

The Influence of Digital Texts on Eighth Graders' Reading Comprehension

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Abstract

This study aims to determine whether there is a significant influence of digital text on reading comprehension the eighth-grade students of SMP Negeri 20 Palu. This study used a quasi-experimental design, namely 32 students of class VIII A and 29 students of class VIII B, and were classified into experimental and control classes. The experimental class was taught using digital text while the control class was taught using printed text. In addition, this study was conducted through the following procedures: pre-test, treatment, and post-test. Data were collected through a reading test. There was a significant difference between students who were taught using digital text and those who were taught using printed text. This can be seen from the results of the post-test. The mean score in the experimental class is 81.77 and the mean score in the control class is 70.35. The data were analyzed using inferential statistics, including the independent sample t-test. From the results of the t-test, a significance value of 0.000 was obtained which was smaller than the standard significance value, meaning that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Finally, it can be concluded that digital text is effective for reading comprehension.

Keywords: *Digital text, Reading comprehension.*

INTRODUCTION

Reading is a dynamic process that requires comprehension and recognition skills. Shirley (1983) categorizes reading as a form of experience. Reading connects us to the ideas of great authors and written accounts of their experiences. Reading is an active activity where the reader is involved with the content to obtain meaning; creating this meaning requires a lot of effort from the reader. According to Katemba and Tomatala (2024), reading comprehension is the ability to read text, process it, and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Lack of reading comprehension affects students' success in school because academic progress and achievement depend on understanding and applying information obtained through reading. In addition, students encounter new words every time they read a text, both at school and at home. Therefore, they need to be equipped with the importance of reading comprehension, which will build their understanding of a text.

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Reading is a very important skill for every student. According to Nurhadi (2016:2), reading is a critical-creative reading process carried out by readers to gain a comprehensive understanding of the reading, which is followed by an assessment of the condition, value, function, and impact of the reading. Meanwhile, according to Widyastuti (2017), reading is an activity that involves auditory and visual elements. The ability to read begins when children enjoy exploring books by holding or flipping through them. They can get information and ideas that need to be known. In addition, they can also learn things that they didn't know before.

In junior high school, students most of the questions in the national exam for English subject focus on reading comprehension. According to Katemba and Sihombing (2023), reading is crucial since the majority of educational materials are written, which implies that students must have access to written information and read it in order to understand it. Good reading skills are very necessary to achieve satisfactory result. According to Marpaung (2017), reading is one of the four fundamental skills in English that a person should master. It is one of many factors that determine a persons' success in acquiring knowledge which in turn affects one's life career. Therefore, reading comprehension is really needed by students to face national exam in English subject.

Based on the initial observation experience carried out by the researcher on the eighth-grade students at SMP Negeri 20 Palu, the researcher found students problems, especially in reading comprehension. First, students have some difficulties in understanding reading comprehension, such as determining the main idea, supporting sentences. Second, students understanding of English texts is very low, it is difficult for students to understand the meaning of the text because students lack vocabulary.

Based on the paragraph above, it seems that students must have comfortable classroom conditions in order to increase students' motivation in learning English. Students must have interactive and effective teaching media to support students in acquiring reading skills. Therefore, it is important to prepare teaching media and strategies for teaching English, especially in teaching reading. The media that is used in the process of teaching and learning has to well-designed so it will lead the students to catch the material well and make higher academic achievement. As explained Nadirah et al. (2020), in their research that good educator must make an improvement to their teaching media so the student easy to understand what the teacher teaches to them, and it will affect positively to the student's performance.

Therefore, to improve their reading comprehension, it can be done by using digital texts in the learning process. Beatrix & Katemba (2023) claimed that Nowadays, the digital technology provides numerous creative venues for EFL students to get more English information and comprehend all English skills, particularly reading. Nilgum (2014) stated digital text is a piece of material created entirely in a digital format and capable of being viewed, accessed, and uploaded on a desktop computer, any hand-held device with a screen, or any custom-designed electronics. Next, some experts argue that despite form in digital format, digital text also considered as a text that has some digital features that can help students to engage with the text content. According to Julie (2021), the term digital reading refers to the integration of text into diverse multimedia contexts found in electronic media. One could argue that not all on-screen text is digital. Texts must fulfill two requirements in order to be considered as digital: First, the incorporation of reading modalities related to location and gesture, as well as verbal, transcribed, graphic, touch-screen, and several other ways of expression. Second, use a variety of connecting features, such as hyperlinks, to connect the content. According to Plester, Wood, and Bell (2008), the idea of literacy goes beyond written communication. It includes formats that permit the communication of ideas through various

resources, such as visual, audio, or spatial resources. Digital texts are a form of modern technology that allows us to learn and teach various aspects of education in an easy way. According to Oh, Krish, and Hamat (2022), digital texts on digital devices have impressively offered a huge variety of material to read which not only captivated students with varied topics but also brought a reading practice that can enhance their reading skills.

Although many studies have examined digital text on reading comprehension, there is still a significant research gap, most previous studies were only conducted to determine the effect of digital text by comparing it with printed text, while in this study students were not only instructed to read text digitally, but researcher also included several media that can help students improve reading comprehension and this study was conducted to emphasize the effect of digital text on students' reading comprehension and highlight the role of reading in obtaining information and understanding text content.

Based on the paragraph above, the researcher then conducted research on the influence of digital texts on the reading comprehension of eighth grade students at SMP Negeri 20 Palu. The reason for choosing the eighth-grade students of SMP Negeri 20 Palu as the research object was because, based on the research background, the researcher found that the students had difficulty understanding reading texts.

METHODS

In conducting the research, the researcher used quasi-experimental design. In this design, the researcher divided students into two groups: experimental group and control group. The design of this research is as follow;

Experimental	O ₁	X	O ₂
Control	O ₃		O ₄

Cohen, Manion and Marrison (2007)

The population is the eighth-grade students of SMP Negeri 20 Palu with the total number of the students are 115 which compose of classes are distributed to four sections VIII A, VIIB, VIIC, and VIID. For the sampling of this study, researcher chose a purposive sampling technique. Researcher took two classes as samples for this study. The first class was class VIII A as an experimental group that received treatment, and the second class was class VIII B as a control group that did not receive treatment.

In collecting data for this study, the researcher used data collection instruments that can be seen as follows; Pre-test is the process of collecting and applying research data. Treatment is the process of collecting data from the experimental class using certain techniques. At the last meeting, students took a post-test which is one of the data collection methods for research.

Furthermore, after completing all treatments, the test results are evaluated. The students' pretest and posttest results were analyzed using the SPSS version 24 application. The results were used to prove whether digital texts could improve students' reading comprehension abilities.

RESULTS

To collect data for this study, the researcher employed a testing instrument administered to both the experimental and control groups. A pre-test and post-test were conducted for each group to assess students' reading comprehension levels before and after the intervention. The experimental group received instruction using digital texts as part of the treatment designed by the researcher, whereas the control group was taught through conventional instructional methods. At the conclusion of the intervention, a post-test was administered to both groups to evaluate the effectiveness of digital texts in enhancing students' reading comprehension. The assessment administered by the researcher consisted of 10 multiple-choice questions, 5 essay questions, and 5 true-or-false items. The study participants included 32 students from Class VIII A and 29 students from Class VIII B. The results of the pre-test and post-test are presented in the table below.

Table 1. Pretest and Posttest Result of Experimental class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	32	30	83	55.94	14.387
Post-Test Experimental	32	67	93	81.77	7.183
Valid N (listwise)	32				

Based on table 1 the number of experimental class students is 32 people. The mean score of the experimental class pretest was 55,94 which was included in the very poor category. The highest score of the pretest was 83 and the lowest score was 30. Meanwhile, in the posttest the mean score is 81,77 in category good which indicated that there was a significant improvement in students' knowledge about Reading Comprehension. The highest score achieved is 93 and the lowest score is 67.

Table 2. Pretest and Posttest Result of Control class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Cotrol	29	27	83	54.48	12.352
Post-Test Control	29	47	87	70.35	9.485
Valid N (listwise)	29				

Based on table 2 the number of control class students is 29 people. The mean score of the experimental class pretest was 54,58 which was included in the poor category. The highest score of the pretest was 83 and the lowest score was 27. Moreover, the mean score of posttest in control class is 70,35 in category fair which indicated that there was also a significant improvement in students' knowledge about Reading Comprehension. The highest score achieved is 87 and the lowest score is 47.

The test of normality is one of plenty requirements for doing the t-test. the goal was to determine whether the data from both groups were normally distributed. the normality test was

performed using Komogrov-Smirnov and Shapiro-Walk through SPSS application. The final result is described as follows:

Table 3. Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result Study Reading	Pre-Test Eksperimen A	.105	32	.200*	.966	32	.389
	Post-Test Eksperimen A	.153	32	.056	.947	32	.119
	Pre-Test Control B	.124	29	.200*	.965	29	.435
	Post-Test Control B	.142	29	.139	.939	29	.094

In the experimental group, which digital text in learning reading, the Shapiro-Wilk test for post-test data showed a significance value of 0.119. This indicated that the data was most likely normally distributed, as the p-value exceeded the standard threshold of 0.05. This indicated that the scores obtained from the experimental group, which used digital texts, followed a normal distribution and were thus suitable for further parametric analysis.

In contrast, the control group, which followed the conventional reading teaching method, had a significance value of 0.94 from the Shapiro-Wilk test. This also indicated that the data was normally distributed, as the p-value was above 0.05. This finding emphasized that the experimental and control group data followed a normal distribution, thus ensuring the validity of subsequent statistical analysis.

The homogeneity test was conducted to assess whether the variances of the data between the different groups were equal. This test was essential to ensure that any observed differences between the groups could be attributed to the experimental treatment rather than differences in data spread. Levene's test was performed at a significance level of 0.05. The following are the detailed results of the homogeneity test

Table 4. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Result Study	Based on Mean	.975	1	59	.328
	Based on Median	1.109	1	59	.297
	Based on Median and with adjusted df	1.109	1	54.978	.297
	Based on trimmed mean	1.066	1	59	.306

In this research, Levene's test for the post-test scores yielded a significance value of 0.328. Since this value was greater than the alpha (α) level threshold of 0.05, it indicated that

the variances in grammar scores between the experimental group (which used digital texts) and the control group (which used conventional methods) were equal. This result confirmed the assumption of homogeneity, meaning the data across both groups were consistent in variance.

The homogeneity of the data validated the use of parametric statistical tests, such as the independent sample t-test, to compare the use digital texts versus conventional teaching methods. This ensured that any significant differences observed in reading learning outcomes were attributable to the teaching strategies applied and not to underlying disparities in group variances.

After ensuring that the data fulfilled the assumptions of normality and homogeneity, the researcher proceeded with hypothesis testing using an independent sample t-test. The aim was to find out if there was a significant difference in learning reading between the experimental group, which used digital text, and the control group, which followed the conventional teaching method. The hypothesis testing of this study is based on the alternative hypothesis (H_a), which states, the use of digital texts improve students reading comprehension significantly. The null hypothesis (H_0), which is derived from the alternative hypothesis (H_a), states, the use of digital texts does not improve students reading comprehension significantly. If the calculated significance (2-tailed) is smaller than 0.05, then H_0 is rejected and H_a is accepted, and vice versa.

Table 5. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result Study Reading	Equal variances assumed	.975	.328	5.333	59	.000	11.42417	2.14209	7.13786	15.71048
	Equal variances not assumed			5.261	51.988	.000	11.42417	2.17133	7.06706	15.78128

Based on the results obtained from the independent sample t-test presented in Table 4.9, the significance value (Sig. 2-tailed) is 0.000, which was smaller than the significance level of 0.05 (a 0.05). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicated that there was a statistically significant difference between students' reading achievement in the experimental group, which used digital text, and the control group, which did not. The mean difference between the two groups was 11.42417, with a standard error of 2.14209. Moreover, the 95% confidence interval for the mean difference

ranged from 7.13786 to -15.71048, Thus, these data provide strong evidence to conclude that digital texts provide a significant positive effect on students' reading comprehension

DISCUSSION

The aim of this research is to find out whether digital texts can improve the understanding of eighth-grade students at SMP Negeri 20 Palu. Based on the research results, there was a significant improvement after using digital texts. This is supported by statistical results that show that sig. (p) is lower than alpha (α). signature. is 0.000 and alpha is 0.05 ($0.000 < 0.05$). Thus, the use of digital texts can effectively improve students reading comprehension. In other words, the alternative hypothesis (H_a) is accepted.

Based on the results of calculating scores from the experimental and control groups, it was found that digital texts had a significant impact on students' reading comprehension, especially in the experimental class. The calculation results for the experimental group showed that they had a higher score than the control group. Referring to the data description, the pre-test is used to assess students' reading skills before treatment is given to students. The pre-test results showed that the mean score of the experimental class was higher than the control class. The experimental class has an average score of 55.94, while the control class has a mean score of 54.48. After that, the experimental class received digital text treatment for around eight meetings, while the control class only received conventional material. After the treatment, a post-test was given to assess students' reading comprehension in the second grade. The post-test results showed that the experimental class had a greater average score than the control class, the experimental class had an average score of 81.77, while the control class had an average score of 70.35. This shows that digital texts have succeeded in improving students' reading comprehension.

These results are also supported by three previous studies. According to (Sahredin, Marlina, and Rayhan 2024), the use of digital learning media has a significant positive influence on increasing literacy skills. Group experiments using digital media shows a greater increase on reading, writing and speaking tests compared to the control group using learning methods conventional. Second, Kaman and Ertem (2018) States using digital texts improved fluency and reduced reading errors, but it had no effect on students' reading attitudes and had a short-term effect on comprehension. According to Setyawati, Maspuroh, and Rosalina (2021) digital literacy has a positive effect on reading comprehension. Increasing digital literacy activities in schools will certainly have a positive impact on students' reading comprehension. To improve reading comprehension, you can do some simple activities, in everyday life.

Based on the previous statement, the researcher concluded that the use of digital text was effective in improving students' reading comprehension, students in the experimental class looked more enthusiastic to read because the various features of digital texts helped students face difficulties in reading. Apart from that, the practicality of digital texts also helps students have a lot of reading material with less paper used.

CONCLUSION

The research was conducted in the eighth grade SMP Negeri 20 Palu. The researcher concludes that the use of digital texts can improve the reading comprehension of eighth grade

students at SMP Negeri 20 Palu. There is a significant difference in the mean score pretest and posttest scores in the experimental class. The mean pretest score was 55.94 and the posttest was 81.77. This is also supported by independent sample test to test the hypothesis; the significance value of 0.000 is lower than the standard significance of 0.05. Thus, H_a is accepted or the use of digital texts improve the reading comprehension of eighth grade students at SMP Negeri 20 Palu.

After conducting research to find out the impact of digital texts on students' reading comprehension, the researcher provide several suggestions for those who may be involved in this field of research. For teachers, they should view digital texts as an alternative medium that can be used to improve students' reading activities. For students, they can try learning with digital texts as a strategy to improve their reading comprehension. Because learning with digital texts can be the right choice for practicing their reading. Apart from providing various features, digital texts also provide many resources and can make students' reading activities more practical. For researchers, it is hoped that this research can become an additional reference for other researchers to conduct research digital text to improve reading comprehension.

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APPENDICES

Appendix A

A Day at the Beach

Last Saturday, my family and I went to the beach. We left home around 8 AM. The journey took about an hour, and during the ride, we listened to music and shared jokes.

When we arrived at the beach, I was thrilled to see the big waves and the white sand. We quickly spread out our mat and prepared the food we brought. After that, my little brother and I ran straight to the water to play in the waves. We jumped and laughed as the waves crashed around us.

After playing in the water, we returned to our mat for lunch. We enjoyed sandwiches and fresh fruits. After eating, we took a walk along the beach and took many pictures.

That day was so much fun! We returned home with happy hearts and wonderful memories from our beach trip.

Multiple Choice Questions

1. What day did the author go to the beach?
 - a. Friday
 - b. Saturday

- c. Sunday
 - d. Monday
2. What did the family do during the journey to the beach?
 - a. Slept
 - b. Listened to music and joked
 - c. Read books
 - d. Watched a movie
 3. What was the first thing the author did when they arrived at the beach?
 - a. Had lunch
 - b. Spread out the mat
 - c. Went swimming
 - d. Took pictures
 4. What food did the author bring for lunch?
 - a. Fried rice
 - b. Pizza
 - c. Sandwiches and fruits
 - d. Cake
 5. How did the author feel after the beach trip?
 - a. Sad
 - b. Angry
 - c. Happy
 - d. Bored
 6. How long did it take to get to the beach?
 - a. 30 minutes
 - b. 1 hour
 - c. 2 hours
 - d. 1.5 hours
 7. Who did the author go to the beach with?
 - a. Friends
 - b. Family
 - c. Neighbors
 - d. Classmates
 8. What activity did the author and their brother enjoy at the beach?
 - a. Building sandcastles
 - b. Playing in the waves
 - c. Collecting shells
 - d. Surfing
 9. What did they do after having lunch?
 - a. Packed up and went home
 - b. Took a nap
 - c. Walked along the beach and took pictures
 - d. Went back to swimming
 10. What type of weather was it on that day?
 - a. Rainy
 - b. Cloudy
 - c. Sunny
 - d. Snowy

Essay test

A Day at the Park

Last Saturday, I visited the park with my family. We decided to spend the day outdoors because the weather was beautiful and sunny. We packed a picnic basket with sandwiches, fruits, and drinks, and set off to the park.

When we arrived, we found a nice spot under a big tree to lay our blanket. After setting up, we enjoyed our delicious picnic. My little brother loved the sandwiches, while my parents enjoyed the fresh fruit.

After eating, we played some games. We kicked a soccer ball around and even flew a kite. It was so much fun running around and laughing together. We also took some time to walk around the park and see the flowers and ducks in the pond.

As the sun began to set, we packed our things and took one last look at the beautiful scenery. It was a wonderful day filled with joy and laughter. We headed home tired but happy, already planning our next visit to the park.

Questions:

1. What day did the narrator go to the park with their family?
2. What did they pack for their picnic?
3. Where did they set up their picnic blanket?
4. What activities did they do after eating?
5. How did they feel at the end of the day?

Key answers:

1. They went to the park on Saturday.
2. They packed sandwiches, fruits, and drinks.
3. They set up their picnic blanket under a big tree.
4. They played soccer and flew a kite after eating.
5. They felt tired but happy at the end of the day.

TRUE OR FALSE

Mark T if true and F if false

In July last year, my family and I traveled to Yogyakarta for a holiday. We departed from Jakarta by train. The journey took about 8 hours, but we really enjoyed the views along the way. Upon arrival in Yogyakarta, we went straight to the hotel to rest for a while.

Our first day in Yogyakarta, we visited Borobudur Temple, which is one of the largest and most beautiful temples in Indonesia. We took lots of photos and learned about the history of the temple. After that, we went to Prambanan Temple and enjoyed a very interesting Ramayana performance at night.

The second day, we explored Malioboro, a famous street in Yogyakarta. We bought souvenirs and testimonials of various typical foods such as Gudeg and Bakpia. In the evening, we enjoyed the lively night atmosphere in Malioboro.

On the last day, before returning to Jakarta, we visited the Yogyakarta Palace to see Javanese culture and traditions. We are very happy to be on holiday in Yogyakarta and hope to return again another time.

1. () The author went to Yogyakarta with friends.
2. () They departed from Jakarta by train.

3. () The journey from Jakarta to Yogyakarta takes around 10 hours.
4. () They visited Borobudur Temple and Prambanan Temple during their holiday.
5. () They didn't buy souvenirs while they were in Yogyakarta.

Appendix B

Palu City Fishing Village Title

Last Saturday, I visited the Fisherman's Village in Palu City, a charming place located along the coast. When I arrived, the sound of waves crashing against the shore greeted me, and a salty sea breeze filled the air. The village was bustling with activity; fishermen were preparing their boats and sorting their catch of the day. I walked through the narrow streets of the village and observed the fishermen working diligently. Some repaired their nets, others painted their wooden boats bright colors.

Next, I explored a local market filled with fresh seafood. Busy stalls sell various types of fish, prawns and crabs. I decided to buy some freshly caught fish and asked the friendly seller for cooking tips. She happily shared her favorite recipes with me.

As the sun began to set, casting beautiful colors across the sky, I felt a deep appreciation for the simple yet fulfilling life of a fisherman. My visit to the Fisherman's Village gave me lasting memories and a greater respect for their way of life.

Multiple Choice Questions

1. What greeted the narrator upon arriving at the Fisherman's Village?
 - a. The sound of music
 - b. The sound of waves
 - c. The sound of laughter
 - d. The sound of engines
2. What were some fishermen doing when the narrator observed them?
 - a. Sleeping
 - b. Repairing nets and painting boats
 - c. Selling fish
 - d. Cooking food
3. What did the narrator find in the local market?
 - a. Fresh fruits
 - b. Fresh seafood
 - c. Handmade crafts
 - d. Clothing
4. Who did the narrator ask for cooking tips?
 - a. a fisherman
 - b. vendor
 - c. tourist
 - d. chef
5. What activity did the narrator join in the afternoon?
 - a. Fishing
 - b. Swimming

- c. A boat ride
- c. Cooking
- 6. What did the villagers share during the boat ride?
 - a. Their fishing techniques
 - b. Their experiences about life as fishermen
 - c. Their favorite recipes
 - d. Their travel stories
- 7. How did the narrator feel as the sun began to set?
 - a. Disappointed
 - b. Angry
 - c. Grateful
 - d. Tired
- 8. What did the narrator appreciate most about their visit?
 - a. The beauty of the ocean
 - b. The hospitality of the villagers
 - c. The variety of seafood
 - d. The boat ride
- 9. What colors were used to paint the fishermen's boats?
 - a. Dark colors only
 - b. Bright colors
 - c. No colors at all
 - d. Only white
- 10. What is a key theme of the recount text?
 - a. The challenges of fishing
 - b. The importance of community and tradition
 - c. The history of Palu City
 - d. The types of fish

ESAY

Read the text below and answer the question!

A Memorable Trip to Taypa

Last month, I went on a trip to Taypa with my family. It was a beautiful Saturday morning when we set off. The sun was shining, and the weather was perfect for a day out. We drove for about two hours, enjoying the scenic views along the way.

When we arrived in Taypa, the first thing we did was visit the local market. The market was bustling with people selling fresh fruits, vegetables, and handmade crafts. I bought some delicious mangoes and a beautiful handmade bracelet as souvenirs. After exploring the market, we decided to have lunch at a cozy little restaurant nearby. I ordered a traditional dish called "nasi goreng," which was flavorful and satisfying.

After lunch, we headed to the beach. The sand was warm beneath our feet, and the sound of the waves was relaxing. We spent the afternoon swimming in the ocean and building sandcastles. My little brother had so much fun splashing around in the water. We took many pictures to capture these precious moments.

As the sun began to set, we watched the sky turn into shades of orange and pink. It was a breathtaking sight. We ended our day with ice cream from a nearby shop before heading back home. The trip to Taypa was not only enjoyable but also brought our family closer together.

Essay Questions:

1. Describe the weather on the day of the trip to Taypa?
2. What activities did the family do at the local market?
3. What did the narrator order for lunch at the restaurant?
4. How did the family spend their time at the beach?
5. What was the most memorable moment of the trip for the narrator?

TRUE OR FALSE

Mark T if true and F if false

In December last year, my friends and I went to Bali to celebrate the end of year holidays. We planned this trip for several months and were very excited. We departed from Jakarta by plane and arrived in Bali at around 10 am. Upon arrival, we went straight to the hotel to check-in and store our luggage.

The first day, we visited Kuta Beach. We played in the sand, swam and enjoyed the beautiful sunset. The atmosphere on the beach was very busy, but we felt very happy. In the evening, we tried local food at one of the restaurants near the beach.

The second day, we went to Ubud to see the famous rice terraces. We also visited the Ubud art market, where we bought some handicrafts. After that, we enjoyed lunch at a cafe which had a beautiful view.

On the third day, we visited Tanah Lot Temple, which is one of the famous tourist attractions in Bali. We took lots of photos and enjoyed the beauty of the temple by the sea. Before going home, we had time to taste some typical Balinese snacks.

Our trip to Bali was very enjoyable and full of memories. We hope to return to Bali again in the future.

1. () The author went to Bali with his family.
2. () They departed from Jakarta by plane.
3. () The first day they visited Sanur Beach.
4. () They visited the Ubud art market to buy handicrafts.
5. () The author did not take photos at Tanah Lot Temple.