P Content saya sangat mengerti dan memahami materi pembelajaran yang diberikan karna sangat sangat menarik.

Student II : Membuat saya mengerti materi

Student III : Membuat saya memahami materi dengan baik.

CURRICULUM VITAE



Name : Sarmadianna Maulana Hutabarat
Npm : 1902050012
Gender : Female
Religion : Islam
Place/ Data of birth : Hutaimbaru, May 02 1997
Adresses : Desa Untemungkur 1, Kec. Kolang
No. Hp : 082265197212
Email : sarmadiannamaulanahutabarat@gmail.com
Father's Name : Habasaran Hutabarat
Mother's : Hasrawaty Hutagalung

Educations Backgrounds

Elementrys School : SD N 156475 1B (2007-2013)
Junior High School : SMP N 1 KOLANG (2011-2013)
Senior High School : SMA N 1 KOLANG (2013-2015)
University : University of Muhammadiyah North Sumatra
(2019- 2023)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Form : K-1

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Sarmadianna Maulana Hutabarat
 NPM : 1902050012
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 3.69

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Creating H5P Content for EFL: Enhancing students Reading Comprehension	
	Strategy Analysis in Making Module Decks in CAKAP	
	Analysis Framing of the Platform Upskilling CAKAP in Instagram	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 12 Desember 2022

Hormat Pemohon,



Sarmadianna Maulana Hutabarat

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K-2

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Sarmadianna Maulana Hutabarat
NPM : 1902050012
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Creating H5P Content for EFL: Enhancing students Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. YUSRIATI. S.S.,M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 12 Desember 2022
Hormat Pemohon,

Sarmadianna Maulana Hutabarat

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Sarmadianna Maulana Hutabarat
 NPM : 1902050012
 Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Creating H5P Content for EFL: Enhancing students Reading Comprehension	M B 12/12 2022

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 12 Desember 2022

Disetujui oleh

Dosen Pembimbing


Yusriati. S.S., M.Hum

Hormat Pemohon


Sarmadianna Maulana Hutabarat

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : **3461 /II.3/UMSU-02/F/2022**
Lamp : **---**
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Sarmadianna Maulana Hutabarat.**
NPM : **1902050012**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Penelitian : **Creating H5P Content for EFL: Enhancing Students Reading Comprehension.**

Pembimbing : **Yusriati, S.S.,M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : **19 Desember 2023**

Medan 25 Jumadil Awal 1444 H
19 Desmeber 2022 M



Wassalam
Dekan

Dfa. Hj. Syamsuurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR





MAJLIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30 Website:
<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Nama : Sarmadianna Maulana Hutabarat
NPM : 1902050012
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Creating H5P Content for Efl : Enhancing Students Reading Comprehension.
Nama Pembimbing : Yustriati, S.S., M.Hum

Tanggal	Bimbingan Proposal	Paraf	Keterangan
19 Des / 2022	Acc judul proposal		
14 Feb / 2023	A. Revision the significance of the study B. Revision Related study		
17 Feb / 2023	A. Revision Background of Research B. Revision Identification of the Problem C. Revision Formulation of the problem D. Revision References.		
21 Feb / 2023	A. Revision Procedure of the research B. Revision Time of the research.		
03 Maret / 23	acc for seminar		

Medan, 28 Februari 2023

Ketuan Program Studi
Pendidikan Bahasa Inggris

Dosen Pembimbing
Riset Mahasiswa

Pirman Ginting, S.Pd., M.Hum

Yustriati, S.S., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 17 Bulan Maret Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Sarmadiana Maulana Hutabarat
 N.P.M : 1902050012
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Creating H5P Content for EFL Enhancing Students Reading Comprehension

No	Masukan dan Saran
Judul	
Bab I	- Background: support your reality with other previous research data. Not only your own preliminary observation. Additionally, please do the same case for your solution offered in the research.
Bab II	- consider the presence of hypothesis match to your research design - select the relevant previous studies to your research - provide the narration before making it into figure/chart
Bab III	- please provide the components really needed or try to combine the relevant components into one. - please provide the assessment rubric to determine the student's score
Lainnya	- The way of citation - margin, space, type and size of font used. - naming every table, figure, chart, etc.
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Yenni Hasnah, S.Pd. M.Hum)

Dosen Pembimbing

(Yusriati, SS, M.Hum)

Panitia Pelaksana

Ketua RHR

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Sarmadiana Maulana Hutabarat
N.P.M : 1902050012
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Creating H5P Content for EFL Enhancing Students Reading Comprehension

Pada hari Jumat tanggal 17 bulan maret tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 17 Maret 2023

Disetujui oleh:

Dosen Pembahas

(Yenni Hasnah, S.Pd. M.Hum)

Dosen Pembimbing

(Yusriati, SS, M.Hum)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum)


UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi A Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 89/SK/BAN-PT/Akred/PT/III/2019

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<http://fkip.umsu.ac.id>
fkip@umsu.ac.id
[f umsumedan](#)
[ig umsumedan](#)
[t umsumedan](#)
[y umsumedan](#)

Nomor : 1482/II.3/UMSU-02/F/2023

Lamp : ---

 Medan, 12 Ramadhan 1444 H
3 April 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
Madrasah Aliyah Swasta Manduamas
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Sarmadiana Maulana Hutabarat**
N P M : 1902050012
Program Studi : Pendidikan Inggris
Judul Penelitian : **Creating H5P Content for EFL Enhancing Students Reading Comprehension**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam

Dra. Hj. Syamsuurnita, MPd.
NIDN. 00004066701

****Pentinggal**




YAYASAN MUSLIMIN MANDUAMAS

MADRASAH ALIYAH SWASTA MANDUAMAS

Jl. Sisingamangaraja Laembara Kelurahan Parluasan
Kecamatan Manduamas Kabupaten Tapanuli Tengah 22565

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 037.12/031/MAS.Mds/05/2023

Yang bertanda tangan dibawah ini :

Nama : **SADIKUN TUMANGGOR, S,Ag**
Jabatan : Kepala Madrasah
Unit Kerja : Madrasah Aliyah Swasta Manduamas

Menerangkan dan selanjutnya bahwa :

Nama : **SARMADIANNA MAULANA HUTABARAT**
NIM : 1902050012
Asal perguruan tinggi : Universitas Muhammadiyah Sumatera Utara (UMSU)
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di Madrasah Aliyah Swasta Manduamas pada tanggal 02 Mei s/d 13 Mei 2023 untuk memperoleh data penelitian dengan judul "CREATING H5P CONTENT FOR EFL: ENCHANCING STUDENT'S READING COMPREHENSION".

Demikian surat keterangan ini kami perbuat untuk dapat digunakan sebagaimana mestinya.



Manduamas, Mei 2023
Kepala Madrasah,

SADIKUN TUMANGGOR, S,Ag



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Sarmadianna Maulana Hutabarat
 NPM : 1902050012
 Program Studi : Pendidikan Bahasa Inggris


Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Creating H5P Content for EFL: Enhancing Students Reading Comprehension
 Menjadi:

Creating HTML5 Package (H5P) Content for EFL: Enhancing Students Reading
 Comprehension

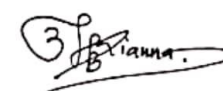
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Ketua Program Studi
 Pendidikan Bahasa Inggris


Pirman Ginting, S.Pd., M.Hum


Medan, 19 Juni 2023

Hormat Pemohon

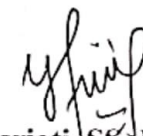

Sarmadianna Maulana Hutabarat

Diketahui Oleh :

Dosen Pembahas


Yenni Hasnah, S.Pd., M.Hum.

Dosen Pembimbing


Yusriati, SS, M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Sarmadianna Maulana Hutabarat
 NPM : 1902050012
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Creating HTML5 Package (H5P) Content for EFL: Enhancing Students Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12 Juni / 2023	Fixed the stage of writing chapter II : Remove research time (table) Add HTML5 package in the thesis title	
22 Juni / 2023	chapter II : Add research procedure chapter III : Repair script writing	
4 July / 2023	Revision abstract Revision acknowledgements	
	Revision background fixed all the text.	
11 July / 2023	Remove place and time in thesis	
	all for the final exam	

Diketahui oleh:
Ketua Prodi

Pirman Ginting S.Pd., M.Hum.

Medan, 11 Juli 2023

Dosen Pembimbing

Yusriati, SS., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

Nama : Sarmadianna Maulana Hutabarat
NPM : 1902050012
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Creating HTML5 Package (H5P) Content for EFL: Enhancing Students' Reading Comprehension

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **"Creating HTML5 Package (H5P) Content for EFL: Enhancing Students' Reading Comprehension."** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, 28 Agustus 2023

Hormat saya

nyataan,

Sarmadianna Maulana Hutabarat

DOCUMENTATION



