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USING KNOW, WANT TO KNOW, LEARNED (KWL) STRATEGY TO ENHANCE THE SEVENTH C GRADE STUDENT' DESCRIPTIVE TEXT READING COMPREHENSION ACHIEVEMENT AT SMPN 1 MUMBULSARI IN THE 2014/2015 ACADEMIC YEAR

THESIS

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2015

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THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents, Tohjoyo and Hj. Imroatul Hosniyah*
2. *My lovely brother, Zulfan Robert Mulana Azzamani*

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MOTTO

"You can't get knowledge without these six matters, intelligence (background knowledge), curiosity, passion, enough finance, and continuous supervision from your teacher"

(Ali Bin Abi Thalib)

Ali Bin Abi Thalib. Available at http://Galeriabiee.wordpress.com [Mei 19, 2015].

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APPROVAL SHEET

USING KNOW, WANT TO KNOW, LEARNED (KWL) STRATEGY TO ENHANCE THE SEVENTH C GRADE STUDENTS' DESCRIPTIVE TEXT READING COMPREHENSION ACHIEVEMENT AT SMPN 1 MUMBULSARI IN THE 2014/2015 ACADEMIC YEAR

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STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to quality award. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, April 2015

The Writer

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SUMMARY

Using Know, Want to Know, Learned (KWL) Strategy to Enhance the Seventh C Grade Students' Descriptive Text reading Comprehension Achievement at SMPN 1 Mumbulsari in the 2014/2015 Academic Year; Abdul Rofiq Badril Rizal Muzammil; 110210401055; 2015; 65 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was conducted to enhance the Seventh C grade students' descriptive text reading comprehension achievement at SMPN 1 Mumbulsari in the 2014/2015 academic year. Based on the preliminary study, the seventh C grade students still experienced difficulties in comprehending descriptive text. It was known from the result of the descriptive reading comprehension test administered by the English teacher that almost 75% of the total number of the students could not achieve the standard minimum score which was 72. Meanwhile, the students' active participation in this class was only 28% that this results from the factors as informed by the teacher that the teaching method she used was monotonous and she also used the available textbook containing the reading texts that were relatively difficult for the students to understand. Therefore, KWL strategy was used as an alternative to enhance the students' descriptive text reading comprehension achievement.

Reading comprehension tests, observation checklist, and interview questions were used to collect the data. Meanwhile, the researcher also did interview to the English teacher to get the basic data for the research. This research was carried out in two cycles in order to meet the research criteria and the consistency of the research result. Cycle I covered two meetings of the implementation of the action and one meeting of the test administration. The result of the observation showed that 77.77% of the total number of the students participated actively in the reading class. It means that there was significant improvement on the students' active participation in the

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reading class. Additionally, the result of the students' reading comprehension achievement test showed that there were 77.14% of the total number of the students did meet the standard minimum score which was 72. It can be said that Cycle I was successful and did meet the research criteria.

The improvement of the students' descriptive text reading comprehension achievement was so amazing if it was compared to the students' previous score on the reading comprehension test administered by the English teacher. However, even this research met the research criteria in Cycle I, it was significant to go on to Cycle II to get the consistency of the students' reading comprehension achievement and active participation.

The result of the observation and the reading comprehension achievement test in Cycle II showed better results. From the observation activity, it was found that 81.94% of the total number of the students participated actively in the teaching learning process of reading. The result of the reading comprehension achievement test showed that 82.85% of the total number of the students passed the standard minimum score. Thus, this means that the result of the students' active participation and their reading comprehension achievement test met the research criteria. However, it can be concluded that the result of the actions in Cycle I and Cycle II met the research successful criteria.

Based on the result of the two Cycles, it can be summarized that using KWL strategy could enhance the Seventh C grade students' descriptive text reading comprehension achievement at SMPN 1 Mumbulsari in the 2014/2015 academic year.

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CHAPTER I. INTRODUCTION

This chapter presents some aspects related to the research being undertaken. It consists of background of the research, the problems of the research, the objective of the research as well as the significance of the research.

1.1 Background of the Research

Reading is a skill which is known as one of the important skills that foreign language learners should master. It is also one of the keys to get knowledge or information. Through reading, the readers get not only information but also pleasure (Grellet, 1999:4). The main purpose of reading is to understand the meaning or the message of a written text.

According to Grellet (1999:3), understanding a written text means extracting the required information from it as effectively as possible. As mentioned by Biddulph (2002:3), reading is an interactive process in which readers actively engage with texts, building their own understanding of the author's message. It means that reading process is viewed as a kind of dialogue between the readers and the writers. To get the correct meaning of the text, the readers are strongly demanded not only to understand the gist, but also more detailed comprehension of the text.

Reading is seen as fundamental skill to support language learning in many ways. Based on Grellet (1999:8), reading comprehension should not be separated from the other skills. In line with Grellet's idea, Tankersley (2003) states that reading is a complex process made up several interlocking skills and process. Based on those statements above, it can be summarized that in the teaching of reading, the teacher can teach reading and other skills at once. The teacher can do that since reading has relation with the other language skills. The teacher might relate reading and speaking like in presentation, reading and writing in summarizing as well as reading and listening like using recorded materials to solve written and listening problems.

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Reading is also regarded as a complicated activity that provides a progressive change from very poor reading habits to the better ones. This skill needs the students' effort and high concentration to understand the given texts in the classroom. However, an English teacher of a foreign language education must put their attention in choosing strategy that can be helpful to foster the improvement of the students' reading comprehension ability. A suitable strategy can boost the students' reading comprehension better and certainly enhance their reading comprehension achievement.

One of the strategies that the teacher can use in the teaching of reading is KWL (Know, Want to Learn, and Learnt). KWL was created by Donna M. Ogle in 1986 to help students learn from nonfiction text in any content area. KWL strategy consists of multi-step procedures: accessing what I Know, determining what I want to Learn, and recall what I did Learn (Ogle, 1986:565). This strategy is very suitable for the teaching of reading because it helps the students to activate their prior knowledge, makes connection throughout learning process and encourages future learning. In other words, this strategy can assist the students to code meaning from given texts by linking their prior knowledge with the new information they have got. From this, the English teacher can use this strategy to help the students comprehend a particular reading text better.

Based on the idea above, the researcher did a preliminary study on January 7th 2015 with the seventh grade English teacher at SMP Negeri 1 Mumbulsari. The preliminary study was done to get supporting data for the research. The process of collecting the data was done by interviewing the English teacher to get the basic information about teaching and learning process and doing classroom observation in the Seventh C grade. When the English teacher was asked about the percentage of the students' reading comprehension achievement in the Seventh C grade, she answered that there were only 25% of the Seventh C grade students who could reach the standard competency score that was 72.

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Based on the interview, the English teacher said that she never used KWL strategy in the teaching of reading at SMP Negeri 1 Mumbulsari. The teacher was accustomed to using the traditional teaching strategy in teaching reading. She used the available English book in teaching reading, made the students read the reading passages in their textbooks and do the exercises. She also gave each student a text and asked them to read it to find words that they did not understand and asked some of the students to read the text that consisted of some paragraphs aloud. Unfortunately, it made the students find themselves in difficult to get the message of the text because they just read the text without comprehending the whole text well. Therefore, the students failed in reading comprehension. This condition was exacerbated by the unwillingness of the students in participating the reading class. It could be seen from their inactive participation during the lesson. The active participation of the students in the reading class was only 28%. However, the English teacher has the responsibility to solve that problem. In this case, the English teacher should select the suitable teaching reading strategy to make the students have reading comprehension skill ability better. KWL strategy can be used to help the teacher foster the students' comprehension achievement because this strategy helps the students to link their prior knowledge to the new information they find in the text in order to code their own meaning of the text.

The previous study about the use of KWL strategy in the Classroom Action Research was conducted by Agustin (2010) who used KWL strategy to improve reading comprehension achievement of XI IPA 1 students at SMA Negeri 1 Yosowilangun Lumajang in the 2009/2010 academic year. The percentage showed that using KWL strategy could improve the students' reading comprehension achievement from 59.73% to 89.47%. While the students' active participation in the teaching learning process of reading also improved from 72.36% in Cycle 1 to 80.25% in Cycle 2. Another study was done by Persada (2013) who conducted the Classroom Action Research to the VII B students of SMPN 5 Jember in the 2013/2014 academic year. The result showed that the use of KWL strategy could

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improve the students' reading comprehension achievement from 40.55% of the students who got score ≥ 70 in Cycle 1 to 69.44% in Cycle 2. Then the percentage of the students' active participation in the teaching learning process of reading also improved from 70.59% in Cycle 1 to 80.56% in Cycle 2.

The difference between Agustin's research from this one laid on the research subject, research area, the standard minimum score, and the implementation of the action. She conducted a classroom action research to improve the VII year students' reading comprehension achievement at SMAN 1 Yosowilangun Lumajang in the 2009/2010 academic year. Yet, this classroom action research was intended to improve the Seventh C grade students' reading comprehension achievement of Descriptive Text at SMPN 1 Mumbulsari in the 2014/2015 academic year.

Based on the background above, the researcher decided to carry out a research entitled **Using Know, Want to Know, Learned (KWL) Strategy to Enhance the Seventh C Grade Students' Descriptive Text Reading Comprehension Achievement at SMPN 1 Mumbulsari in the 2014/2015 Academic Year**

1.2 Problems of the Research

Based on the background above, the problems of the research are formulated as follows:

1. Can the use of KWL strategy enhance the Seventh C grade students' active participation in the teaching learning process of reading at SMP Negeri 1 Mumbulsari in the 2014/2015 academic year?
2. Can the use of KWL strategy enhance the Seventh C grade students' descriptive text reading comprehension achievement at SMP Negeri 1 Mumbulsari in the 2014/2015 academic year?

1.3 Objectives of the research

Based on the research background, the objectives of this research were:

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1. To enhance the Seventh C grade students' active participation in the teaching learning process of reading by using KWL strategy at SMP Negeri 1 Mumbulsari in the 2014/2015 academic year.
2. To enhance the Seventh C grade students' descriptive text reading comprehension achievement by using KWL strategy at SMP Negeri 1 Mumbulsari in the 2014/2015 academic year.

1.4 Significance of the Research

The results of this research are expected to be useful and give contributions to these following people:

1. The English Teacher

   The research results are expected to be useful as information for the English teacher that teaching reading by using KWL strategy can enhance the students' reading comprehension achievement, so the teacher is encouraged to use KWL strategy in the teaching of reading especially to enhance the students' reading comprehension achievement.
2. The students

   The results of this research are expected to give the students a new experience that is by applying KWL strategy, they are able to learn many reading texts easily.
3. The Future Researchers

   The research results are hopefully useful and beneficial for other researchers as information or references in carrying out the same or the different research design dealing with KWL strategy to improve the students' reading comprehension achievement.

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CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter is intended to discuss the theories related to the research topic being discussed. The discussion includes the theoretical aspects of reading comprehension, reading comprehension, types of reading text, Know; Want to learn and learned (KWL) strategy, the implementation of Know; Want to know and learned (KWL) strategy in the reading class, the strengths and the weaknesses of using this strategy as well as the action hypothesis. The theories of this research are presented in the following section.

2.1 Reading Comprehension Definitions

Reading is a skill which is known as one of the most important skills that foreign language learners should master. Addison (1996), as quoted by Riswanto *et al.* (2014: 225), states that the reading ability plays a central role in teaching and learning success at all stages of education. It is because almost all learning materials are served in written form in which this situation requires learners to have good reading skill in order to understand the learning material better. According to Biddulph (2002: 3) reading is an interactive process in which readers actively engage with texts, building their own understanding of the author's message. As mentioned by Grellet (1996: 8), reading is an active skill because it involves guessing, predicting, checking and asking oneself question. In addition, Harmer (2004: 70) states that reading is not a passive skill but it is an active occupation. In other words, reading is an active skill since it requires the readers to actively engage with the given material. They are required to think, predict, and guess the author's message.

Comprehension is the process of extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). This kind of process requires the readers to have the ability to go beyond the words or to catch what the author actually wants to say. Bos and Vaughn (1991: 107) state that reading

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is the process of constructing meaning from text. It means that readers should comprehend the whole text to get the author's message. To comprehend the whole text, the readers need to interact with the text by integrating the information provided by the author with the readers' background knowledge. However, some readers may find themselves in difficult in comprehending a written text. Many of them may understand each word separately, but they may end up in failure to link the words into meaningful ideas. In this case, it is important to select reading comprehension strategy to help readers enhance their comprehension from texts.

There are a number of reading strategies that teachers can select to enhance their students' reading comprehension. However, utilizing the use of the students' prior knowledge is considered to be very effective in improving their reading comprehension. It is because the students' prior knowledge help them comprehend a written text better. According to Duffy *et al* (1992), as quoted by Riswanto *et al* (2014: 226), a good reader usually uses prior knowledge to make sense of new information. From this statement, it can be said that readers are in need of establishing the meaning of the text by combining their prior knowledge with the new information provided in the text.

Hennings (1997: 269) states that reading comprehension deals with word, sentence, paragraph, and text comprehension. All of the above unit of reading comprehension are discussed in the following section.

2.1.1 Word Comprehension

Word comprehension is the basic level of reading comprehension. The students absolutely find themselves in difficult to interpret the author's message if they could not understand the meaning of each word on it. In line with this idea, Wood (1991: 125) states that to get the meaning of the text or the author's message, the readers need to understand the first part first, that is the small unit of meaning. The small unit of meaning here refers to the word itself. In other words, if the readers cannot understand some words in the text, they can probably miss the idea. However,

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if it happens, the readers automatically find themselves in failure to comprehend the text correctly.

Example : "He is busy and hardworking librarian". The underlined word has similar meaning with? (See page 65 no.16)

The example above requires the students to have the ability to comprehend particular words. If the students fail to understand particular words stated in the text, they also fail to get the idea of the text and fail to get the right answer for the question. In this research, the test items of reading comprehension of a text includes word comprehension.

2.1.2 Sentence Comprehension

Sentence comprehension is badly needed to develop the students' ability in comprehending text. To get the message of the whole text, firstly readers should understand every sentence in the text since a text is made up of paragraphs and a paragraph is made up of sentences that have relation to each other. According to Wood (1991: 151), sentence is the smallest unit in the reading material that expresses a complete idea. In addition, Grellet (1999: 15) states that it is much better to understand the meaning of some words constructed in a sentence than to understand the meaning of word by word. In other words, even the readers have got enough understanding of words in the text, it does not mean that they can directly understand the whole text. They still should put all the words together to understand the correct meaning of a whole sentence.

Example : "He is fourteen years old and four years younger than *me*" The italic word refers to? (See page 64 no.1)

The example above requires the students' sentence comprehension ability to analyze what the italic word actually refers to. This type of question requires the students to comprehend not only the above sentence, but also the previous sentence that must be providing the answer for what the italic word actually refers to. In this

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research, the test items of reading comprehension of a text includes sentence comprehension.

2.1.3 Paragraph Comprehension

A text consists of words, sentences, and paragraphs. In understanding a reading text, students need to comprehend a paragraph. According to Langan (2008: 11), a paragraph is a series of sentences about one main idea, or point. In addition, Brannan (2003: 35) states that a paragraph is a collection of related sentences that are clearly connected to one another and make some point. Wong (1999: 366) completes the ideas that a paragraph is a series of sentences that develop one main idea about a specific topic. It can be said that a paragraph is combination of sentences that relate to one another containing one point or one main idea. Wong (1999: 366) divides paragraph into three essential parts. They are controlling sentence, supporting details, and concluding sentence. Those parts are totally important to help the students in comprehending or getting the idea about what a paragraph tells them about. In this research, the examples of paragraph comprehension of a text were:

a. What is the main idea of the first paragraph? (See page 65 no.17)
b. What does the second paragraph tell you about? (See page 66 no.21)

2.1.4 Text Comprehension

Text comprehension is the final purpose of reading after word comprehension, sentence comprehension and paragraph comprehension. By comprehending the whole text, readers can get the correct message stated in the text. According to Wood (1991: 125), one important end product of reading is to get a sense of the whole reading text. In addition, Bos and Vaughn (1991: 170) state that comprehension is the ultimate goal of the reading process. Comprehension in this case refers to text comprehension. In other words, comprehending a text is the most important thing to do because it requires the readers to combine their comprehension of small units meaning; such as word meaning and sentence meaning and paragraph comprehension which requires the reader to identify the part of it; such as main idea, supporting details and

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concluding sentence. By comprehending the small units meaning and the paragraph stated in the text, certainly the readers can find themselves in easy to get the ultimate goal of the reading process, which is text comprehension. In this research, the examples of text comprehension of a text were:

a. Where can you find the identification part of the text? (See page 66 no.24)
b. What does the text tell you about? (See page 65 no.20)

2.2 Descriptive Text Definitions and Its Generic Structures

One of the text types that the seven graders in the second semester of the academic year should master is descriptive text (Depdiknas: 2006). Wong (1999: 373) states that a descriptive paragraph is used to describe a person, a place, or an object so precisely that the reader "sees" the item clearly in his or her imagination. In addition, Zaida (2009: 9) states that descriptive text is a text describing a particular person, place, or thing in detail. From the explanation of some experts about descriptive text above, it can be concluded that descriptive text is a kind of text that describes particular object in detail. The purpose of descriptive text is to describe and reveal the details of persons, places, animals, or things.

Zaida (2009: 9) specifies the generic structure of descriptive text into two parts, namely identification and description. Identification is focused on introducing the object being described, and description is focused on giving the details of the object being described. It may describe parts, qualities, and/or characteristics.

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Table 2.1. The example of descriptive text.

Limbad	Title
Limbad is one of the widely known Indonesian magician.	**Identification**
Limbad has a special power to do magic. The magic might come from his pet. His pet is an owl. He often brings his owl to his show. In his show, Limbad always wears black costume. He is identical with his long and curly hair. He also has a thick moustache and a long beard. He looks so scary and mysterious.	**Description**

Adapted from (www.sekolahoke.com)

The above table contains one example of descriptive text. The identification part shows the introduction of the object being described, in this case the object of the text is Limbad, the magician. The description part shows the reader some characteristics of Limbad which are commonly known by many people. The identification part of descriptive text usually contains some adjectives, noun, noun phrase which are the said as the language features of descriptive text.

2.3 Kinds of Reading Strategy in English Language Teaching Classroom

There have been a number of strategies that English teacher can use in teaching reading. The following are the examples of strategy that English teacher can use in the teaching of reading.

2.3.1 Question-Answering Relationship (QARs) strategy

The question-answering relationship strategy is designed to assist students in labeling the type of question being asked and to use this information to help guide them as they develop an answer (Bos and Vaughn, 1991: 182). This strategy encourages students to learn how to answer questions better. In this strategy, the students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated

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in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

2.3.2 Survey-Question Read, Recite and Review (SQ3R) Strategy

SQ3R is a strategy for building comprehension with expository text in five simple steps (CISD, 2007: 82). When these five steps are used together, students are able to improve their reading comprehension and boost content area achievement. This technique is especially useful when reading textbooks and articles.

SQ3R as reading strategy has some advantages to improve the students' reading ability. According to Hennings (1997: 276), the sequence of every step in SQ3R strategy is powerful because the surveying and questioning help the readers perceive the structure of a selection, which in turns facilities comprehension by providing a framework for reading. Furthermore, this strategy provides a means through which readers monitor their comprehension. It means that reading a text by using an active strategy such as SQ3R strategy can help the readers to monitor or to measure how far their comprehension about the reading text that they have read.

The weakness of this strategy is all about the effectiveness. According to Bos and Vaughn (1991: 242), one of the major difficulties associated with the SQ3R strategy is the complexity of the process, particularly for students who experiencing reading problem. It happens because there are many steps in SQ3R strategy that the teacher should follow to run it well. Moreover, every student has different instructional reading level.

2.3.3 Directed Reading-Thinking Activity (DR-TA)

The Directed Reading Thinking Activity (DRTA) is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers as well as enhancing their comprehension.

Bos and Vaughn (1991: 166) state that DRTA strategy can activate prior knowledge, assist students in asking and answering questions, and help students

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paraphrase and recall what they have read. It means that the teacher can activate the students' prior knowledge by asking some questions (open-ended question) about the title or picture or by reading the first sentence, paragraph or page to make prediction before reading. Each step in DRTA strategy provides students an effective way in comprehending a text. This strategy can monitor the students' comprehension. It happens when the students make prediction before they read the text, confirm their previous prediction while they are reading the text, and prove their prediction after reading the text.

According to Emu (1967), there are two disadvantages of applying DRTA strategy. First, DRTA strategy is only useful if the students have not read or heard about the text given. It means that, when the students are given a familiar text, it may be useless because they have already understood the text. Thus, this strategy may not work well. The second problem is the classroom management. This problem can occur when the students have prediction and proving activity. The class can be very crowded when each students wants to say his/her prediction proof about the text.

2.3.4 Know, Want to know, and Learned (KWL) Strategy

KWL is a strategy that is designed to activate the students' background knowledge and to assist them in setting purposes for reading expository text. KWL strategy helps students become good readers by getting them to do many of the things that good readers do.

According to Lenski (2004), as quoted by Riswanto *et al* (2014: 227), KWL strategy helps children become good readers by getting them to do many of the things that good readers do. With this strategy, the students relate new information to what they already know when they confirm or disconfirm the information in the *K* column (as in Table 2.2, p.15). Further, the students also learn to set up the purpose what they are reading for when the teacher asks them to list some questions related to the topic of the text in the *W* column. When they have set up their purposes in reading the text by raising some questions related to the text, they have actually helped themselves to

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concentrate their mind while they are reading. The *L* column provides an opportunity for the students to summarize what they have read. This summarizing activity is very good since the students may understand the text better. It is because they put the information that they got from the text in the *L* column in their own words. From those statements above, it can be summarized that KWL strategy helps students to activate their mind to become a good reader because every step of this strategy gets them to do many of the things that good readers do.

KWL strategy is a reading strategy that can help the teacher to enhance his/her students' reading comprehension achievement in many ways. However, this strategy also has some weaknesses. The English teacher may find some problems in running this strategy. First, KWL strategy is a kind of strategy which deals with the readers' background knowledge. It requires the reader to have prior knowledge about the reading topic that he/she is dealing with. It means that KWL strategy works best if the readers have a large amount of prior knowledge about the text. The different situation happens when the readers have little knowledge or even none about the text. If this situation happens, the students may find many difficulties in listing what they know about the topic of the reading text in *K* column and generating what they want to know from the reading text in *W* column. If the teacher gives the students a question related to the topic of the text and the students appear to have little knowledge of the text, the teacher should ask the most general question about the text to them. One example of this situation is when the students read a text about Limbad, then the teacher starts to ask, "What do you know about Limbad?" If the students appear to have little knowledge or none about that topic, the teacher should ask the broader question related to the topic being discussed, such as "What do you know about magician?" To solve this problem, the teacher can use media that can assist the students to analyze the topic of the text. The media in this case can be picture. Second, Ogle (1986: 564), the creator of this strategy, also states that this strategy can only help the students to become better readers of expository text. This weakness limits the teacher to use this strategy in the teaching of other types of text. To handle

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this problem, especially to avoid a misuse of the strategy, the English teacher should be given an explanation that this kind of strategy only works for expository text.

All of the strategies above help the students boost their reading comprehension better. In this case, the researcher decides to use KWL strategy as the strategy used in the research. The reason of selecting the strategy is because the researcher believes that KWL strategy gives a greater contribution toward the improvement of the students' reading comprehension achievement. Besides that, KWL strategy serves more complex steps that can guide the students to do what good readers do than other reading strategies.

2.4 Know, Want to Learn, and Learned (KWL)

There are a number of reading strategies that can be used by teachers to encourage their students in developing their effective reading skill. One of them is Know, Want to Learn, and Learned (KWL) strategy. Ogle (1986: 564) states that KWL is a teaching model that develops active reading of expository text. She also states that the teaching procedures of KWL strategy can help the teachers to be more responsive to students' knowledge and interest when reading expository material and through this model, the students also actively engage with the text to get the information. KWL strategy consists of three basic cognitive steps: assessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading (Ogle, 1986: 565). Ogle (1986), as quoted by Bos and Vaughn (1991: 178), states that KWL strategy is a reading strategy that is mainly designed to activate students' background knowledge as well as assisting students in setting purposes for reading expository text.

In assisting students in using this strategy, the teacher uses a developed worksheet for the students to complete during the thinking-reading process. The worksheet consists of three columns, they are *Know* column, *Want* column, and *Learned* column. Know (K) column stand for what we know; Want (W) column

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stands for what we want to find out, and Learned (L) column; stands for what we learned and still need to learn.

The implementation of this strategy might be successful if the procedures are implemented well. Firstly, the teacher and the students do brainstorming. In this step, the teacher collaborates with the students in a discussion to assist the students to think about everything they know about the topic of the given text. Every relevant information that the students give based on what they know should be written down in the *K* column. Secondly, the teacher and the students discuss what they want to learn from the text. In this step, the students should write down some questions which they are most interested related to the topic of the text in the *W* column. Thirdly, the students should write what they learned from the text in *L* column and match their answer that they generate in the *W* column. The use of the worksheet itself is very useful for the students in helping the students activate their prior knowledge, generate what they want to learn, and discuss what they learned from the reading text.

Table 2.2 KWL Worksheet

K - What we Know	**W - What we Want to find out**	**L - What we Learned**
1. …….	1. ……..	1. …….....
2. …….	2. ……..	2. ……..

(*Ogle, 1986: 565*)

In *K* column, the students write anything they know about the topic of the text. Then, the students should write some questions related to the topic that they want to know the answer in *W* column. After that, the students write any information that they learned from the text in *L* column related to the questions that they have generated in *W* column.

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The following is the example of how the students should work with the KWL worksheet.

The Example of the Descriptive Text.

Sule is a famous actor and comedian in Indonesia. His full name is Entis Sutisna, but people usually call him Sule. He was born on November 15th 1976 in Bandung, West Java. He speaks not only Sundanese, but also Javanese. Sule has long brown hair, oval face, flat nose and slanting eyes. He has two sons and one daughter. He loves his children very much. People know Sule as a unique and ridiculous person. He is funny; his jokes always make people smile or laugh. Sule plays in several TV shows such as *Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab*, and *Saung Sule*. He can sing songs very well. He has one famous song entitled "Susis".

(*Adapted From:* http://www.sekolahoke.com/2013/01/Descriptive.Text. Artis. Indonesia.Sule.Prikitiew.famous.html)

Table 2.3 The Example of How to fill KWL Worksheet

K - What we Know	W - What we Want to find out	L - What we Learned
1. Sule has a flat nose 2. Sule has long hair 3. Sule has brown hair 4. He is comedian 5. He is funny 6. He can sing 7. He has 2 children 8. He is from Sunda 9. He is an actor 10. He is handsome 11. He has dark skin 12. His real name is Sutisna 13. He works in OVJ 14. He has 3 children	1. How many children does Sule have? 2. How much is his salary? 3. Where is he from? 4. How old is he? 5. What is Sule's real name? 6. Where does he live? 7. What kinds of show does he play on TV? 8. What are Sule's parents' names? 9. When was he born? 10. What is Sule's famous song? 11. Where was he born?	1. His full name is Sule Sutisna 2. He was born on November 15th 1987 in Bandung, West Java 3. He has two sons and one daughter 4. He plays on several TV shows such as OVJ, PAS Mantab, etc. 5. He has slanting eyes and oval face 6. His famous song is "Susis" 7. He lives in Bandung 8. He can speak not only Sundanese, but also Javanese 9. He is 30 years old 10. He can sing songs very well

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Pang *et al.* (2006: 12) state that readers can use their prior knowledge to understand texts. This means that prior knowledge provides big contribution toward students' reading comprehension of texts. In line with this idea, Lester and Head (1999: 33) state that successful learners link prior knowledge to new information, and reorganize it to create their own meaning. The main purpose of KWL strategy is to make the students engage actively with the text by linking their prior knowledge and the new information presented in the text so that they can get the idea of the text. Based on those statements above, it can be said that KWL strategy is a useful strategy to assist students to comprehend a text better because this strategy activate the students' background knowledge and link it to the new information presented in the text.

2.5 The Procedures of KWL Strategy and its Implementation in the Reading Class

This classroom action research was mainly focused on the use of KWL strategy to enhance the Seventh C grade students' reading comprehension achievement on descriptive text. To run the KWL strategy successfully, the teacher and the students should follow the right procedure. In this research, the researcher adapts Ogle's (1986: 565) procedure of KWL strategy.

1. Dividing the students into groups of 4 before starting the lesson.

   The teacher should divide the students into groups of four because the total number of the Seventh C grade students is 36. This meant that the teacher could get 9 groups. The students were divided based on their previous reading score. 1 student was taken from the high achiever, 2 students were taken from the middle achiever, and 1 student was taken from the low achiever.

2. Distributing a worksheet to each group. The teacher should also have his/her own worksheet

   In this stage, the students' worksheet was presented in a piece of paper. One group got one worksheet while the teacher had his/her own worksheet that was

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presented through overhead projector. The teacher used it in order to help the students gather their ideas with the class. So, the students could have the same ideas from one to another.

3. Explaining the use of the KWL worksheet, including what the students should do with the KWL worksheet

   In this step, the teacher showed his/her worksheet by using overhead projector to the class. The teacher should explain the function of every column that exists in the KWL worksheet including what the students should do with it. It was done in order to avoid misunderstanding in using the worksheet during the implementation of the action. This step also required the teacher to encourage the students to make notes on the teacher's explanation about the use of the KWL worksheet.

4. Step K (What I Know)

   In this step, the students were encouraged to tell everything they know about the topic and write it down on the *K* column. They shared their ideas with their own group. After that, every group should share their background knowledge about the topic with the class. In this point, the teacher should guide the students to gain more background knowledge about the topic and record whatever the students volunteer about the topic on the board or overhead projector. The main component of this step was to select the key concept for the brainstorming that is specific enough to generate the kinds of information that pertinent to the reading. For example, when the class read about *sea turtles,* the teacher should use the words about *sea turtles* as stimulus, "What do you know about sea turtle?" It was not good for the teacher to give the students questions which were not related to the topic of the text like "What do you know about living creatures in the sea?" or "Do you know the classification of animals that live in the sea?" since unrelated questions to the topic of the text might never elicit the pertinent schemata. If the students showed little knowledge of *sea turtle,* then the teacher should give a more general question, "What do you know about turtle?"

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In this step, the teacher should not simply accept the students' ideas. The teacher can do probing to make the students think more about the reason and the sources of their knowledge. The teacher could ask, "Where did you learn that….." or "Can you prove us that……" This activity could help the students to step up into a higher level of thinking. This pre-reading activity was very useful for the students to stimulate their prior knowledge about the topic of the text. This activity also enabled them to make connection between what they would learn from the text and what they knew about the topic of the text.

5. Step W (What do I Want to learn?)

   When the students started to think what they knew about a topic, there came up a question, did all students agree with their friends' ideas? The answer was no. Some of information that the students gave might be conflicting; some of categories had no information provided. The teacher's role at this stage was to highlight their disagreement and gaps in information and help them raise questions that could be useful for them to focus their attention while they read the text. At this stage, each student wrote down his/her worksheet specific questions that he/she was most interested in having answered as a result of the discussion in the *W* column in groups, and again every group shared their interest in the *W* column with the class. Finally, the teacher should highlight the students' interest from every group in his/her own *W* column on the whiteboard or overhead projector.

6. Step L (What I Learned)

   After reading the text, the students should be directed to write down what they had learnt from the text in the *L* column in groups. The teacher's role at this stage was to guide the students to check the questions that they have listed in the *W* column to judge whether the text provided answers for their questions or not. After having done reading the text, the students could also clarify some misperception about the topic of the text which might have shown up in *K* column.

The implementation of KWL strategy in reading class involved three interrelated phases. They were Pre-Reading Activity, Whilst Reading Activity, and

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Post-Reading Activity. However, this strategy worked mostly in Pre-Reading and Post-Reading activity. In whilst reading activity, the students only did silent reading to find new knowledge from the text. In Pre-Reading Activity, the students were encouraged to activate their background knowledge about the topic of the text. From this step, the students were then able to generate questions about what they wanted to know and what they were interested in from the topic of the text and then wrote them down in the *W* column. While in Post-Reading Activity, the students used their new knowledge that they had got from doing silent reading to answer some questions that they had generated and write the answer down in the *L* column.

According to Lenski (2004), as quoted by Riswanto *et al* (2014: 227), KWL strategy helps children become good readers by getting them to do many of the things that good readers do. With this strategy, the students relate new information to what they already know when they confirm or disconfirm the information in the *K* column. Further, the students also learn to set up the purpose what they are reading for when the teacher asks them to list some questions related to the topic of the text in the *W* column. When they have set up their purposes in reading the text by raising some questions related to the text, they have actually helped themselves to concentrate their mind while they are reading. The *L* column provides an opportunity for the students to summarize what they have read. This summarizing activity is very good since the students may understand the text better. It is because they put the information that they got from the text in the *L* column in their own words. From those statements above, it can be summarized that KWL strategy helps students to activate their mind to become a good reader because every step of this strategy get them to do many of the things that good readers do.

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2.6 Action Hypotheses

Based on the above literature review, the action hypotheses were formulated as follows:

a. Using KWL strategy can enhance the Seventh C grade students' active participation in the teaching learning process o reading at SMP Negeri 1 Mumbulsari
b. Using KWL strategy can enhance the Seventh C grade students' descriptive text reading comprehension achievement of descriptive texts at SMP Negeri 1 Mumbulsari.

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CHAPTER III. RESEARCH METHOD

This chapter discusses the research method applied in this classroom action research. It covers research design, operational definition of the key terms, area determination method, subject determination method, and data collection methods.

3.1 Research Design

The design of this research was a classroom action research because it was intended to enhance the VII C grade students' descriptive text reading comprehension achievement by using Know, Want to know, and Learned (KWL) strategy as the research learning strategy at SMPN 1 Mumbulsari. This is in line with what Gay, Mills, and Airasian (2011: 508) state that the action research is about incorporating into a teacher's daily routine a reflective stance-a willingness to look critically at one's own teaching so that it can be improved. They also add that an action research is any systematic inquiry conducted by teachers, principals, school counselor, or other people in educational environment to gather information about the ways how the particular schools operate, the teachers teach, and the students learn. As a result, the action research may improve both the students' learning and teacher's teaching effectiveness.

The research was carried out collaboratively with the English teacher of the school. The collaboration was focused on every stage of the research consisting of planning the actions, implementing the action, observing the class and evaluating the students' reading comprehension ability and analyzing the data, and reflecting the action as can be seen in the following figure.

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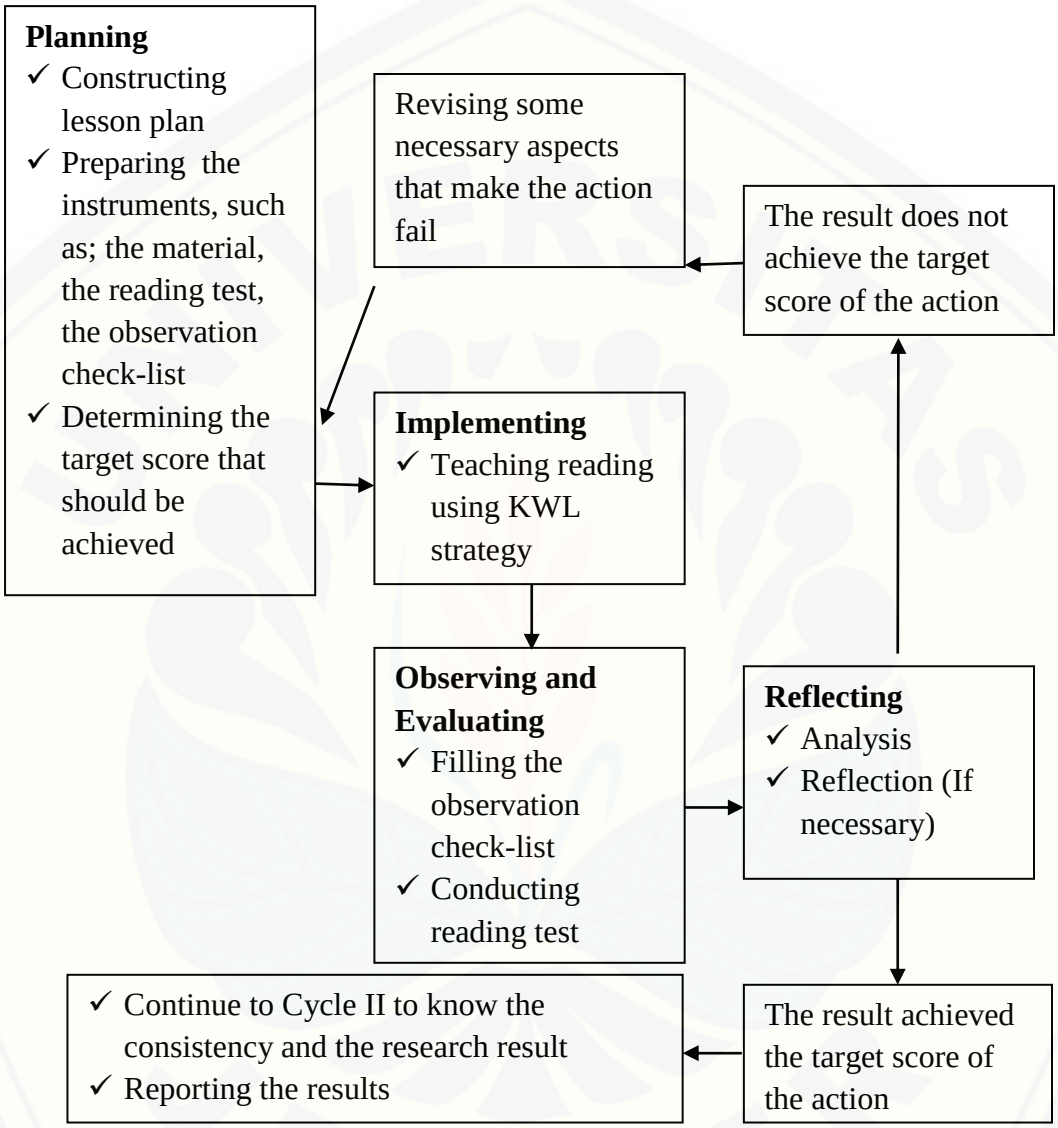
Figure 3.1. Lewin's Model of Action Research



(Adapted from Lewin, 1980 in Elliot, 1991:71)

3.1.1 Planning the Actions

The first stage of this classroom action research was planning the action. Planning the action deals with the preparation of constructing the research instrument

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and determining the successful criteria of the research. Planning the action covers several activities consisting of:

a. Choosing the appropriate materials by regarding to the students' ability and level.
b. Constructing the lesson plans for the first cycle.
c. Preparing the students' KWL worksheets for the reading exercise.
d. Preparing the observation checklist of the students' participation during the teaching and learning process of reading using KWL strategy
e. Preparing the reading material for the first and the second Cycle.
f. Constructing the reading test material for the first and the second Cycle
g. Determining the target score that students should achieve as the criteria whether this research is successful or not.

3.1.2 Implementing the Actions

The second stage in this classroom action research was the implementation of the action. The action in each cycle was set in two meetings and they were followed by administering the test of reading comprehension in the third meeting.

The research was conducted collaboratively with the English teacher. In the first meeting in each cycle, the researcher acted as the teacher, while the English teacher acted as the observer. In the second meeting of each cycle, the researcher acted as the observer and the English teacher acted as the teacher in the reading class.

3.1.3 Observing and Evaluating

The third stage in this classroom action research was the classroom observation and evaluation. Observation and evaluation were done to know whether the use of KWL strategy could enhance the students' active participation and reading comprehension achievement of descriptive text or not. It is also done to know whether teaching reading by using KWL strategy as the reading strategy is successful or not.

The observation was done by the English teacher during the teaching and learning process of reading using KWL strategy. This observation was aimed to

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measure the students' active participation during the teaching and learning process of reading using KWL strategy. Therefore, by this observation, the researcher and the English teacher could know whether the students actively or passively participated in the teaching and learning of reading using KWL strategy.

The instrument that was used in the observation was an observation checklist of the students' participation containing several indicators. Therefore, their active participation during the teaching and learning process was observed by concerning some indicators as follows:

1) Filling the Know (K) column
2) Filling the Want to know (W) column
3) Filling the Learned (L) column
4) Making notes of the important points from their teacher's explanation
5) Doing the tasks given by the teacher

The students were categorized as active students if they achieved at least 3 indicators.

Evaluation was done to know whether the use of KWL strategy as reading strategy can enhance the students' active participation in the learning process and reading comprehension achievement. The evaluations are classified into process and product evaluations.

The process evaluation was done by conducting observation in each meeting during the teaching and learning process of reading by using KWL strategy that was intended to get the data of the students' participation by observing the classroom. Meanwhile, the product evaluation was done by giving the reading comprehension test in order to get the students' reading test scores that were used to find out the students' reading comprehension achievement.

The criteria were used to determine whether the action was successful or not. This action research was considered successful if it fulfilled the following criteria.

a. The students' mean score of reading comprehension test was at least 72, and it could be reached by at least 75% of the research subjects.

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b. The result of observation showed the students' active participation at least 75%.

3.1.4 Data Analysis and the Reflection of the Actions

The last stage in this research design was data analysis and reflection of the action. This deals with how to analyze the data obtained from the implemented action. Then, the result of the data analysis is reflected by considering the strengths and the weaknesses of the result of the action.

The data obtained from the reading test were analyzed by using the following formula:

$M = \sum X / N$

Notes:
M = the students' mean score
$\sum X$ = the total score of the students' reading test
N = the total number of students doing the test

$$E = \frac{n}{N} \times 100\ \%$$

Notes:
E = the percentage of the students who get score ≥ 72
n = the number of students who get score ≥ 72
N = the total number of students (the subjects)

The data obtained from the classroom observation about the students' active participation were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\ \%$$

Notes:
E = the percentage of the students who participate actively during the teaching and learning process of reading using KWL strategy
n = the number of students who participate actively during the teaching and learning process of reading using KWL strategy
N = the total number of students (the subjects)

(Adapted from Ali, 1998:186)

The data obtained from the reading test and the observation checklist helped the researcher and the teacher to do reflection on the implemented action. In this

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stage, the researcher worked collaboratively with the English teacher. The results were used as a guide to revise some weak aspects in the first cycle to produce the lesson plans for the second cycle if it was found the action was not successful.

3.2 Operational Definitions of the Key Terms

The operational definitions were needed to avoid ambiguity and misinterpretation. It was very important to make the researcher and the readers have the same perception of the concept used in this research. The terms that were necessary to be defined in this research were in the following.

3.2.1 Know, Want to Know, Learned (KWL) Strategy

KWL strategy in this research referred to a reading strategy created by Donna M. Ogle (1986). This reading strategy was designed to activate the students' background knowledge and to assist students in setting purposes for reading expository text.

3.2.2 Reading Comprehension

Reading comprehension in this case referred to the students' ability in understanding the reading text covering word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

3.2.3 Reading Comprehension Achievement

Achievement was related to the test that was done to discover how successful students had achieved the objective of the study. The achievement of reading comprehension in this research could be seen through the students' scores in the reading test after being taught by using KWL strategy.

3.2.4 The students' Active Participation

Students' active participation in this research referred to the students' activeness and willingness to participate in the reading class especially in filling the

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Know (K) column, filling the Want to know (W) column, filling the Learned (L) column, making a note of important points, and doing the tasks given by the teacher.

3.3 Area Determination Method

The area of this research was determined by using purposive method. In this research, the area was SMPN 1 Mumbulsari. This school was chosen based on some considerations. First, based on the interview with the seventh grade English teacher of SMPN 1 Mumbulsari, the teacher had never used KWL strategy as learning strategy to teach reading to the students. Second, most of the Seventh C grade students of SMPN 1 Mumbulsari still had problem in comprehending a reading text. Third, the headmaster and the Seventh grade English teacher of SMPN 1 Mumbulsari gave permission to the researcher to conduct this classroom action research and the teacher agreed to do collaboration in this research.

3.4 Subject Determination Method

The subjects of this research were the students of the Seventh C grade at SMP Negeri 1 Mumbulsari in the 2014/2015 academic year. The reason for choosing this class as the research subject was because the score of the students' descriptive reading comprehension achievement in this class was the lowest or only 9 (25%) of 36 students got 72 or more compared with the other six classes. Besides, according to the teacher in the preliminary study, the students' participation in reading class was still low. There were only 28% of the students who participated actively in the reading class.

3.5 Data Collection method

The method of collecting the research data included reading test, interview, and documentation. The data from the test were used to measure the students' learning outcome, while those from observation and documentation were used to measure the process of the students' participation.

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3.5.1 Reading Comprehension Test

Hughes (2003: 11) categorizes the test into four types. They are proficiency test, achievment test, diagnostic test, and placement test. Achievement test was used in this research in order to measure the students' reading comprehension achievement after the students were taught by using Know, Want to know, and Learned (KWL) strategy in the reading class.

A test is said as a good test if the test fulfills two requirements, they have validity and reliability (Fraenkel *et al.*, 2012: 147). Based on fraenkel *et al*. validity refers to appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. It means that a test is considered to be valid if it measures what is intended to be measured. In addition, Hughes (2003: 26) says that a test has content validity if it shows representative sample from the domain to be tested. Hence, the reading comprehension test should be valid based on curriculum objectives. In this research, the reading comprehension test material is constructed based on school-based curriculum (*Kurikulum Tingkat Satuan Pendidikan (KTSP*) 2006) for English junior high school. Meanwhile, they also add that test reliability refers to consistency of scores or answers from one administration of an instrument to another, and from one test rater to another. It can be concluded, a test can be considered reliable if the test can give consistent results.

Meanwhile, Hughes (2003: 22) notes that there are two kinds of tests based on the method of scoring, objective and subjective tests. If there is no interpretation required on the part of scorer, it can be called as objective scoring. On the contrary, if judgment and interpretation is needed, then the scoring is said subjective scoring. An objective test is more practical and easier to do in terms of scoring (Djiwandono, 1996: 28). Further, he also states that objective test can avoid subjective scoring. Hence, the objective test is applied in this research.

In this research, the researcher used a teacher-made test in applying the achievement test. A reading comprehension test was given at the end of the cycle. The test that was administered in this research was an objective test in the form of

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multiple choices. The total number of the test items in this research was 25. The distributions of the reading comprehension test items were presented in the following arrangement:

Word : 5, 9, 12, 16, 19, and 22

Sentence : 1, 3, 4, 7, 11, 14, 15, and 23

Paragraph : 6, 10, 17, 21, and 24

Text : 2, 8, 13, 18, 20, and 25

The researcher used intra-rater scoring method to score the students reading comprehension achievement test result. The time allocation given in administering the test was 40 minutes.

3.5.2 Observation

Observation in this research was conducted to record the sudents' activities and responses in the teaching and learning process, and it was done by the English teacher or the researcher collaboratively. Checklist is a tool used to determine the presence or absence of an attribute (Colton and Covert, 2007:9). In taking data, the researcher and teacher used the checklist for observing the students active participation. The indicators observed were the students' activities in 1) filling the Know (K) column, 2) filling the Want to know (W) column, 3) filling the Learned (L) column, 4) making a note of important points, 5) doing the tasks given by the teacher. The following was the form of the observation checklist for the students' participation.

Table 3.2 The Observation Checklist

No.	**Name**	**Indicators**					**Active**	**Passive**
		1.	**2.**	**3.**	**4.**	**5.**		
1.								
2.								
etc.								

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The students were categorized as active participants if they did at least three of five indicators in learning process. Then, the students were categorized as passive participants if they did less than three of five indicators in learning process.

3.5.3 Interview

According to Fraenkel *et al.*(2012: 450), giving interview is an important way for a researcher to check the accuracy or to verify the impressions he or she has gained through observation. In this research, semi structured interview is conducted to get the information needed. According to Fraenkel *et al.* (2012: 451), "semi structured interview is a series of questions designed to elicit specific answers from respondents". In this case, a list of questions was prepared concerning with the English curriculum, the schedule, the materials, as well as the problems faced by the students especially in learning reading. The interview was conducted with the English teacher of the seventh grade students by using an interview guide.

3.5.4 Documentation

According to Hopkins (2008: 122), documentation is a written document, such as memos, letters, position papers, examination papers, newspaper clipping and etc. that is useful for providing background information and understanding of issues. Documents in this research were the list of the research subjects and the students' previous scores in reading comprehension test of the Seventh C grade of SMP Negeri 1 Mumbulsari. It was used as a basis for comparing the result of the test done in this action research.

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CHAPTER IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the result of the actions in Cycle I and Cycle II. The result of the actions covered the result of the observations, the result of reading comprehension tests, and the discussion.

4.1 The Result of the Action in Cycle I

4.1.1 The Implementation of the Actions in Cycle I

The action in Cycle I was carried out in two meetings of teaching reading by using KWL strategy and one meeting of administering the reading test. The actions were done collaboratively between the researcher and the English teacher. The actions done in cycle I were based on the prepared lesson plan I and lesson plan II.

The first meeting was carried out in 80 minutes on March 12th, 2015. In this meeting, the researcher acted as the teacher and the English teacher acted as the observer. The topic for this meeting was "Raffi Ahmad". In this occasion, the researcher started the lesson by greeting the students and stating the objectives of the lesson. Afterward, the researcher asked some questions to the students related to the topic being discussed. Then, the researcher asked the students to make groups of four. After that, the researcher gave the explanation about descriptive text. After the students stayed with their groups, the researcher distributed a KWL worksheet to each group and explained how the students should work with the worksheet. This worksheet was used to administer the first task. Next, the researcher implemented the three interrelated activities of KWL strategy, they were the asking the students about any information they knew about the topic, asking them to generate some questions related to the topic given, and asking them to write new information they got from the text that they had received before. The class was so alive because the students were really interested in the topic being discussed. It means that they had helped themselves to work with the KWL worksheet. Moreover, the researcher gave verbal

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reinforcement to raise the students' willingness in learning the material. The researcher also gave rewards to the best group that participated very actively in the process of working with the KWL worksheet. The rewards were books for each member of the best group. This kind of reinforcement was able to initiate the students' willingness to compete each other to be the best group. Thus, the students could apply the KWL strategy very well and produced good result (see page 66-68). After having done with the KWL worksheet, the students were given the second task. The task consisted of multiple choices questions. In finishing the second task, the students were asked to do it individually. At last, the researcher asked the students to discuss the result of their work.

The second meeting was carried out on March 25th, 2015 which also lasted for 80 minutes. In this meeting, the researcher acted as the observer and the English teacher acted as the teacher. The topic for this meeting was "Elephants". In this opportunity, the teacher taught the students by following the prepared lesson plan that the researcher had given in the previous meeting. Basically, the lesson ran smoothly as the researcher expected. Unfortunately, in the beginning of the lesson, the class was relatively quiet because the students were afraid of the teacher. It happened because the students knew the English teacher as a killer teacher. So, when the process of filling the "K" column started, the students were just keeping silent and did nothing. Then, the teacher explained to the students that the KWL strategy would not run well if they were just keeping silent and did nothing. After that, the students started to involve in the activity actively like they did in the previous meeting. However, the students could also apply the KWL strategy very well in this meeting and produced good result (see page 82-84).

4.1.2 The Result of the Observation in Cycle I

The observation was done collaboratively between the researcher and the English teacher. The English teacher was the observer in the first meeting and the researcher was the observer in the second meeting. The observations were done to

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observe the students' participation during the teaching learning process of reading by using KWL strategy. During the observation process, the observation checklist was used to know how far the students participated actively in the teaching learning process of reading. The observation checklist contained six indicators to observe, they were 1) filling the Know (K) column, 2) filling the Want to know (W) column, 3) filling the Learned (L) column, 4) making note of important points, and 5) doing the tasks given by the teacher. The students were categorize as active students if they fulfill at least three of five indicators. The following were the result of the observations.

Table 4.1 The Result of the Observation in Cycle I

No	The students' initials	Meeting 1					Note		Meeting 2					Note	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	A Y D	√	√		√	√	√		√	√		√	√	√	
2.	A G	√			√	√	√		√	√			√	√	
3.	A J	√	√	√	√	√	√		√	√	√	√	√	√	
4.	A R D	√			√	√	√		√	√		√	√	√	
5.	A H	√				√		√	√	√		√	√	√	
6.	AW	√	√	√	√	√	√		√		√	√	√	√	
7.	A F	√	√		√	√	√		√				√		√
8.	B S	√	√	√	√	√	√		√		√	√	√	√	
9.	D S P	√	√	√		√	√		√		√		√	√	
10.	D R	√			√	√	√		√				√		√
11.	D D P	√	√	√	√	√	√					√	√		√
12.	D E M	√		√	√	√	√				√	√	√	√	
13.	FR	√	√	√	√	√	√		√	√	√	√	√	√	
14.	H S	√	√	√	√	√	√		√	√	√	√	√	√	
15.	I B	√		√		√	√		√			√	√	√	
16.	K R	√	√		√	√	√		√	√		√	√	√	
17.	L A C	√			√	√	√		√			√	√	√	
18.	M A Y	√				√		√	√			√	√	√	
19.	M N R					√		√				√	√		√
20.	M I U	√			√	√	√		√			√	√	√	
21.	M I N H	√	√	√	√	√	√		√		√	√	√	√	
22.	M G R I	√				√		√				√	√		√
23.	N A P	√	√		√	√	√		√			√	√	√	
24.	R F	√	√	√	√	√	√					√	√		√
25.	R W			√	√	√	√		√		√	√	√	√	
26.	R A	√				√		√	√				√		√
27.	R A	√	√	√	√	√	√		√	√	√	√	√	√	
28.	R H	√			√	√	√		√			√	√	√	

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29.	S A	√	√	√	√	√	√		√		√	√	√	√	
30.	S S	√				√		√	√				√		√
31.	S A					√	√		√			√	√	√	
32.	S M	√	√	√	√	√	√		√	√	√	√	√	√	
33.	T S		√		√	√	√		√			√	√	√	
34.	W M T A			√		√		√				√	√		√
35.	Y H			√	√	√	√			√			√		√
36.	Z I	√	√			√	√		√	√		√	√	√	
Total		**Meeting 1**					**29**	**7**	**Meeting 2**					**27**	**9**

Notes:
A: Active P: Passive

Indicators:

1. Filling the Know (K) column
2. Filling the Want to know (W) column
3. Filling the Learned (L) column
4. Making notes of the important points
5. Doing the tasks given by the teacher

The data obtained from the classroom observation about the students' active participation were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\ \%$$

Notes:
E = the percentage of the students who participate actively during the teaching and learning process of reading using KWL strategy
n = the number of students who participate actively during the teaching and learning process of reading using KWL strategy
N = the total number of students (the subjects)

(Adapted from Ali, 1998:186)

Meeting 1

Active = $\frac{29}{36}$ x 100 = 80.55%

Passive = $\frac{7}{36}$ x 100 = 19.44%

Meeting 2

Active = $\frac{27}{36}$ x 100 = 75%

Passive = $\frac{9}{36}$ x 100 = 25%

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After finding the percentage of active and passive students in the classroom in Cycle I, it was significant to get the average of the data to determine whether the students' active participation reach the percentage requirement. The following were the average from the collected data.

Table 4.2 The Percentage of the Students' Participation in Cycle I

No.	Meeting	Percentage	
		Active	Passive
1.	Meeting 1	80.55%	19.44%
2.	Meeting 2	75%	25%
Average		**77.77%**	**22.22%**

Based on the table above, it was seen that 29 (80.55%) of 36 students participated actively in the teaching learning process of reading and 7 (19.44) students were passive in the teaching learning process of reading. In the second meeting, it was seen that 27 (75%) of 36 students participated actively in the teaching learning process of reading and 9 (25%) students were passive in the teaching learning process of reading. Thus, the average result of the active students in Cycle I was 77.77% and the average result of the passive students was 22.22%. From the obtained data above, it can be concluded that the percentage of the students' active participation had passed the minimum requirement which was 75%.

4.1.3 The Result of the Students' Reading Comprehension Test in Cycle I

The reading comprehension achievement test of Cycle I was administered in the third meeting. It was done on March 26th, 2015. The time allocation was 40 minutes. The total number of the questions was 25 and they were in the form of multiple choices items.

When the researcher administered the reading comprehension achievement test of Cycle I, 1 (one) student was not coming to join the test. So the total number of

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the students who joined the test was 35. The students could be said successful if they could at least reach the standard minimum score which was 72. The following were the result of the students' reading comprehension test of Cycle I.

Table 4.3 The Result of the Students' Reading Comprehension Test in Cycle 1

No.	Name	Score	Achieved	Not Achieved
1	A Y D	-	-	-
2	A G	52		√
3	A J	76	√	
4	A R D	72	√	
5	A H	56		√
6	AW	72	√	
7	A F	84	√	
8	B S	88	√	
9	D S P	80	√	
10	D R	88	√	
11	D D P	76	√	
12	D E M	76	√	
13	FR	72	√	
14	H S	92	√	
15	I B	84	√	
16	K R	84	√	
17	L A C	88	√	
18	M A Y	52		√
19	M N R	56		√
20	M I U	76	√	
21	M I N H	72	√	
22	M G R I	48		√
23	N A P	76	√	
24	R F	72	√	
25	R W	76	√	
26	R A	60		√
27	R A	88	√	
28	R H	88	√	
29	S A	76	√	
30	S S	56		√
31	S A	76	√	
32	S M	76	√	
33	T S	72	√	
34	W M T A	56		√
35	Y H	80	√	
36	Z I	84	√	
Total		**2580**	**27 Students**	**8 Students**

The data obtained from the reading test were analyzed by using the following formula:

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$$E = \frac{n}{N} \times 100\ \%$$

Notes:
E = the percentage of the students who get score ≥ 72
n = the number of students who get score ≥ 72
N = the total number of students (the subjects)

$$\mathbf{E = \frac{27}{35} \text{ x } 100 = 77.14\%}$$

$$M = \sum X / N$$

Notes:
M = the students' mean score
$\sum X$ = the total score of the students' reading test
N = the total number of students doing the test

(Adapted from Ali, 1998:186)

$$\mathbf{M = 2580 / 35 = 73.71}$$

Based on the result of the data analysis above, it was seen that 27 (77.14%) of 35 students got 72 or more and 8 (22.85%) of 35 students got less than 72. The criteria were used to determine whether the action was successful or not. This action research was considered successful if it fulfilled the following criteria.

c. The students' mean score of reading comprehension test was at least 72, and it could be reached by at least 75% of the research subjects.
d. The result of observation shows the students' active participation at least 75%.

Accordingly, it can be summarized that the actions in Cycle I did achieve the successful criteria of this research. Therefore, the researcher decided to continue the actions in Cycle II to know the consistency or the reliability of the students' reading comprehension achievement by using KWL strategy.

4.1.4 The Result of Reflection in Cycle I

The reflection was done after getting the result of observation and reading comprehension test in Cycle I. The English teacher acted as the observer in the first meeting on March 12th, 2015. Meanwhile, the researcher acted as the observer in the second meeting on March 25th, 2015. Furthermore, the reading comprehension test was administered on March 26th, 2015.

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In Cycle I, the results of the observation 1 showed that there were 29 (80.55%) of 36 students who participated actively in the teaching learning process of reading. While in the observation 2, there were 27 (75%) of 36 students participated actively in the teaching learning process of reading. In average, the percentage of the students' active participation was 77.77%. It means that the result of the observation had reached the minimum percentage standard which was 75%. However, the result of the observation 2 showed a decreasing number of the students who participated actively in the teaching learning process of reading from 80.55% to 75%.

Furthermore, the result of the reading comprehension achievement test in the Cycle I showed that there were 27 (77.14%) of 35 students who could reach the standard minimum score which was 72 with the means score was 73.71. This action research was considered successful if it fulfilled the following criteria.

a. The students' mean score of reading comprehension test was at least 72, and it could be reached by at least 75% of the research subjects.
b. The result of observation shows the students' active participation at least 75%.

Based on the data analysis above, it can be summarized that the actions in Cycle I did achieve the successful criteria of this research.

Based on the reflection done by the researcher and the English teacher, it was found that there were two factors that influenced the decreasing number of the students' active participation in Cycle I. They were as follows:

1. Many of the students were afraid of the teacher because the students knew the teacher a killer teacher. This situation made the class became relatively quiet.
2. The teacher did not deliver verbal or non-verbal reinforcement when the students did the indicators of the students' active participation.

Therefore, it was significant to solve the problems in Cycle I. The following were the solutions to figure out the problems in order to get a better result of the observation in Cycle II.

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1. Asking the teacher to explain the objectives of the lesson more clearly and to convince the students that they must participate actively in the teaching learning process in order to run the KWL strategy effectively.
2. Asking the teacher to deliver verbal or non-verbal reinforcement to the students when they did the indicators of the students' active participation.

The solutions above were expected to give greater contribution toward the increasing number of the students' active participation in teaching and learning process of reading by using KWL strategy.

4.2 The Result of the Actions in Cycle II

4.2.1 The Implementation of the Actions in Cycle II

The action in Cycle II was carried out in two meetings of teaching reading by using KWL strategy and one meeting of administering the reading test. The actions were done collaboratively between the researcher and the English teacher. The actions done in Cycle II were relying on the prepared lesson plan I and lesson plan II.

The first meeting was carried out on April 1st, 2015 which lasted for 80 minutes. In this meeting, the researcher acted as the teacher and the English teacher acted as the observer. The topic for this meeting was "Lionel Messi". In this occasion, the researcher started the lesson by greeting the students and stating the objectives of the lesson. Afterward, the researcher asked some questions to the students related to the topic being discussed. Then, the researcher asked the students to make groups of four. After the students stayed with their groups, the researcher distributed a KWL worksheet to each group. This worksheet was used to administer the first task. Next, the researcher implemented the three interrelated activities of KWL strategy, they were the asking the students about any information they knew about the topic, asking them to generate some questions related to the topic given, and asking them to write new information they got from the text that they had received before. The class was

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also so alive because the students were really interested in the topic being discussed. Moreover, the researcher gave verbal reinforcement to raise the students' willingness in learning the material. The researcher also gave rewards to the best group that participated very actively in the process of working with the KWL worksheet. The rewards were also books for each member of the best group. In this meeting, the students could apply the KWL strategy very well and produced good result (see page 102-104). After having done with the KWL worksheet, the students were given the second task. The task consisted of multiple choices questions. In finishing the second task, the students were asked to do it individually. At last, the researcher asked the students to discuss the result of their work.

The second meeting was carried out on April 2nd, 2015 which also lasted for 80 minutes. In this meeting, the researcher acted as the observer and the English teacher acted as the teacher. The topic for this meeting was "An African Giraffe". In this opportunity, the teacher taught the students by following the prepared lesson plan that the researcher had given in the previous meeting. The teacher also implemented the solution gained in the reflection activity to avoid the same problems occur in the process of the teaching and learning activity. Every time the students did the indicators of the students' active participation, the teacher deliver verbal reinforcement such as by saying "Good job", "Excellent!", and so forth. She also gave non-verbal reinforcement to the students who participated actively in the teaching learning process such as by giving rewards. The rewards in this occasion were candies. However, the students could apply the KWL strategy excellently and produced good result (see page 118-120).

4.2.2 The Result of the Observation in Cycle II

The observation was done collaboratively between the researcher and the English teacher. The English teacher was the observer in the first meeting and the researcher was the observer in the second meeting. The observations were done to observe the students' participation during the teaching learning process of reading by

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using KWL strategy. During the observation process, the observation checklist was used to know how far the students participated actively in the teaching learning process of reading. The observation checklist contained six indicators to observe, they were 1) filling the Know (K) column, 2) filling the Want to know (W) column, 3) filling the Learned (L) column, 4) making note of important points, and 5) doing the tasks given by the teacher. The students were categorize as active students if they fulfill at least three of five indicators. The following are the result of the observations.

Table 4.4 The Result of the Observation in Cycle II

No	The students' initials	Meeting 1					Note		Meeting 2					Note	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	A Y D	√	√		√	√	√		√	√		√	√	√	
2.	A G	√			√	√	√		√				√		√
3.	A J	√	√	√	√	√	√		√	√	√	√	√	√	
4.	A R D				√	√		√	√	√		√	√	√	
5.	A H	√			√	√	√		√	√			√		√
6.	AW	√	√	√	√	√	√		√		√	√	√	√	
7.	A F	√				√		√	√		√		√	√	
8.	B S	√	√	√	√	√	√		√		√	√	√	√	
9.	D S P	√	√	√		√	√		√		√		√	√	
10.	D R	√			√	√	√		√	√	√		√	√	
11.	D D P	√	√	√	√	√	√				√	√	√	√	
12.	D E M	√		√	√	√	√				√	√	√	√	
13.	FR	√	√	√	√	√	√		√	√	√	√	√	√	
14.	H S	√	√	√	√	√	√		√	√	√	√	√	√	
15.	I B	√				√		√	√			√	√	√	
16.	K R	√	√		√	√	√		√	√		√	√	√	
17.	L A C	√			√	√	√		√			√	√	√	
18.	M A Y	√			√	√	√		√			√	√	√	
19.	M N R					√		√				√	√		√
20.	M I U	√			√	√	√		√			√	√	√	
21.	M I N H	√	√	√	√	√	√		√		√	√	√	√	
22.	M G R I	√			√	√						√	√		√
23.	N A P	√	√		√	√	√		√			√	√	√	
24.	R F	√	√	√	√	√	√				√	√	√	√	
25.	R W			√	√	√	√		√		√	√	√	√	
26.	R A	√				√		√	√				√		√
27.	R A	√	√	√	√	√	√		√	√	√	√	√	√	
28.	R H				√	√	√	√	√			√	√	√	
29.	S A	√	√	√	√	√	√		√		√	√	√	√	
30.	S S	√	√		√	√	√		√				√		√
31.	S A	√			√	√	√		√				√		√

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32.	S M	√	√	√	√	√	√		√	√	√	√	√	√	
33.	T S		√		√	√	√		√			√	√	√	
34.	W M T A			√	√	√	√		√			√	√	√	
35.	Y H			√	√	√	√		√	√		√	√	√	
36.	Z I	√	√			√	√		√	√		√	√	√	
Total		**Meeting 1**					**30**	**6**	**Meeting 2**					**29**	**7**

Notes:
A: Active P: Passive

Indicators:

1. Filling the Know (K) column
2. Filling the Want to know (W) column
3. Filling the Learned (L) column
4. Making notes of the important points
5. Doing the tasks given by the teacher

The data obtained from the classroom observation about the students' active participation were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\ \%$$

Notes:
E = the percentage of the students who participate actively during the teaching and learning process of reading using KWL strategy
n = the number of students who participate actively during the teaching and learning process of reading using KWL strategy
N = the total number of students (the subjects)

(Adapted from Ali, 1998:186)

Meeting 1

Active = $\frac{30}{36}$ x 100 = 83.33%

Passive = $\frac{6}{36}$ x 100 = 16.66%

Meeting 2

Active = $\frac{29}{36}$ x 100 = 80.55%

Passive = $\frac{7}{36}$ x 100 = 19.44%

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After finding the percentage of active and passive students in the classroom in Cycle II, it was significant to get the average of the data to determine whether the percentage of the students' active participation was consistent or reliable from the result obtained in the previous Cycle. The following were the average from the collected data.

Table 4.5 The Percentage of the Students' Participation in Cycle II

No.	Meeting	Percentage	
		Active	Passive
1.	Meeting 1	83.33%	16.66%
2.	Meeting 2	80.55%	19.44%
Average		**81.94%**	**18.05%**

Based on the table above, it was seen that 30 (83.33%) of 36 students participated actively in the teaching learning process of reading and 6 (16.66) students participated passively in the teaching learning process of reading. In the second meeting, it was seen that 29 (80.55%) of 36 students participated actively in the teaching learning process of reading and 7 (19.44%) students participated passively in the teaching learning process of reading. Thus, the average result of the active students in Cycle II was 81.94% and the average result of the passive students was 18.05%. From the obtained data above, it could be concluded that the percentage of the students' active participation was consistent or reliable with the previous data obtained from the previous Cycle.

4.2.3 The Result of the Students' Reading Comprehension Test in Cycle II

The reading comprehension achievement test of Cycle II was administered in the third meeting. It was done on April 4th, 2015. The time allocation was 40 minutes. The total number of the questions was 25 and they were in the form of multiple choices items. The reading comprehension achievement test was administered in

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Cycle II to know the consistency of the students' result from the previous test conducted in Cycle I.

When the researcher administered the reading comprehension achievement test of Cycle II, 1 (one) student was not coming to join the test. So the total number of the students who joined the test was 35. The result can be said consistent or reliable if 75% of the total number of students got at least 75 and the means score for the reading comprehension achievement was 72.

4.6 The Result of the Students' Reading Comprehension Test in Cycle II

No.	Name	Score	Achieved	Not Achieved
1.	A Y D	88	√	
2.	A G	48		√
3	A J	80	√	
4	A R D	76	√	
5	A H	48		√
6	AW	76	√	
7	A F	96	√	
8	B S	80	√	
9	D S P	80	√	
10	D R	84	√	
11	D D P	88	√	
12	D E M	92	√	
13	FR	92	√	
14	H S	96	√	
15	I B	80	√	
16	K R	96	√	
17	L A C	76	√	
18	M A Y	72	√	
19	M N R	60		√
20	M I U	72	√	
21	M I N H	76	√	
22	M G R I	76	√	
23	N A P	76	√	
24	R F	80	√	
25	R W	60		√
26	R A	60		√
27	R A	76	√	
28	R H	88	√	
29	S A	76	√	
30	S S	40		√
31	S A	76	√	
32	S M	84	√	
33	T S	-	-	-
34	W M T A	76	√	
35	Y H	72	√	
36	Z I	72	√	
Total		**2668**	**29 Students**	**6 Students**

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The data obtained from the reading test were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\ \%$$

Notes:
E = the percentage of the students who get score ≥ 72
n = the number of students who get score ≥ 72
N = the total number of students (the subjects)

E = $\frac{29}{35}$ x 100 = 82.85%

M = ∑X / N

Notes:
M = the students' mean score
∑X = the total score of the students' reading test
N = the total number of students doing the test

(Adapted from Ali, 1998:186)

M = 2668 / 35 = 76.22

Based on the result of the data analysis above, it was seen that 29 (82.85%) of 35 students got 72 or more and 6 (17.14%) of 35 students got less than 72. The criteria were used to determine whether the action was successful or not. This action research was considered successful if it fulfilled the following criteria.

a. The students' mean score of reading comprehension test was at least 72, and it could be reached by at least 75% of the research subjects.
b. The result of observation shows the students' active participation at least 75%.

Accordingly, it can be summarized that the actions in Cycle II did achieve the successful criteria of this research. It can be concluded that the result of the students' reading comprehension achievement test was consistent and reliable compared with the data obtained from the reading comprehension achievement test in Cycle I. Thus, the researcher stopped the action.

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4.2.4 The Result of Reflection in Cycle II

The reflection was done after getting the result of observation and reading comprehension test in Cycle II. The English teacher acted as the observer in the first meeting on April 1st, 2015. Meanwhile, the researcher acted as the observer in the second meeting on April 2nd, 2015. Furthermore, the reading comprehension test was administered on April 4th, 2015.

In Cycle II, the results of the observation 1 showed that there were 30 (83.33%) of 36 students who participated actively in the teaching learning process of reading. While in the observation 2, there were 29 (80.55%) of 36 students participated actively in the teaching learning process of reading. In average, the percentage of the students' active participation was 81.94%. It means that the result of the observation had reached the minimum percentage standard which was 75%. It also means that the result of the observation in Cycle II was consistent with the result of the observation from Cycle I.

Furthermore, the result of the reading comprehension achievement test in the Cycle I showed that there were 29 (82.85%) of 35 students who could reach the standard minimum score which was 72 with the means score was 76.22. The result of the actions in Cycle II was considered consistent if it fulfilled the following criteria.

c. The students' mean score of reading comprehension test was at least 72, and it could be reached by at least 75% of the research subjects.
d. The result of observation shows the students' active participation at least 75%.

Based on the data analysis above, it can be summarized that the result of the action in Cycle II was consistent or reliable with that in the Cycle I. Therefore, the action was stopped.

4.3 Discussion

This research was purposed to enhance the Seventh C grade students' active participation and descriptive text reading comprehension achievement. To fulfill the objectives, this classroom action research was done by applying Know, Want to

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know, Learned (KWL) strategy in the process of teaching learning process of reading.

In the preliminary study of this research, it was found that the score of the students' descriptive reading comprehension achievement in this class was the lowest or only 9 (25%) of 36 students got 72 or more compared with the other six classes. Based on this fact, the researcher conducted a classroom action research collaboratively with the English teacher.

The result of the observation in Cycle I showed that the percentage of the student's active participation improved to be 77.77%. It means that the standard minimum requirement percentage of the students' active participation in this research (75%) could be achieved in Cycle I. Then, Cycle II was conducted to know the consistency of the students' active participation improvement. The action done in Cycle II gave a better result. The percentage of the students' active participation in this Cycle was 81.94% in which this was higher than the percentage of the students' active participation in Cycle I. Therefore, it can be summarize that the improvement of the students' active participation was consistent.

It was known that percentage of the students who reach the standard minimum requirement or more on the descriptive text reading comprehension was 25% before the research was conducted. Based on the data gained from Cycle I, it can be seen that the percentage of the students who got the standard minimum requirement (72) improved to be 77.14% (27 of 35 students). It can be said that the result of the students' reading comprehension achievement in Cycle I did meet the research successful criteria that was 75% of the total number of the students got at least 72 in their reading comprehension achievement test. Besides, the means score of the students' reading comprehension achievement test in Cycle I did also meet the research successful criteria that was 72. Then, Cycle II was conducted to know the consistency of the students' descriptive text reading comprehension achievement improvement. The test administered in Cycle II gave a better result. The percentage of the students who got 72 or more was 82.85 (29 of 35 students). It means that the

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improvement of the students' descriptive text reading comprehension achievement was consistent.

Table 4.7 The Result of the Students' Active Participation and Reading Comprehension Achievement from Cycle I and Cycle II

Aspect	Cycle I			Cycle II		
	Meeting 1	Meeting 2	Average	Meeting 1	Meeting 2	Average
The percentage of the students' active participation in the teaching learning process of reading	80.55%	75%%	77.77%	83.33	80.55%	81.94%
The percentage of the students' who got ≥ 72 (the standard minimum requirement)	77.14%			82.85%		

Based on the table above, it can be concluded that the percentage of both the students' active participation and the students' reading comprehension achievement improvement was consistent between Cycle I and Cycle II. This findings spotted the theories that KWL strategy can enhance the students' reading comprehension achievement. KWL strategy consists of three basic cognitive steps: assessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading (Ogle, 1986: 565). Ogle (1986), as quoted by Bos and Vaughn (1991: 178), states that KWL strategy is a reading strategy that is mainly designed to activate students' background knowledge as well as assisting students in setting purposes for reading expository text.

Finally, it can be summarized that the results of this classroom action research in two cycles proved the hypotheses as follows:

1. Using Know, Want to know, Learned (KWL) strategy could enhance the Seventh C grade students' active participation in the teaching learning process of reading at SMPN 1 Mumbulsari in the 2014/2015 academic year.

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2. Using Know, Want to Know, Learned (KWL) strategy could enhance the Seventh C grade students' descriptive text reading comprehension achievement at SMPN 1 Mumbulsari in the 2014/2015 academic year.

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CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestion. The research conclusion and suggestion are presented in the following section.

5.1 Conclusion

The results of this research proved that using Know, Want to know, Learned (KWL) strategy enhanced the Seventh C grade students' active participation in the teaching learning process of reading at SMPN 1 Mumbulsari in the 2014/2015 academic year. The improvement of the students' active participation can be seen from the results of the classroom observation in each cycle. In Cycle I, the percentage of the students' active participation was 77.77%. In Cycle II, the percentage of the students' active participation improved to be 81.94%. It means that the standard minimum requirement percentage of the students' active participation in this research (75%) could be achieved in both Cycle I and Cycle II.

The result of this research also proved that using Know, Want to Know, Learned (KWL) strategy could enhance the Seventh C grade students' descriptive text reading comprehension achievement at SMPN 1 Mumbulsari in the 2014/2015 academic year. The improvement of the students' reading comprehension achievement could be seen from the result of the reading comprehension achievement test in each cycle. In Cycle I, the percentage of the students who got at least 72 was 77.14% (27 of 35 students). In Cycle II, the percentage of the students who got at least 72 improved to be 82.85% (29 of 35 students). This also means that the standard minimum requirement score of the students' reading comprehension achievement test in this research (72) can be achieved in both Cycle I and Cycle II.

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5.2 Suggestions

The result of this research showed that using Know, Want to know, Learned (KWL) strategy can improve the students' active participation and reading comprehension achievement. By considering the result, some suggestions are given to the following people:

1. The English Teacher

   The English teacher is suggested to use KWL strategy in the teaching learning process of reading as an alternative reading strategy because this kind of strategy helps the students to activate their prior knowledge, makes connection throughout learning process and encourages future learning. In other words, this strategy can assist the students to code meaning from given texts by linking their prior knowledge with the new information they have got.

2. The students

   The students of SMPN 1 Mumbulsari are suggested to apply KWL strategy in order to read any expository texts easily. As the result, they can enhance their reading comprehension ability.

3. The Future Researchers

   The future researchers are suggested to conduct further researches dealing with using Know, Want to know, Learned (KWL) strategy in the teaching learning process of reading by using the same of different research design with different subjects at different school.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH
Using Know, Want to Know, Learned (KWL) Strategy to Enhance the Seventh Grade Students' Descriptive Text Reading Comprehension Achievement at SMPN 1 Mumbulsari in the 2014/2015 Academic Year	1. Can the use of KWL strategy enhance the Seventh C grade students' descriptive text reading comprehension achievement at SMP Negeri 1 Mumbulsari in the 2014/2015 academic year? 2. Can the use of KWL Strategy enhance the Seventh grade students' participation in the teaching learning process of reading at SMP Negeri 1 Mumbulsari in the 2014/2015 academic year?	**Independent:** Teaching reading by using KWL Strategy **Dependent:** 1. The seventh C grade students' descriptive text reading comprehension achievement 2. The students' participation in the English reading lesson.	Filling Know Column Filling Want to know column Filling Learned column The scores of the students' reading comprehension achievement that cover the following indicators: 1. Word Comprehension 2. Sentence comprehension 3. Paragraph comprehension 4. Text comprehension The students' participation during the reading class 1. Filling the Know (K) column 2. Filling the Want to know (W) column 3. Filling the Learned (L) column 4. Making a note of important points 5. Doing the tasks given by the teacher	1. Participants: The Seventh C grade students at SMP Negeri 1 Mumbulsari 2. Collaborator: The English teacher of the Seventh C grade students at SMP Negeri 1 Mumbulsari 3. School Document: - the students' scores in reading comprehension test obtained from the reading test conducted by the English teacher - English lesson syllabus of class seven.	**1. Research Design:** Classroom action res model (Lewin, 1990 a. The planning of b. The implementa c. The observation d. Evaluation and r **2. Area Determinatio** Purposive Method **3. Research Subject D** - Purposive Meth - Observation - Interview Prelim - Documentation **4. Data Analysis Met** The following form analyze the primary taken from the test $M = \sum X / N$ Notes: M = the students' m $\sum X$ = the total score test N = the total numbe the test $E = \frac{n}{N} \times 100\%$ Notes: E = The percentage score ≥ 72 in t n = The number of t reading compr least 72

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N = The total numb
(Adapted from Ali,

The students' participatio
based on the result of the
the following is the form
participation:

$$E = \frac{n}{N} \times 100\%$$

Notes:
E = The percentage
show active pa
n = The number of
participate act
learning proce
N = The total numb

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(Cycle 1 Meeting 1)

School : SMP Negeri 1 Mumbulsari

Subject : English

Level : Junior High School

Class/Semester : VII C/2

Language Skill : Reading

Genre : Descriptive Text

I. Standard Competence

11. memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

11.2 merespon makna retorika secara akurat, lancer dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*

III. Indicators

3.3 Cognitive

3.3.1 Product

1. Finding the word meaning about descriptive texts
2. Finding the sentence meaning about descriptive texts
3. Finding the paragraph meaning about descriptive texts
4. Finding the text meaning about descriptive texts

3.3.2 Process

1. Generating ideas (background knowledge) that are related to the given topic
2. Generating questions related to the given topic
3. Linking background knowledge with new knowledge presented in the text

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IV. Learning Objective

4.1 Cognitive

4.1.1 Product

1. The students are able to find the word meaning about descriptive texts
2. The students are able to find the sentence meaning about descriptive texts
3. The students are able to find the paragraph meaning about descriptive texts
4. The students are able to find the text meaning about descriptive texts

4.1.2 Process

1. The students are able to list ideas (background knowledge) that are related to the given topic
2. The students are able to generate questions related to the given topic
3. The students are able to link their background knowledge with new knowledge they get from the text

V. Material

The materials are enclosed

VI. Approach and Method

Approach : Contextual Teaching and Learning (CTL)

Strategy : KWL reading strategy

No	Teacher's Activities	Students' Activities	Time Allocation
1.	***Set Induction***		7"
	1. Greeting the students 2. Stating the objectives of the lesson 3. Asking the students some questions related to the topic	1. Greeting 2. Making notes on the teacher's explanation 3. Answering the teacher's questions	1" 1"
2.	***Main Activities***		70"
	Pre Reading activities 1. Asking the students to make groups of four	1. Making groups	1"

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	2. Distributing the KWL worksheet to each group	2. Receiving the KWL worksheet	1”
	3. Explaining the KWL strategy	3. Making notes on the teacher’s explanation	5”
	4. Showing an example of how to work with the KWL worksheet.	4. Making notes on the teacher’s explanation	5”
	Step K		
	5. Asking the students’ background knowledge related to what they know about the topic about the text in groups	5. Answering the teacher’s question	5”
	6. Asking the students to write down their prior knowledge about the topic of the text in *K* column on their KWL worksheet in groups and then share it with the class	6. writing their ideas in the *K* column and share it with the class	5”
	Step W		
	7. Asking the students about what they want to know from the text	7. Stating what they want to know	5”
	8. Asking the students to write their list of questions about what they want to know from the text in *W* column in groups and share them with the class.	8. Writing list of questions about what they want to know from the text in the *W* column in groups and share them with the class	5”
	9. Reviewing about the Explanation of descriptive text	9. Making notes on the teacher’s explanation	3”
	Whilst Reading Activity		
	10. Asking the students to guess some words that might be shown up in the text	10. Guessing some words related to the topic	1”
	11. Distributing the text to each student	11. Receiving the text	1”

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	of each group		
	12. Asking the students to read the text individually	12. Reading the text	4”
	Post Reading Activity		
	Step L		
	13. Asking the students to write new information they got from the text in the *L* column in groups and share it with the class	13. Writing new information they got from the text in *L* column in groups and share it with the class	10”
	14. Guiding the students to clarify their findings about the topic that may have shown up from their background knowledge in the *K* column in groups.	14. Explaining their findings about the topic	
	15. Asking the students to answer the questions that they have written in the *W* column based on the new information they got from the text in groups and share it with the class	15. Answering questions in the *W* column based on new information that they have got from the text in groups and then share them with the class	
	16. Guiding the students to link their background knowledge with the new information they got from the text to get new meaning and learning from the text	16. Linking their background knowledge with the new information they got from the text to get new meaning and learning from the text	10”
	17. Asking the students to do the exercises based on the text individually	17. Doing the exercises individually	15”
	18. Asking the students to discuss their work result with the class	18. Discussing their work result	4”
3.	***Closure***		3”
	1. Asking the students to draw a conclusion 2. Parting	1. Drawing a conclusion 2. Parting	2” 1”

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VII. Media and Sources

Media : KWL Worksheet

Sources : http://www.sekolahoke.com/2013/01/Descriptive.Text.Artis. Indonesia.Raffi.Ahmad.html

MATERIALS

The definition of descriptive text

Descriptive text is a kind of text with the social function to describe a particular person, place, animal, or thing.

The generic structure of descriptive text

The generic structure of descriptive text is divided into two parts. They are:

1. Identification : This part if focused on introducing the object being describe
2. Description : This part is focused on giving the details of the object being described. It may describe parts, qualities, and/or characteristics.

Line	Raffi Ahmad	Tittle
	Raffi Ahmad is an Indonesian artist.	**Identification**
1 5	His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is a presenter and a famous actor in Indonesia. Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother's name is Amy Qanita. Raffi is a good looking guy. Many girls like him. Unfortunately, he is a sort of heart-breaker. He easily gets in touch with girls and has a special relationship. Let's say for	

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10 15	example Laudya Chintya Bella, Velove Vexia and Yuni Shara. Raffi works as a presenter. He works with Olga Syahputra on some TV shows like Dahsyat and OMG. He is also an actor. Some films he has ever played are *Tunjuk Satu Bintang* and *Love is Cinta*. Besides being a presenter and an actor, Raffi is also a singer. He sings with his vocal group BBB. Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the most popular artist, Panasonic Global Award 2011 and 2012 as the best music presenter. Adapted from (http://www.sekolahoke.com/2013/01/Descriptive.Text.Artis.Indonesia.Raffi.Ahmad.html)	**Description**

The following is the example of how the students should work with the KWL worksheet.

The Example of the Descriptive Text.

Sule is a famous actor and comedian in Indonesia. His full name is Entis Sutisna, but people usually call him Sule. He was born on November 15th 1976 in Bandung, West Java. He speaks not only Sundanese, but also Javanese. Sule has long brown hair, oval face, flat nose and slanting eyes. He has two sons and one daughter. He loves his children very much. People know Sule as a unique and ridiculous person. He is funny; his jokes always make people smile or laugh. Sule plays in several TV shows such as *Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab,* and *Saung Sule*. He can sing songs very well. He has one famous song entitled "Susis".

(*Adapted From:* http://www.sekolahoke.com/2013/01/Descriptive.Text. Artis. Indonesia.Sule.Prikitiew.famous.html)

K - What we Know	W - What we Want to find out	L - What we Learned

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15. Sule has a flat nose 16. Sule has long hair 17. Sule has brown hair 18. He is comedian 19. He is funny 20. He can sing 21. He has 2 children 22. He is from Sunda 23. He is an actor 24. He is handsome 25. He has dark skin 26. His real name is Sutisna 27. He works in OVJ 28. He has 3 children	12. How many children does Sule have? 13. How much is his salary? 14. Where is he from? 15. How old is he? 16. What is Sule's real name? 17. Where does he live? 18. What kinds of show does he play on TV? 19. What are Sule's parents' names? 20. When was he born? 21. What is Sule's famous song? 22. Where was he born?	11. His full name is Sule Sutisna 12. He was born on November 15th 1987 in Bandung, West Java 13. He has two sons and one daughter 14. He plays on several TV shows such as OVJ, PAS Mantab, etc. 15. He has slanting eyes and oval face 16. His famous song is "Susis" 17. He lives in Bandung 18. He can speak not only Sundanese, but also Javanese 19. He is 30 years old 20. He can sing songs very well

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The Teacher's KWL Worksheet in Meeting 1 Cycle 1

Topic : Raffi Ahmad

K What do I **Know?**	**W** What do I **Want to Learn?**	**L** What have I **Learned?**
1. Raffi Ahmad was born in Bandung 2. Raffi is an Indonesian artist 3. He is a handsome man 4. Raffi is a playboy 5. Raffi doesn't have a brother 6. Raffi has 2 sisters 7. Raffi is a presenter 8. Raffi doesn't like Rambutan 9. Raffi has luxurious cars 10. Raffi had a father 11. Raffi has one sister	1. What is Raffi's mother's name? 2. What is his father's name? 3. What is his full name? 4. When was he born? 5. Who are his ex-girlfriends? 6. In what TV shows does Raffi work? 7. Who does Raffi work with? 8. Is he a comedian? 9. Is Raffi a film star?	1. His mother's name is Amy Qanita 2. His father's name is Munawar Ahmad 3. His full name is Raffi Faridz Ahmad 4. He was born on 17 February 1987 5. His ex-girlfriends are Yuni Syara, Velo Vexia, and Laudya Cintya Bella 6. He works at Dahsyat and OMG 7. He works with Olga Syahputra 8. He is a singer 9. Raffi plays is some films. Some films he has ever played are *Tunjuk Satu Cinta* and *Love is Cinta*

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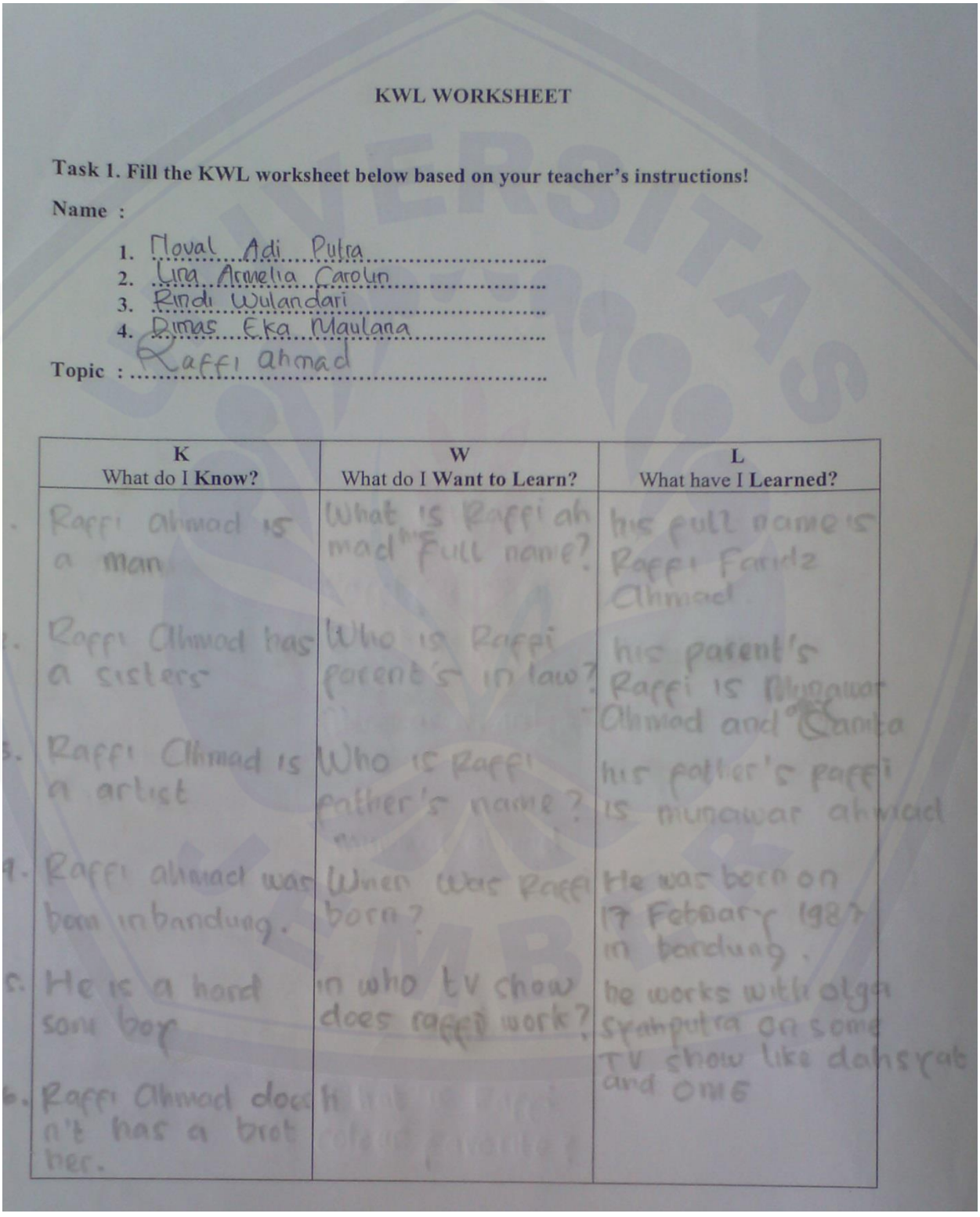
The Students' KWL Worksheet in Meeting 1 Cycle 1



KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Noval Adi Putra
2. Lina Arnelia Carolin
3. Rindi Wulandari
4. Rimas Eka Maulana

Topic : Raffi ahmad

K What do I **Know?**	W What do I **Want to Learn?**	L What have I **Learned?**
Raffi ahmad is a man	What is Raffi ahmad's full name?	his full name is Raffi Fardz Ahmad
Raffi Ahmad has a sisters	Who is Raffi parent's in law?	his parent's Raffi is Nugawar Ahmad and Camila
Raffi Ahmad is a artist	Who is Raffi father's name?	his father's Raffi is nunawar ahmad
Raffi ahmad was born in bandung.	When was Raffi born?	He was born on 17 February 1987 in bandung.
He is a hard son boy	in who tv show does raffi work?	he works with olga syahputra on some TV show like dahsyat and ome
Raffi Ahmad doesn't has a brother.		

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KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Babun Sulaiman
2. Dimas Doni P
3. Wandia mareta t.A
4. Riski afifah

Topic : Rafi Athmad

K What do I **Know**?	W What do I **Want to Learn**?	L What have I **Learned**?
1. Rafi athmad is a man 2. Raffi athmad I do nt have Banana 3 Raffi athmad I have two sister 4. Raffi athmad likes lemon tea 5. Raffi athmad lik es beby 6. Raffi athmad he ha s mot her 7 Raffi athmad he has grand father and grand mother	-when wass Raffi born? - what is his sist er name raffi? - what is his full name? - what is his mother in Laws name? - what is his father name? - what is his mother name? - who is his ex girl Friend? - in what tv show does Raffi work?	-He was born on 17 FEBRUARY 1987 in Bandung. west java. - - Raffi faridz ah- mad. - - marwar ahmad - amy Qanita - Laudya chintya Bella velove vexia and Yuni shara - He works at dahsyat om6

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KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Triyas sari Harti
2. Riyatul Hasanah
3. M. Aunul Yaqin
4. Ahmat Jayadi

Topic : RAFFI Ahmad

K What do I **Know**?	W What do I **Want to Learn**?	L What have I **Learned**?
RAFFI Ahmad was born in Bandung. RAFFI Ahmad have two Sister Raffi Ahmad have Wife very Beautifull He has a luxurious House He has a luxurious Lambor gini car RAFFI Ahmad had Father	- Who is name mother RAFFI Ahmad - What is his Full name.? - Who does RAFFI work with? - Who is name Father RAFFI - What is his ex girlfriend?	- Amy Qanita - RAFFI Faridz Ahmad. - He works with olga - is nunawar Ahmad - claudya, Velove, Yuni Lona.

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OBSERVATION CHECKLIST FOR THE STUDENTS'

PARTICIPATION MEETING 1 CYCLE 1

Instrument : Observation sheet of the students' participation.

Instructions : Give check (√) on the column when the student shows the activity

No.	Name	1	2	3	4	5	Active	Passive
1.	A Y D							
2.	A G							
3	A J							
4	A R D							
5	A H							
6	AW							
7	A F							
8	B S							
9	D S P							
10	D R							
11	D D P							
12	D E M							
13	FR							
14	H S							
15	I B							
16	K R							
17	L A C							
18	M A Y							
19	M N R							
20	M I U							
21	M I N H							
22	M G R I							
23	N A P							
24	R F							
25	R W							
26	R A							
27	R A							
28	R H							
29	S A							
30	S S							
31	S A							
32	S M							
33	T S							
34	W M T A							
35	Y H							
36	Z I							

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INDICATORS:

1. Filling the Know (K) column
2. Filling the Want to know (K) column
3. Filling the Learned (L) column
4. Making notes of the important points
5. Doing the tasks given by the teacher

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Type of text	: Descriptive Text
Time Allocation	: 15 Minutes
Name	:……
Number	:…….

Read the text below carefully!

Raffi Ahmad is an Indonesian artist. His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is a presenter and a famous actor in Indonesia. Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother's name is Amy Qanita.

Raffi is a good looking guy. Many girls like him. Unfortunately, he is a sort of heart-breaker. He easily gets in touch with girls and has a special relationship. Let's say for example Laudya Chintya Bella, Velove Vexia and Yuni Shara. Raffi works as a presenter. He works with Olga Syahputra on some TV shows like Dahsyat and OMG. He is also an actor. Some films he has ever played are *Tunjuk Satu Bintang* and *Love is Cinta*. Besides being a presenter and an actor, Raffi is also a singer. He sings with his vocal group BBB. Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the most popular artist, Panasonic Global Award 2011 and 2012 as the best music presenter.

Task 1.

Answer the questions below by choosing a, b, c, or d!

1. Who is Rafii Ahmad?
   a. A famous comedian
   b. A famous member of boy band
   c. A famous member of orchestra
   d. A famous presenter and actor in Indonesia
2. His full name is Raffi Faridz Ahmad. (Line 1)
   What does the underlined word refer to?
   a. Rafi's name
   b. Rafi's father
   c. Rafi's mother
   d. Rafi's friend
3. What does the second paragraph tell you about?
   a. Raffi's family
   b. Rafii's birthday
   c. Raffi's popular name

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d. Raffi's lifetime experience

4. The identification part of the text can be found in…..
   a. The first sentence of the second paragraph
   b. The second sentence of the second paragraph
   c. The first sentence of the first paragraph
   d. The first sentence of each paragraph
5. The following sentences about Raffi are correct, EXCEPT…..
   a. Raffi is the oldest child in his family
   b. Raffi is an ugly Indonesian artist
   c. Raffi has played some films in his life
   d. Raffi is a multi-talented artist
6. How many films has Raffi ever played?
   a. One
   b. Two
   c. Three
   d. Four
7. Raffi works with BBB as…
   a. Comedian
   b. Actor
   c. Singer
   d. Presenter
8. What does the first paragraph tell us about?
   a. Raffi's girlfriends
   b. Raffi's achievement
   c. Raffi's family
   d. Raffi's vocal group
9. "Many girls *like* him" (line 7). The word in italic means….
   a. interested
   b. hate
   c. dislike
   d. need
10. Raffi works with Olga Syahputra as….
   a. singer
   b. boy band
   c. presenter
   d. politician
11. "He is the *first* child of the family". The opposite meaning of the italic word is…
   a. second

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b. one
c. two
d. last

12. Based on the text above, we can say that Raffi
a. Is a playboy
b. Has 2 mothers
c. Has 2 fathers
d. Was born in East Java

13. Raffi has many lifetime achievements during his career. Some of *them* are SCTV… (Paragraph 2).
What does the italic word refers to?
a. Raffi's career
b. Raffi's achievements
c. Raffi's life with Olga
d. Some films Raffi has ever played

14. The following sentences are incorrect, EXCEPT…..
a. Raffi works with Yuni Syara
b. Raffi cannot sing
c. Raffi is the youngest child in the family
d. Raffi is 28 years old now

15. What does the text tell us about?
a. The description of Raffi
b. The description of Rafii's career
c. The description of Raffi's friends
d. The Description of Raffi's ex-girlfriend

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Answer Key

1. D	**6. B**	**11. D**
2. A	**7. C**	**12. A**
3. D	**8. C**	**13. B**
4. C	**9. A**	**14. D**
5. B	**10. C**	**15. A**

The Distribution of the Exercise Item

The reading indicators	Exercise Items	Total items
Word comprehension	2, 9, 11, 13	4
Sentence comprehension	1, 6, 7, 10	4
Paragraph comprehension	4, 8, 3	3
Text comprehension	5, 12, 14, 15	4
		15

SCORING

$$\text{The student's score} = \frac{\text{The number of the correct answers}}{\text{The number of the test items}} \times 100$$

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(Cycle 1 Meeting 2)

School : SMP Negeri 1 Mumbulsari

Subject : English

Level : Junior High School

Class/Semester : VII C/2

Language Skill : Reading

Genre : Descriptive Text

I. Standard Competence

11. memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

11.2 merespon makna retorika secara akurat, lancer dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*

III. Indicators

3.3 Cognitive

3.3.1 Product

1. Finding the word meaning about descriptive texts
2. Finding the sentence meaning about descriptive texts
3. Finding the paragraph meaning about descriptive texts
4. Finding the text meaning about descriptive texts

3.3.2 Process

1. Generating ideas (background knowledge) that are related to the given topic
2. Generating questions related to the given topic
3. Linking background knowledge with new knowledge presented in the text

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IV. Learning Objective

4.1 Cognitive

4.1.1 Product

1. The students are able to find the word meaning about descriptive texts
2. The students are able to find the sentence meaning about descriptive texts
3. The students are able to find the paragraph meaning about descriptive texts
4. The students are able to find the text meaning about descriptive texts

4.1.2 Process

1. The students are able to list ideas (background knowledge) that are related to the given topic
2. The students are able to generate questions related to the given topic
3. The students are able to link their background knowledge with new knowledge they get from the text

V. Material

The materials are enclosed

VI. Approach and Method

Approach : Contextual Teaching and Learning (CTL)

Strategy : KWL reading strategy

No	Teacher's Activities	Students' Activities	Time Allocation
1.	***Set Induction***		7"
	1. Greeting the students 2. Stating the objectives of the lesson 3. Asking the students some questions related to the topic	1. Greeting 2. Making notes on the teacher's explanation 3. Answering the teacher's questions	1" 1"
2.	***Main Activities***		70"
	Pre Reading activities 19. Asking the students to make groups of four	19. Making groups	1"

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	20. Distributing the KWL worksheet to each group	20. Receiving the KWL worksheet	1”
	21. Explaining the KWL strategy	21. Making notes on the teacher’s explanation	5”
	22. Showing an example of how to work with the KWL worksheet.	22. Making notes on the teacher’s explanation	5”
	Step K		
	23. Asking the students’ background knowledge related to what they know about the topic about the text in groups	23. Answering the teacher’s question	5”
	24. Asking the students to write down their prior knowledge about the topic of the text in *K* column on their KWL worksheet in groups and then share it with the class	24. writing their ideas in the *K* column and share it with the class	5”
	Step W		
	25. Asking the students about what they want to know from the text	25. Stating what they want to know	5”
	26. Asking the students to write their list of questions about what they want to know from the text in *W* column in groups and share them with the class.	26. Writing list of questions about what they want to know from the text in the *W* column in groups and share them with the class	5”
	27. Reviewing about the Explanation of descriptive text	27. Making notes on the teacher’s explanation	3”
	Whilst Reading Activity		
	28. Asking the students to guess some words that might be shown up in the text	28. Guessing some words related to the topic	1”
	29. Distributing the text to each student	29. Receiving the text	1”

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	of each group		
	30. Asking the students to read the text individually	30. Reading the text	4”
	Post Reading Activity		
	Step L		
	31. Asking the students to write new information they got from the text in the *L* column in groups and share it with the class	31. Writing new information they got from the text in *L* column in groups and share it with the class	10”
	32. Guiding the students to clarify their findings about the topic that may have shown up from their background knowledge in the *K* column in groups.	32. Explaining their findings about the topic	
	33. Asking the students to answer the questions that they have written in the *W* column based on the new information they got from the text in groups and share it with the class	33. Answering questions in the *W* column based on new information that they have got from the text in groups and then share them with the class	
	34. Guiding the students to link their background knowledge with the new information they got from the text to get new meaning and learning from the text	34. Linking their background knowledge with the new information they got from the text to get new meaning and learning from the text	10”
	35. Asking the students to do the exercises based on the text individually	35. Doing the exercises individually	15”
	36. Asking the students to discuss their work result with the class	36. Discussing their work result	4”
3.	***Closure***		3”
	1. Asking the students to draw a conclusion 2. Parting	1. Drawing a conclusion 2. Parting	2” 1”

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VII. Media and Sources

Media : KWL Worksheet

Sources : http://www.englishindo.com-contoh-descriptive-text-gajah.html

MATERIALS

The definition of descriptive text

Descriptive text is a kind of text with the social function to describe a particular person, place, animal, or thing.

The generic structure of descriptive text

The generic structure of descriptive text is divided into two parts. They are:

3. Identification : This part if focused on introducing the object being describe
4. Description : This part is focused on giving the details of the object being described. It may describe parts, qualities, and/or characteristics.

Line	Elephant	Tittle
	Elephants are the biggest land animal on earth.	**Identification**
1 5	An elephant has four legs. Its legs are very big and strong. It also has two wide ears and two small eyes. An Elephant has a very long nose. It is called “trunk”. It is strong enough to pick up trees. It uses its trunk as a tool to sweep paths, to scratch its body, and to drink water. An elephant has two long pointed teeth. They are called “tusks”. Its tusks, trunk, and legs can be a perfect defensive weapon against the other animals.	

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10	Elephants are herbivore. They like to eat grass, small trees, leaves, etc. elephants are social animals that live in groups. That's why they like to share their food with their colony. If we want to see elephants, we can find them in the forest or in the zoo. Adapted from (http://www.englishindo.com-contoh-descriptive-text-gajah.html)	**Description**

The following is the example of how the students should work with the KWL worksheet.

The Example of the Descriptive Text.

Sule is a famous actor and comedian in Indonesia. His full name is Entis Sutisna, but people usually call him Sule. He was born on November 15th 1976 in Bandung, West Java. He speaks not only Sundanese, but also Javanese. Sule has long brown hair, oval face, flat nose and slanting eyes. He has two sons and one daughter. He loves his children very much. People know Sule as a unique and ridiculous person. He is funny; his jokes always make people smile or laugh. Sule plays in several TV shows such as *Opera Van Java (OVJ)*, *Awas Ada Sule*, *PAS Mantab*, and *Saung Sule*. He can sing songs very well. He has one famous song entitled "Susis".

(*Adapted From:*
http://www.sekolahoke.com/2013/01/Descriptive.Text. Artis. Indonesia.Sule.Prikitiew.famous.html)

K - What we Know	W - What we Want to find out	L - What we Learned
29. Sule has a flat nose 30. Sule has long hair 31. Sule has brown hair 32. He is comedian 33. He is funny 34. He can sing	23. How many children does Sule have? 24. How much is his salary? 25. Where is he from? 26. How old is he?	21. His full name is Sule Sutisna 22. He was born on November 15th 1987 in Bandung, West Java 23. He has two sons and one

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35. He has 2 children 36. He is from Sunda 37. He is an actor 38. He is handsome 39. He has dark skin 40. His real name is Sutisna 41. He works in OVJ 42. He has 3 children	27. What is Sule's real name? 28. Where does he live? 29. What kinds of show does he play on TV? 30. What are Sule's parents' names? 31. When was he born? 32. What is Sule's famous song? 33. Where was he born?	daughter 24. He plays on several TV shows such as OVJ, PAS Mantab, etc. 25. He has slanting eyes and oval face 26. His famous song is "Susis" 27. He lives in Bandung 28. He can speak not only Sundanese, but also Javanese 29. He is 30 years old 30. He can sing songs very well

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The Teacher's KWL Worksheet in Meeting 2 Cycle 1

Topic : An Elephant

K What do I **Know?**	**W** What do I **Want to Learn?**	**L** What have I **Learned?**
1. An Elephant is the biggest animal 2. An Elephant has large ears 3. An elephant has a long muscle 4. An elephant has a long nose 5. An elephant has narrow eyes 6. An elephant has long tusks 7. An elephant has a short tail 8. An elephant has four legs 9. An elephant has big legs 10. An elephant has strong legs 11. An elephant is a ground animal 12. An elephant is a mammal animal 13. An elephant's skin is gray	1. Is an elephant a wild animal? 2. Where can we find an elephant? 3. What does an elephant eat? 4. Is an elephant a mammal animal? 5. Does an elephant like to play football? 6. Does an elephant drink through its nose? 7. What is the function of the elephant's tusks? 8. Why an elephant is protected? 9. Is an elephant a social animal?	1. An elephant is a herbivore animal 2. The function of its trunk is for defense 3. Elephants are social animals 4. We can find an elephant in the zoo 5. Its long nose is called trunk 6. Elephants eat grass, small trees, and leaves. 7. Elephants like to share their food.

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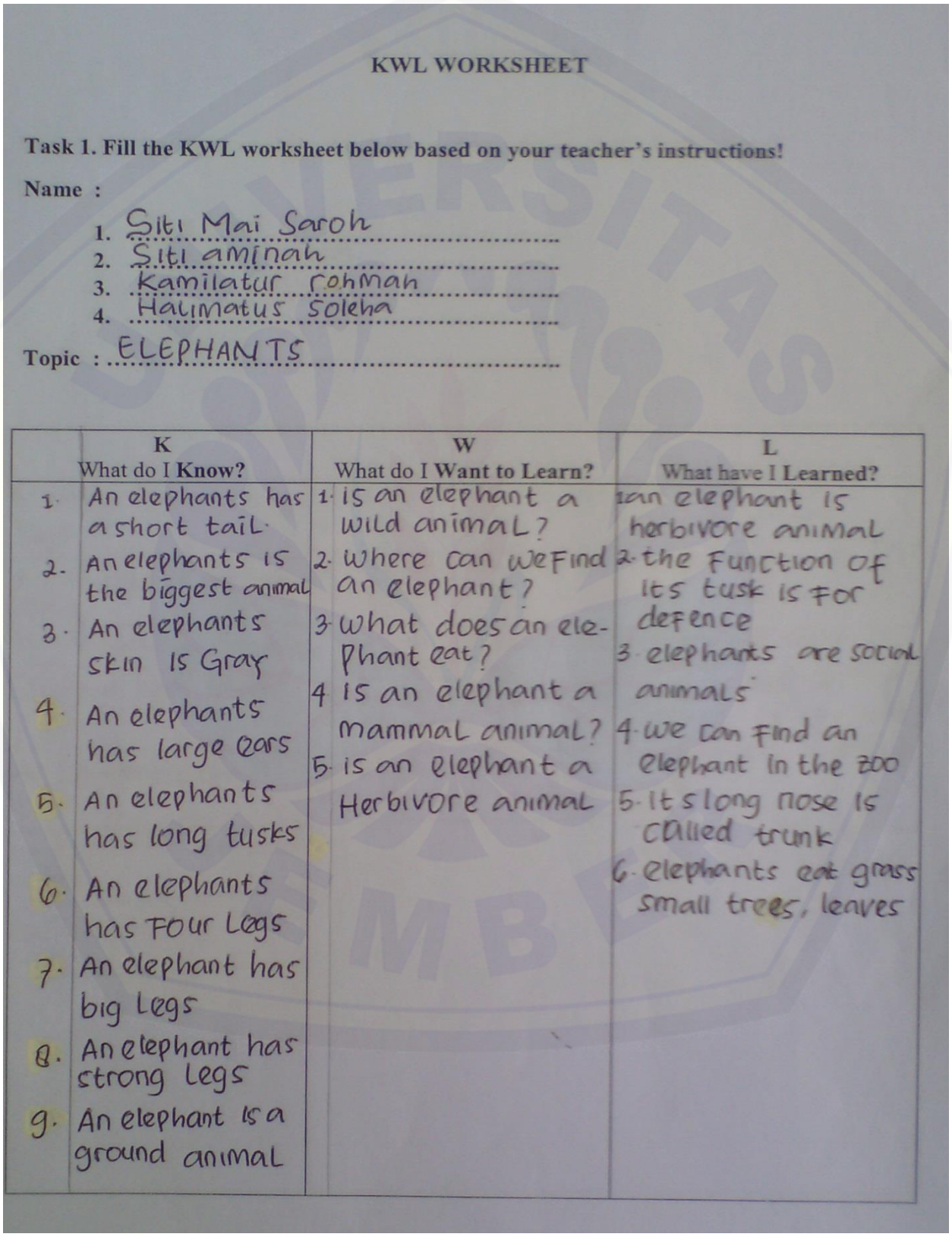
The Students' KWL worksheet in Meeting 2 Cycle 1



KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Siti Mai Saroh
2. Siti aminah
3. Kamilatur rohman
4. Halimatus soleha

Topic : ELEPHANTS

	K What do I **Know?**	W What do I **Want to Learn?**	L What have I **Learned?**
1.	An elephants has a short tail.	1. is an elephant a wild animal?	1. an elephant is herbivore animal
2.	An elephants is the biggest animal	2. where can we find an elephant?	2. the function of its tusk is for defence
3.	An elephants skin is Gray	3. what does an elephant eat?	3. elephants are social animals
4.	An elephants has large ears	4. is an elephant a mammal animal?	4. we can find an elephant in the zoo
5.	An elephants has long tusks	5. is an elephant a Herbivore animal	5. its long nose is called trunk
6.	An elephants has four Legs		6. elephants eat grass small trees, leaves
7.	An elephant has big legs		
8.	An elephant has strong legs		
9.	An elephant is a ground animal		

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KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Tricas Sari Harti
2. Riyatul Hasanah
3. Ahmad Jayadi
4. M. Aunul Yaqin

Topic : ELEPHANT

K What do I **Know?**	W What do I **Want to Learn?**	L What have I **Learned?**
Elephant have strong legs	What does an Elephant eat ?	an elephant is a herbivore animal
An Elephant is the biggest animal	Where can we find an Elephant ?	The function of it's tusk is for defence
An Elephant has long tusks	Does an Elephant like to vegetables ?	Elephant are social animals
Elephant have thick skin	What is the function of the elephant ?	we can find an elephant in the zoo
An Elephant's skin is gray	An elephant has two long pointed teeth	its long nose is called trunk
An Elephant is a mammal animal		elephants eat grass, small trees, leaves
An Elephant has four legs		

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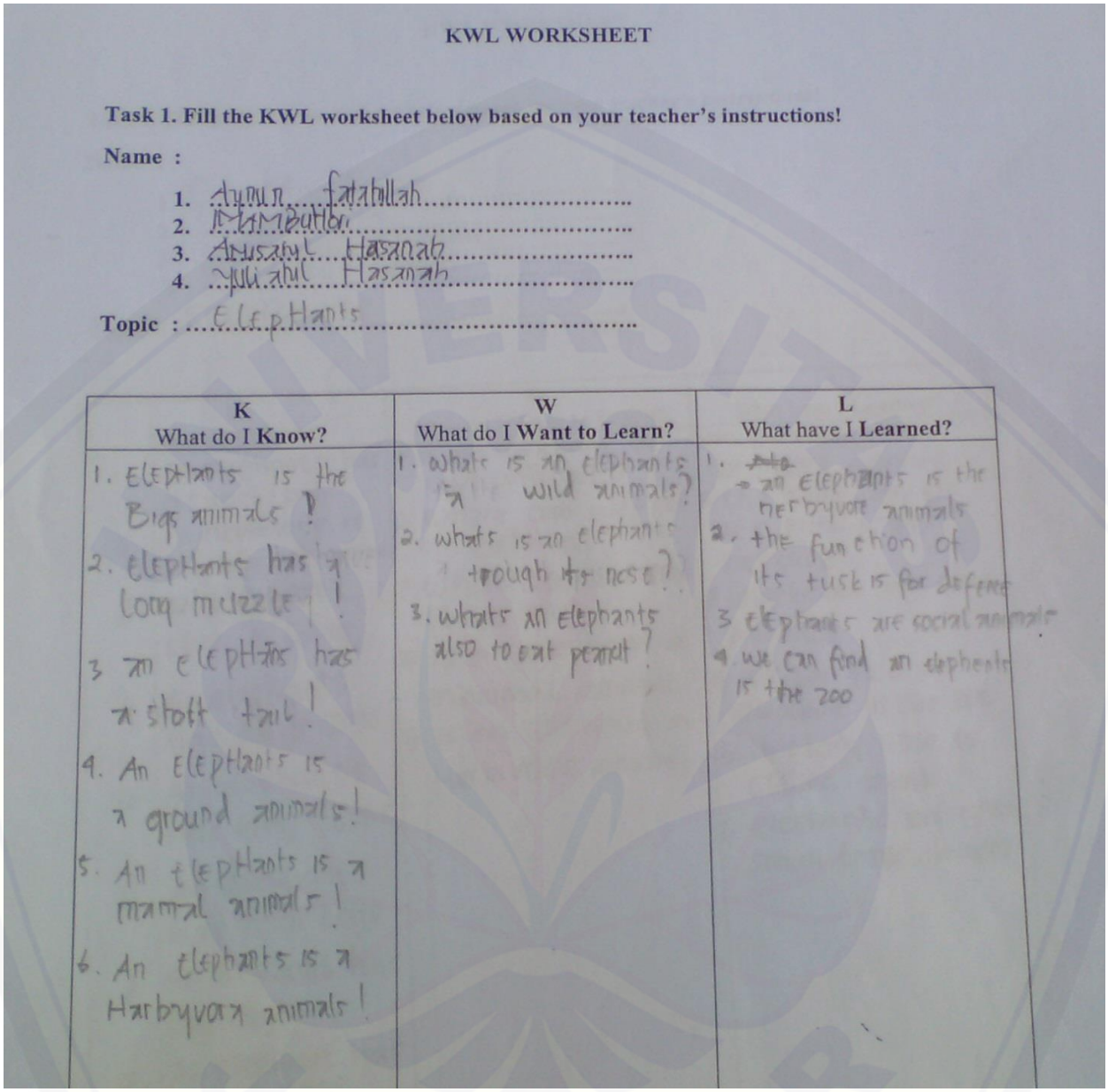

KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Aynun fatahillah
2. MAMButtori
3. Anusatul Hasanah
4. Yuliatul Hasanah

Topic : Elephants

K What do I **Know**?	W What do I **Want to Learn**?	L What have I **Learned**?
1. Elephants is the Bigs animals ! 2. elephants has a long muzzle ! 3 an elephans has a stoff tail ! 4. An Elephants is a ground animals ! 5. An elephants is a mamal animals ! 6. An elephants is a Harbyvora animals !	1. whats is an elephants a wild animals? 2. whats is an elephants trough its nose? 3. whats an elephants also to eat peanut ?	1. ~~Ato~~ → an Elephants is the herbyvore animals 2. the function of its tusk is for defence 3 elephants are social animals 4. we can find an elephents is the zoo

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OBSERVATION CHECKLIST FOR THE STUDENTS'

PARTICIPATION MEETING 2 CYCLE 1

Instrument : Observation sheet of the students' participation.
Instructions : Give check (√) on the column when the student shows the activity

No.	Name	1	2	3	4	5	Active	Passive
1.	A Y D							
2.	A G							
3	A J							
4	A R D							
5	A H							
6	AW							
7	A F							
8	B S							
9	D S P							
10	D R							
11	D D P							
12	D E M							
13	FR							
14	H S							
15	I B							
16	K R							
17	L A C							
18	M A Y							
19	M N R							
20	M I U							
21	M I N H							
22	M G R I							
23	N A P							
24	R F							
25	R W							
26	R A							
27	R A							
28	R H							
29	S A							
30	S S							
31	S A							
32	S M							
33	T S							
34	W M T A							
35	Y H							
36	Z I							

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INDICATORS:

1. Filling the Know (K) column
2. Filling the Want to know (K) column
3. Filling the Learned (L) column
4. Making notes of the important points
5. Doing the tasks given by the teacher

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Type of text	: Descriptive Text
Time Allocation	: 15 Minutes
Name	:…….
Number	:…….

Read the text carefully!

Elephants are the biggest land animal on earth. An elephant has four legs. Its legs are very big and strong. It also has two wide ears and two small eyes. An Elephant has a very long nose. It is called "trunk". It is strong enough to pick up trees. It uses its trunk as a tool to sweep paths, to scratch its body, and to drink water. An elephant has two long pointed teeth. They are called "tusks". Its tusks, trunk, and legs can be a perfect defensive weapon against the other animals.

Elephants are herbivore. They like to eat grass, small trees, leaves, etc. elephants are social animals that live in groups. That's why they like to share their food with their colony. If we want to see elephants, we can find them in the forest or in the zoo.

Task 1. Answer the questions below by choosing a, b, c, or d!

1. The identification part of the text is found in…
   a. The first sentence of the first paragraph
   b. The second sentence of the first paragraph
   c. The first sentence of the second paragraph
   d. The second sentence of the second paragraph
2. It is strong enough to <u>pick up</u> trees. (line 4)
   The underlined word has a similar meaning to…
   a. kick up
   b. sweep up
   c. lift up
   d. throw up
3. What do elephants eat?
   a. meat
   b. small plants
   c. stone
   d. water
4. *It* uses its trunk as a tool to……(line 4)
   What does the italic word refer to?
   a. The trunk

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b. The tusks
c. The legs
d. The elephant

5. The following statements are INCORRECT based on the text, except?
   a. Elephants are not the smallest land animal on earth
   b. Elephants are carnivore
   c. Elephants are social animals
   d. Elephants do not like to share their food with their colony
6. What does the first paragraph tell us about?
   a. The function of parts of the body of elephants
   b. The habitat of elephants
   c. The function of the tusk
   d. The function of the trunk
7. "It is strong enough to pick up trees" The underlined word refers to
   a. Elephant's eye
   b. Elephant's nose
   c. Elephant's leg
   d. Elephant's ear
8. The following statements are CORRECT based on the text, except?
   a. Elephants have two strong legs and two tusks.
   b. Elephants are animals that like to eat grass
   c. Elephants have a very long trunk
   d. We can find elephants on the zoo
9. "Its legs are very *big* and strong" The opposite of the italic word is….
   a. large
   b. small
   c. tall
   d. wide
10. Which sentence does indicate elephants are herbivore?
    a. The tusks, trunk, and legs can be a perfect defensive weapon against the other animals
    b. Elephants have two long pointed teeth, the "Tusk"
    c. Elephants are the largest land animal on earth
    d. It likes to eat grass, leaves, and small trees.
11. Based on the text, we can say that the elephant's trunk is…
    a. Helpful for the elephant
    b. Useless for the elephant
    c. Very short
    d. Very wide
12. How do elephants defend themselves?

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a. By using their small eyes
b. By using their wide ears
c. By using their tusks, trunk, and legs.
d. By eating small trees.

13. Where can we find elephants?
    a. In the school yard
    b. In the post office
    c. In the zoo
    d. In the headmaster's house
14. What does the text tell us about?
    a. The text tells us about the description of elephants
    b. The text tells us about the description of tusks
    c. The text tells us about the description of trunk
    d. The text tells us about the description of herbivore animals
15. What does the second paragraph tell us about?
    a. It tells us about how elephants live their life
    b. It tells us about their defensive weapon
    c. It tells us about their parts of body
    d. It tells us about the beauty of elephant

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Answer Key

1. A	**6. A**	**11. A**
2. C	**7. B**	**12. C**
3. B	**8. A**	**13. C**
4. D	**9. B**	**14. A**
5. C	**10. D**	**15. A**

The Distribution of the Exercise Item

The reading indicators	Exercise Items	Total items
Word comprehension	2, 4, 7, 9	4
Sentence comprehension	3, 10, 12, 13	4
Paragraph comprehension	1, 6, 15	3
Text comprehension	5, 8, 11, 14	4
		15

SCORING

$$\text{The student's score} = \frac{\text{The number of the correct answers}}{\text{The number of the test items}} \times 100$$

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Type of text	: Descriptive Text	Name	:……
Time Allocation	: 40 Minutes	Number	:……

Read the following texts carefully and answer the questions by choosing a, b, c, or d!

Text for question number 1 to 6

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(*http://id4.ilovetranslation.com/uYKMoXK_hIA=d/*)

1. How old is Peter? He is … years old.
   a. Four
   b. Fourteen
   c. Forty
   d. Ten
2. Based on the text, we can conclude that the writer is … years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen
3. Which of the following statement is true about Peter?
   a. He has long and curly hair.
   b. He has bad eyes.
   c. He is obeys his parents
   d. He plays football and baseball.
4. He is fourteen years old and four years younger than *me*. (paragraph 1)
   The italic word refers to?
   a. Peter
   b. The writer
   c. The writer's brother
   d. The writer's family
5. "He is fourteen years old and four years younger than me"
6.

   The opposite of the underlined word is….
   a. taller

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b. bigger
c. shorter
d. older

6. What does the second paragraph tell you about?
   e. Peter's family
   f. Peter's attitude
   g. Peter's face
   h. Peter's interest

Text for question number 7 to 12

My Favorite Animal

I have a favorite animal. It is a monkey. I call it "SI Otong". You know, Si Otong has a large head and big eyes. It is very hairy too.

I feed it with fruits. Si Otong gives birth a baby. It looks after its young very well. My friends always say that Si Otong looks so clumsy because of the way it walks. I don't totally agree with them, because I think it's a gentle animal.

(*http://jenistext.blogspot.com/2012/02/text-descriptive.html*)

7. What is the writer's beloved pet?
   a. A dog
   b. A cat
   c. A lion
   d. A monkey
8. What is the type of the text above?
   a. Procedure
   b. Recount
   c. Report
   d. Descriptive
9. "Si Otong has a large head and <u>big</u> eyes"?
   The opposite of the underlined word is….
   a. large
   b. tall
   c. high
   d. small
10. What does the first paragraph tell you about?
    e. Otong's baby
    f. Otong's gender
    g. Otong's appearance
    h. Otong's friends
11. How are Si Otong eyes? They are….
    a. Large
    b. Big
    c. Fresh

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d. Small

12. "I *feed* it with fruits". The italic word has similar meaning to
    a. Give food
    b. Eat
    c. Provide
    d. Supply

Text for question number 13 to 19

Our school has a library. It's between the school office and the laboratory. Our librarian is Mr. Anwar. Mr. Anwar is in his office. It is the library. He is sitting behind his desk. He is numbering the new books. He is busy and hardworking librarian.

There are some students in the library. Some are looking for books. The other are reading magazines, newspaper, or books.

(*Zaida, 2009: 18*)

13. What is the text about?
    a. Our school
    b. Our school library
    c. Our school office
    d. Our school laboratory
14. How many librarian(s) do you find in the text?
    a. One
    b. Two
    c. Three
    d. Four
15. "It is between the school office and the laboratory"
    The underlined word refers to
    a. The school
    b. The school office
    c. The school library
    d. The laboratory
16. "He is busy and hardworking librarian".
    The underlined word has similar meaning with ….
    a. Glad
    b. Happy
    c. Relax
    d. Sad
17. What is the main idea of the first paragraph?
    a. Our librarian is Mr. Anwar
    b. The office and the laboratory
    c. Some books in the library
    d. Some students in the library
18. The following statements are CORRECT, except?

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a. Many students are in the library
b. Some of the students are looking for book
c. Some student are reading something
d. Some students are playing football in the library

19. "He is sitting behind his *desk*" The italic word has similar meaning to…
    a. chair
    b. cupboard
    c. bookshelf
    d. table

Text for question number 19 to 25

Limbad is a famous magician in Indonesia. Limbad has a special power to do magic. The magic might come from his pet. His pet is an owl. He often brings it to his show.

In his show, Limbad is always wearing black costume. He is identical with his long and curly hair. He also has thick moustache and long beard. He looks so scary and mysterious.

(*www.sekolahoke.com*)

20. What does the text tell you about?
    a. The text tells us about the description of Limbad
    b. The text tells us about the description of Limbad's pet
    c. The text tells us about the description of Limbad's power
    d. The text tells us about the description of Limbad's costume
21. What does the second paragraph tell you about?
    a. Limbad's pet
    b. Limbad's special power
    c. Limbad's appearance
    d. Limbad's show
22. "Limbad is <u>always</u> wearing black costume".
    The opposite of the underlined word is…
    a. Seldom
    b. Never
    c. Often
    d. Sometimes
23. The following statements are true about limbad, except?
    a. He is mysterious
    b. He is funny
    c. Limbad's hair is curly
    d. He is scary
24. Where can you find the identification part of the text?
    a. In the first sentence of the first paragraph
    b. In the second sentence of the first paragraph

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c. In the first sentence of the first paragraph
d. In the second sentence of the second paragraph

25. What can you conclude about Limbad?
    a. He is a good man
    b. He is a unique man with unique power
    c. He is a weak man
    d. He is a pity man

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Answer Key

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

The Distribution of the Test Item

The reading indicators	Test Items	Total items
Word comprehension	5, 9, 12, 16, 19, 22	6
Sentence comprehension	1, 3, 4, 7, 11, 14, 15, 23	8
Paragraph comprehension	6, 10, 17, 21, 24	5
Text comprehension	2, 8, 13, 18, 20, 25	6
		25

SCORING

$$\text{The student's score} = \frac{\text{The number of the correct answers}}{\text{The number of the test items}} \times 100$$

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(Cycle 2 Meeting 1)

School : SMP Negeri 1 Mumbulsari

Subject : English

Level : Junior High School

Class/Semester : VII C/2

Language Skill : Reading

Genre : Descriptive Text

I. Standard Competence

11. memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

11.2 merespon makna retorika secara akurat, lancer dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*

III. Indicators

3.3 Cognitive

3.3.1 Product

1. Finding the word meaning about descriptive texts
2. Finding the sentence meaning about descriptive texts
3. Finding the paragraph meaning about descriptive texts
4. Finding the text meaning about descriptive texts

3.3.2 Process

1. Generating ideas (background knowledge) that are related to the given topic
2. Generating questions related to the given topic
3. Linking background knowledge with new knowledge presented in the text

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IV. Learning Objective

4.1 Cognitive

4.1.1 Product

1. The students are able to find the word meaning about descriptive texts
2. The students are able to find the sentence meaning about descriptive texts
3. The students are able to find the paragraph meaning about descriptive texts
4. The students are able to find the text meaning about descriptive texts

4.1.2 Process

1. The students are able to list ideas (background knowledge) that are related to the given topic
2. The students are able to generate questions related to the given topic
3. The students are able to link their background knowledge with new knowledge they get from the text

V. Material

The materials are enclosed

VI. Approach and Method

Approach : Contextual Teaching and Learning (CTL)

Strategy : KWL reading strategy

No	Teacher's Activities	Students' Activities	Time Allocation
1.	***Set Induction***		7"
	1. Greeting the students 2. Stating the objectives of the lesson 3. Asking the students some questions related to the topic	1. Greeting 2. Making notes on the teacher's explanation 3. Answering the teacher's questions	1" 1"
2.	***Main Activities***		70"
	Pre Reading activities 37. Asking the students to make groups of four	37. Making groups	1"

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	38. Distributing the KWL worksheet to each group	38. Receiving the KWL worksheet	1”
	39. Explaining the KWL strategy	39. Making notes on the teacher’s explanation	5”
	40. Showing an example of how to work with the KWL worksheet.	40. Making notes on the teacher’s explanation	5”
	Step K		
	41. Asking the students’ background knowledge related to what they know about the topic about the text in groups	41. Answering the teacher’s question	5”
	42. Asking the students to write down their prior knowledge about the topic of the text in *K* column on their KWL worksheet in groups and then share it with the class	42. writing their ideas in the *K* column and share it with the class	5”
	Step W		
	43. Asking the students about what they want to know from the text	43. Stating what they want to know	5”
	44. Asking the students to write their list of questions about what they want to know from the text in *W* column in groups and share them with the class.	44. Writing list of questions about what they want to know from the text in the *W* column in groups and share them with the class	5”
	45. Reviewing about the Explanation of descriptive text	45. Making notes on the teacher’s explanation	3”
	Whilst Reading Activity		
	46. Asking the students to guess some words that might be shown up in the text	46. Guessing some words related to the topic	1”
	47. Distributing the text to each student	47. Receiving the text	1”

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	of each group		
	48. Asking the students to read the text individually	48. Reading the text	4”
	Post Reading Activity		
	Step L		
	49. Asking the students to write new information they got from the text in the *L* column in groups and share it with the class	49. Writing new information they got from the text in *L* column in groups and share it with the class	10”
	50. Guiding the students to clarify their findings about the topic that may have shown up from their background knowledge in the *K* column in groups.	50. Explaining their findings about the topic	
	51. Asking the students to answer the questions that they have written in the *W* column based on the new information they got from the text in groups and share it with the class	51. Answering questions in the *W* column based on new information that they have got from the text in groups and then share them with the class	
	52. Guiding the students to link their background knowledge with the new information they got from the text to get new meaning and learning from the text	52. Linking their background knowledge with the new information they got from the text to get new meaning and learning from the text	10”
	53. Asking the students to do the exercises based on the text individually	53. Doing the exercises individually	15”
	54. Asking the students to discuss their work result with the class	54. Discussing their work result	4”
3.	***Closure***		3”
	1. Asking the students to draw a conclusion 2. Parting	1. Drawing a conclusion 2. Parting	2” 1”

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VII. Media and Sources

Media : KWL Worksheet

Sources : http://www.englishindo.com-contoh-descriptive-text-Lionel-Messi.html

MATERIALS

The definition of descriptive text

Descriptive text is a kind of text with the social function to describe a particular person, place, animal, or thing.

The generic structure of descriptive text

The generic structure of descriptive text is divided into two parts. They are:

5. Identification : This part if focused on introducing the object being describe
6. Description : This part is focused on giving the details of the object being described. It may describe parts, qualities, and/or characteristics.

Line	Elephant	Tittle
1	Messi is a famous football player. He plays for Barcelona FC in Spain. His full name is Lionel Andres Messi.	**Identification**
5	He was born in Rosario, Argentina, on 24 June 1987. His father's name is Jorge Horacio Messi, and his mother is Celia Maria Cuccittini. He has 2 brothers and 1 sister. His brothers' names are Rodrigo and Matias. His sister's name is Maria Sol. Messi is a very talented football player. He can dribble well like dancing. His body is short but he can run	

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10	very fast. He often helps his team winning a match. Messi is also an excellent goal getter. He often makes goals in every game he plays. Lionel Messi has several achievements. He has ever won the best footballer in the world 3 times. Messi is well-known as a very kindhearted person. He is very polite in and outside the pitch. He founds an institution of charity to help children in health and education. Adapted from (http://www.englishindo.com-contoh-descriptive-text-Lionel-Messi.html)	**Description**

The following is the example of how the students should work with the KWL worksheet.

The Example of the Descriptive Text.

Sule is a famous actor and comedian in Indonesia. His full name is Entis Sutisna, but people usually call him Sule. He was born on November 15th 1976 in Bandung, West Java. He speaks not only Sundanese, but also Javanese. Sule has long brown hair, oval face, flat nose and slanting eyes. He has two sons and one daughter. He loves his children very much. People know Sule as a unique and ridiculous person. He is funny; his jokes always make people smile or laugh. Sule plays in several TV shows such as *Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab*, and *Saung Sule*. He can sing songs very well. He has one famous song entitled "Susis".

(*Adapted From:* http://www.sekolahoke.com/2013/01/Descriptive.Text. Artis. Indonesia.Sule.Prikitiew.famous.html)

K - What we Know	W - What we Want to find out	L - What we Learned

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43. Sule has a flat nose 44. Sule has long hair 45. Sule has brown hair 46. He is comedian 47. He is funny 48. He can sing 49. He has 2 children 50. He is from Sunda 51. He is an actor 52. He is handsome 53. He has dark skin 54. His real name is Sutisna 55. He works in OVJ 56. He has 3 children	34. How many children does Sule have? 35. How much is his salary? 36. Where is he from? 37. How old is he? 38. What is Sule's real name? 39. Where does he live? 40. What kinds of show does he play on TV? 41. What are Sule's parents' names? 42. When was he born? 43. What is Sule's famous song? 44. Where was he born?	31. His full name is Sule Sutisna 32. He was born on November 15th 1987 in Bandung, West Java 33. He has two sons and one daughter 34. He plays on several TV shows such as OVJ, PAS Mantab, etc. 35. He has slanting eyes and oval face 36. His famous song is "Susis" 37. He lives in Bandung 38. He can speak not only Sundanese, but also Javanese 39. He is 30 years old 40. He can sing songs very well

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The Teacher's KWL Worksheet in Meeting 1 Cycle 2

Topic : Lionel Messi

K What do I **Know?**	**W** What do I **Want to Learn?**	**L** What have I **Learned?**
1. Messi is a football player 2. Messi is Ronaldo's rival 3. His body is short 4. He plays for Barcelona 5. His speed is very fast 6. He often makes goals 7. He is a handsome football player 8. He has white skin 9. He plays for Argentina (Tango team) 10. He loves children 11. Messi has a father 12. He has a mother	1. Who is the better one between Messi and Ronaldo? 2. When was he born? 3. Where was he born? 4. How old is he? 5. What is his position? 6. What is his father's name? 7. What is his mother's name? 8. How tall is he? 9. Who is his manager?	1. He was born on 24 June 1987 2. He was born in Rosario, Argentina 3. He is 228 years old 4. His father's name is Horacio Messi 5. His mother's name is Celia Maria 6. His brothers' names are Rodrigo and Matias 7. He is very kind-hearted 8. He won the nomination of the world best football player 3 times

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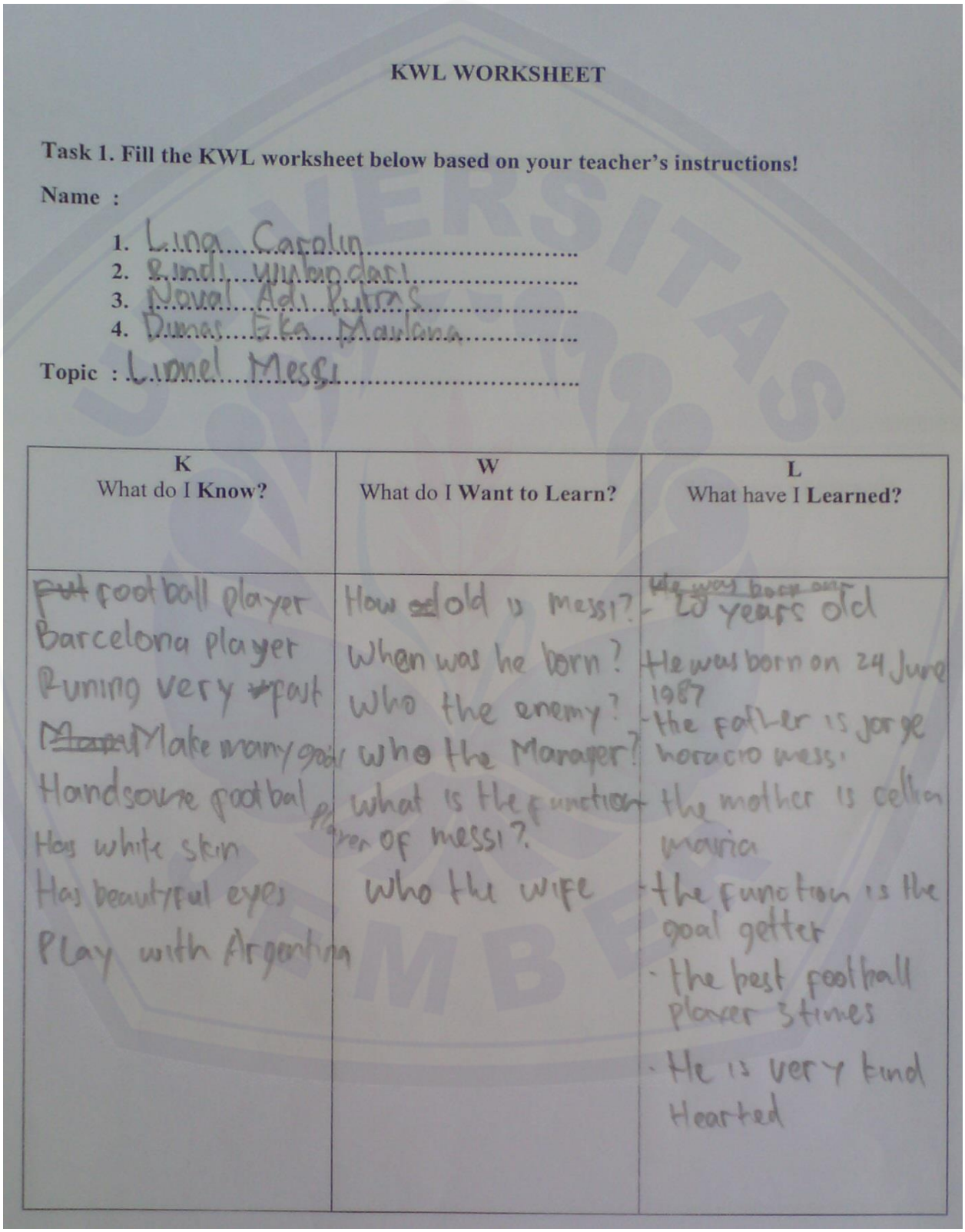
The Students' KWL Worksheet in Meeting 1 Cycle 2



KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Lina Carolin
2. Rindi Wulandari
3. Noval Adi Putras
4. Dimas Eka Maulana

Topic : Lionel Messi

K What do I **Know?**	W What do I **Want to Learn?**	L What have I **Learned?**
~~Fut~~ football player Barcelona player Runing very ~~v~~fast ~~Man~~ Make many goal Handsome footbal player Has white skin Has beautyful eyes Play with Argentina	How ~~od~~ old is messi? When was he born? Who the enemy? Who the Manager? What is the function of messi? Who the wife	~~He was born on~~ - 20 years old He was born on 24 June 1987 - the father is jorge horacio messi - the mother is cellia maria - the function is the goal getter - the best football player 3 times - He is very kind Hearted

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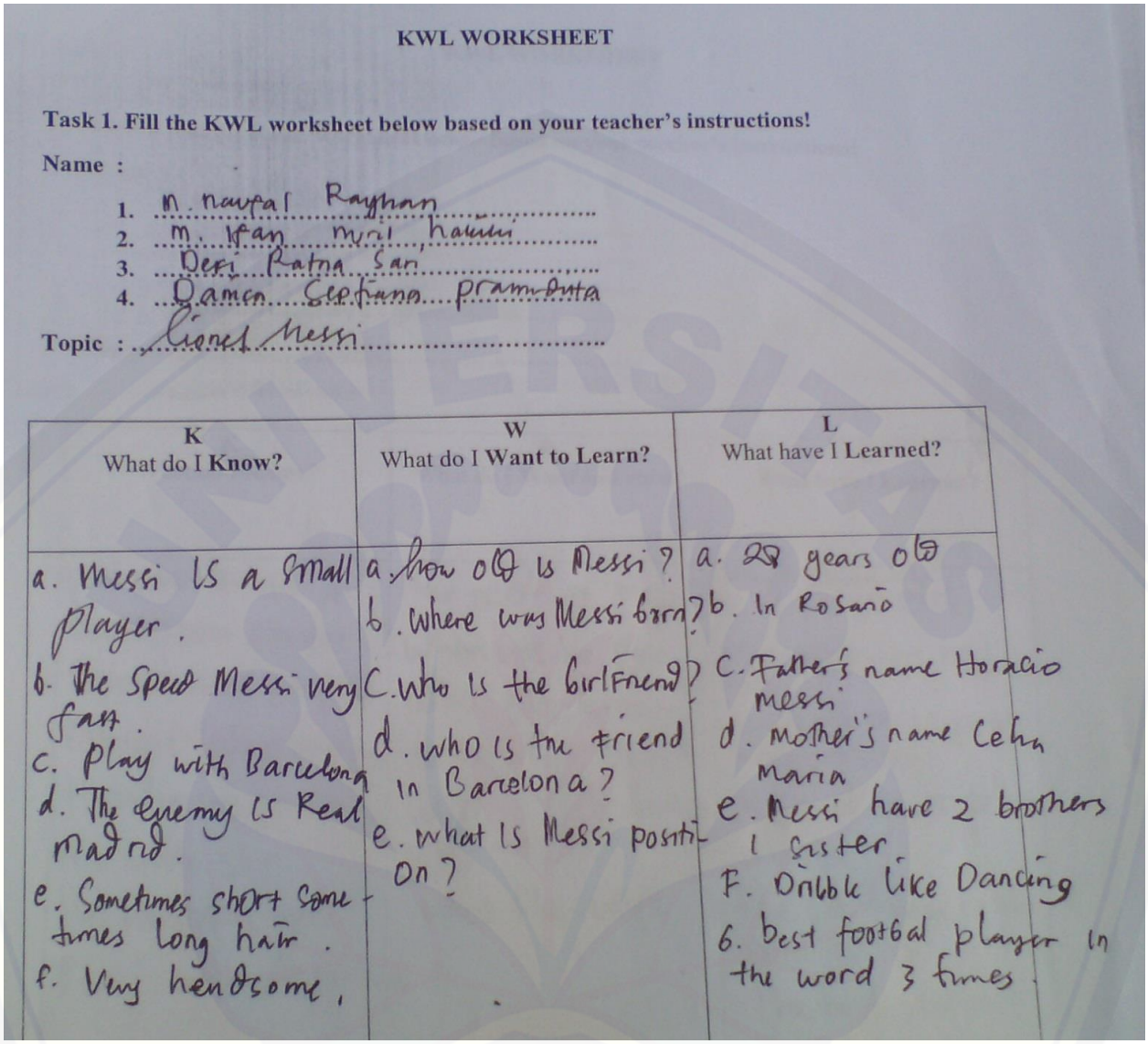

KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. M. naufal Rayhan
2. M. Ifan Nur Hakim
3. Desi Ratna Sari
4. Damen Stefano Prambuta

Topic : Lionel Messi

K What do I **Know**?	W What do I **Want to Learn**?	L What have I **Learned**?
a. Messi is a small player. b. The Speed Messi very fast. c. Play with Barcelona d. The Enemy is Real Madrid. e. Sometimes short sometimes long hair. f. Very handsome.	a. How old is Messi? b. Where was Messi born? c. Who is the girlfriend? d. who is the friend in Barcelona? e. what is Messi position?	a. 28 years old b. In Rosario c. Father's name Horacio messi d. Mother's name Celia maria e. Messi have 2 brothers 1 sister F. Dribble like Dancing 6. best footbal player in the word 3 times.

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KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Ahmad gunawan
2. Ahmad Rohman Deni
3. Rifatul fadila
4. Saidah anggraini

Topic : Lionel messi

K What do I **Know**?	W What do I **Want to Learn**?	L What have I **Learned**?
1. the enemy Ronaldo 2. Very short 3. sharp nose 4. Hand some man 5. play in Barcelona 6. play in tim tango	1. messi VS Ronaldo ? the better? 2. Who is messi father's name? 3. Who is messi Mother's name? 4. Who is the brother's name? 5. how tall is he ? 6. how old is he ? 7. his birthdate ?	1. father's name : Horacio Messi 2. mother's name : celia maria 3. brother's name : Rodrigo and Matias 4. 28 years old 5. 24 june 6. sister's name : maria sol 7. the fonds an institution of charity to help children in health and education

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OBSERVATION CHECKLIST FOR THE STUDENTS'

PARTICIPATION MEETING 1 CYCLE 2

Instrument : Observation sheet of the students' participation.
Instructions : Give check (√) on the column when the student shows the activity

No.	Name	1	2	3	4	5	Active	Passive
1.	A Y D							
2.	A G							
3	A J							
4	A R D							
5	A H							
6	AW							
7	A F							
8	B S							
9	D S P							
10	D R							
11	D D P							
12	D E M							
13	FR							
14	H S							
15	I B							
16	K R							
17	L A C							
18	M A Y							
19	M N R							
20	M I U							
21	M I N H							
22	M G R I							
23	N A P							
24	R F							
25	R W							
26	R A							
27	R A							
28	R H							
29	S A							
30	S S							
31	S A							
32	S M							
33	T S							
34	W M T A							
35	Y H							
36	Z I							

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INDICATORS:

1. Filling the Know (K) column
2. Filling the Want to know (K) column
3. Filling the Learned (L) column
4. Making notes of the important points
5. Doing the tasks given by the teacher

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Type of text	: Descriptive Text
Time Allocation	: 15 Minutes
---	---
Name	:……
Number	:……

Read the text below carefully!

Messi is a famous football player. He plays for Barcelona FC in Spain. His full name is Lionel Andres Messi. He was born in Rosario, Argentina, on 24 June 1987. His father's name is Jorge Horacio Messi, and his mother's name is Celia Maria Cuccittini. He has 2 brothers and 1 sister. His brothers' names are Rodrigo and Matias. His sister's name is Maria Sol.

Messi is a very talented football player. He can dribble well like dancing. His body is short but he can run very fast. He often helps his team winning a match. Lionel Messi is also an excellent goal getter. He often makes goals in every game he plays. Lionel Messi has several achievements. He has ever won the nomination of the best football player in the world 3 times. Messi is well-known as a very kindhearted person. He is very polite in and outside the pitch. He founds an institution of charity to help children in health and education.

Task 1.

Answer the questions below by choosing a, b, c, or d!

1. Who is Linonel Messi?
   a. A famous comedian
   b. A famous footballer
   c. A famous basketball player
   d. A famous fighter
2. How old is Messi now? He is … years old now.
   e. 28 years old
   f. 29 years old
   g. 30 years old
   h. 31 years old
3. What does the first paragraph tell you about?
   e. Messi's family
   f. Messi's birthdate
   g. Messi's appearance
   h. Messi'a achievements
4. The identification part of the text can be found in…..

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e. the first sentence of the second paragraph
f. the second sentence of the second paragraph
g. the first sentence of the first paragraph
h. the first sentence of each paragraph

5. The following sentences about Messi are correct, EXCEPT…..
   e. Messi is a bad man
   f. Messi plays for Madrid
   g. Messi never helps his team
   h. Messi has three siblings
6. How many times has Messi ever won the world best player nomination?
   e. Once
   f. Twice
   g. Three times
   h. Four times

16. What does Messi use some of his money for?
   e. Pleasure
   f. Charity
   g. Fashion
   h. Travelling
17. What does the second paragraph tell us about?
   e. Messi's father
   f. Messi's mother
   g. Messi's enemy
   h. Messi's personality and ability
18. "Lionel Messi is also an excellent goal getter" (Line 9). The underlined word can be replaced with….
   e. maker
   f. runner
   g. shorter
   h. lover
19. "He is very polite in and outside the pitch" (Line 13) the opposite of the underlined word is….
   e. good
   f. impolite
   g. clever
   h. smart
20. Where was Messi born? He was born in ….
   e. Ontario
   f. Mario
   g. Tango

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h. Rosario

21. Based on the text above, we can say that Messi….
    e. Has a good personality
    f. Has 2 mothers
    g. Has 2 fathers
    h. Was born in Europe
22. "Messi is a *talented* football player" (line 7).
    The italic word can be best replaced with?
    e. Skillful
    f. Beautiful
    g. Useful
    h. Peaceful
23. The following sentences are incorrect, EXCEPT…..
    e. Messi doesn't have achievements
    f. Messi plays in Asia
    g. Messi plays golf for Barcelona
    h. Messi is a professional footballer
24. What does the text tell us about?
    e. The description of Messi
    f. The description of Messi's career
    g. The description of Messi's friends
    h. The Description of Messi's name

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Answer Key

1. B	**6. C**	**11. D**
2. A	**7. B**	**12. A**
3. A	**8. D**	**13. A**
4. C	**9. A**	**14. D**
5. D	**10. B**	**15. A**

The Distribution of the Exercise Item

The reading indicators	Exercise Items	Total items
Word comprehension	9, 10, 13	3
Sentence comprehension	1, 2, 6, 7, 11	5
Paragraph comprehension	3, 4, 8	3
Text comprehension	5, 12, 14, 15	4
		15

SCORING

$$\text{The student's score} = \frac{\text{The number of the correct answers}}{\text{The number of the test items}} \times 100$$

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(Cycle 2 Meeting 2)

School : SMP Negeri 1 Mumbulsari

Subject : English

Level : Junior High School

Class/Semester : VII C/2

Language Skill : Reading

Genre : Descriptive Text

I. Standard Competence

11. memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

11.2 merespon makna retorika secara akurat, lancer dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*

III. Indicators

3.3 Cognitive

3.3.1 Product

1. Finding the word meaning about descriptive texts
2. Finding the sentence meaning about descriptive texts
3. Finding the paragraph meaning about descriptive texts
4. Finding the text meaning about descriptive texts

3.3.2 Process

1. Generating ideas (background knowledge) that are related to the given topic
2. Generating questions related to the given topic
3. Linking background knowledge with new knowledge presented in the text

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IV. Learning Objective

4.1 Cognitive

4.1.1 Product

1. The students are able to find the word meaning about descriptive texts
2. The students are able to find the sentence meaning about descriptive texts
3. The students are able to find the paragraph meaning about descriptive texts
4. The students are able to find the text meaning about descriptive texts

4.1.2 Process

1. The students are able to list ideas (background knowledge) that are related to the given topic
2. The students are able to generate questions related to the given topic
3. The students are able to link their background knowledge with new knowledge they get from the text

V. Material

The materials are enclosed

VI. Approach and Method

Approach : Contextual Teaching and Learning (CTL)

Strategy : KWL reading strategy

No	Teacher's Activities	Students' Activities	Time Allocation
1.	***Set Induction***		7"
	1. Greeting the students 2. Stating the objectives of the lesson 3. Asking the students some questions related to the topic	1. Greeting 2. Making notes on the teacher's explanation 3. Answering the teacher's questions	1" 1"
2.	***Main Activities***		70"
	Pre Reading activities 1. Asking the students to make groups of four	55. Making groups	1"

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	2.	Distributing the KWL worksheet to each group	56. Receiving the KWL worksheet	1”
	3.	Explaining the KWL strategy	57. Making notes on the teacher’s explanation	5”
	4.	Showing an example of how to work with the KWL worksheet.	58. Making notes on the teacher’s explanation	5”
	Step K			
	5.	Asking the students’ background knowledge related to what they know about the topic about the text in groups	59. Answering the teacher’s question	5”
	6.	Asking the students to write down their prior knowledge about the topic of the text in *K* column on their KWL worksheet in groups and then share it with the class	60. writing their ideas in the *K* column and share it with the class	5”
	Step W			
	7.	Asking the students about what they want to know from the text	61. Stating what they want to know	5”
	8.	Asking the students to write their list of questions about what they want to know from the text in *W* column in groups and share them with the class.	62. Writing list of questions about what they want to know from the text in the *W* column in groups and share them with the class	5”
	9.	Reviewing about the Explanation of descriptive text	63. Making notes on the teacher’s explanation	3”
	Whilst Reading Activity			
	10.	Asking the students to guess some words that might be shown up in the text	64. Guessing some words related to the topic	1”
	11.	Distributing the text to each student	65. Receiving the text	1”

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	of each group		
	12. Asking the students to read the text individually	66. Reading the text	4”
	Post Reading Activity		
	Step L		
	13. Asking the students to write new information they got from the text in the *L* column in groups and share it with the class	67. Writing new information they got from the text in *L* column in groups and share it with the class	10”
	14. Guiding the students to clarify their findings about the topic that may have shown up from their background knowledge in the *K* column in groups.	68. Explaining their findings about the topic	
	15. Asking the students to answer the questions that they have written in the *W* column based on the new information they got from the text in groups and share it with the class	69. Answering questions in the *W* column based on new information that they have got from the text in groups and then share them with the class	
	16. Guiding the students to link their background knowledge with the new information they got from the text to get new meaning and learning from the text	70. Linking their background knowledge with the new information they got from the text to get new meaning and learning from the text	10”
	17. Asking the students to do the exercises based on the text individually	71. Doing the exercises individually	15”
	18. Asking the students to discuss their work result with the class	72. Discussing their work result	4”
3.	***Closure***		3”
	1. Asking the students to draw a conclusion 2. Parting	1. Drawing a conclusion 2. Parting	2” 1”

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VII. Media and Sources

Media : KWL Worksheet

Sources : http://www.englishindo.com-contoh-descriptive-text-jerapah.html

MATERIALS

The definition of descriptive text

Descriptive text is a kind of text with the social function to describe a particular person, place, animal, or thing.

The generic structure of descriptive text

The generic structure of descriptive text is divided into two parts. They are:

7. Identification : This part if focused on introducing the object being describe
8. Description : This part is focused on giving the details of the object being described. It may describe parts, qualities, and/or characteristics.

Line	Elephant	Tittle
1	An African giraffe is one of the world's tallest mammals.	**Identification**
5	It is well known for its long neck, long legs, and spotted pattern. Its long neck helps it eats leaves from high trees, typically acacia trees. If it need to, an African giraffe can go for several days without water. Instead of drinking, a giraffe stays hydrated by the moisture from leaves. An African giraffe has small "horn" or knob on the top of their head that grows to be about five inches long. That knob is used to protect its head in fights.	

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10	A male giraffe is larger than a female one. A male giraffe weighs between 2.400 and 3.000 kilos and stand up to 19 feet tall. A female giraffe weighs between 1.600 and 2.600 kilos and grow to be 16 feet tall. A healthy giraffe live about 25 years in the wild. An African giraffe can be found in central, western and southern Africa. An African giraffe lives in the savannas of Africa, where they roam freely among the high trees, arid land, dense forest and open plains. Adapted from (http://www.englishindo.com-contoh-descriptive-text-jerapah.html)	**Description**

The following is the example of how the students should work with the KWL worksheet.

The Example of the Descriptive Text.

Sule is a famous actor and comedian in Indonesia. His full name is Entis Sutisna, but people usually call him Sule. He was born on November 15th 1976 in Bandung, West Java. He speaks not only Sundanese, but also Javanese. Sule has long brown hair, oval face, flat nose and slanting eyes. He has two sons and one daughter. He loves his children very much. People know Sule as a unique and ridiculous person. He is funny; his jokes always make people smile or laugh. Sule plays in several TV shows such as *Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab*, and *Saung Sule*. He can sing songs very well. He has one famous song entitled "Susis".

(*Adapted From:* http://www.sekolahoke.com/2013/01/Descriptive.Text. Artis. Indonesia.Sule.Prikitiew.famous.html)

K - What we Know	W - What we Want to find out	L - What we Learned

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1. Sule has a flat nose 2. Sule has long hair 3. Sule has brown hair 4. He is comedian 5. He is funny 6. He can sing 7. He has 2 children 8. He is from Sunda 9. He is an actor 10. He is handsome 11. He has dark skin 12. His real name is Sutisna 13. He works in OVJ 14. He has 3 children	1. How many children does Sule have? 2. How much is his salary? 3. Where is he from? 4. How old is he? 5. What is Sule's real name? 6. Where does he live? 7. What kinds of show does he play on TV? 8. What are Sule's parents' names? 9. When was he born? 10. What is Sule's famous song? 11. Where was he born?	1. His full name is Sule Sutisna 2. He was born on November 15th 1987 in Bandung, West Java 3. He has two sons and one daughter 4. He plays on several TV shows such as OVJ, PAS Mantab, etc. 5. He has slanting eyes and oval face 6. His famous song is "Susis" 7. He lives in Bandung 8. He can speak not only Sundanese, but also Javanese 9. He is 30 years old 10. He can sing songs very well

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The Teacher's KWL Worksheet in Meeting 2 Cycle 2

Topic : An African Giraffe

K What do I **Know?**	**W** What do I **Want to Learn?**	**L** What have I **Learned?**
1. It is the tallest animal 2. It has a long neck 3. It has two small ears 4. It is a herbivore animal 5. It is from Africa 6. We can find it in the zoo 7. It has strong legs 8. It can run very fast 9. It lives in the wild 10. It has a small head	1. Where does a giraffe live? 2. Does it eat meat? 3. How big can it grow? 4. How tall can it grow? 5. Can it sleep like human? 6. How fast can it run? 7. What kind of animal is it? 8. What is the function of its long neck? 9. How strong is it? 10. How does it fight? 11. How long can it live?	1. It lives in the central, western and southern Africa 2. A male giraffe can weigh from 2.400 up to 3.000 kilos A female giraffe can weigh from 1.600 up to 2.600 kilos 3. A male giraffe can grow up to 19 feet tall A female giraffe can grow up to 16 feet tall 4. It is a mammal animal 5. Its long neck is used for eating leaves from high trees 6. It fights by using its small horn 7. It lives up to 25 years 8. Its knob is used for protecting its head in fights 9. It can go several days without water

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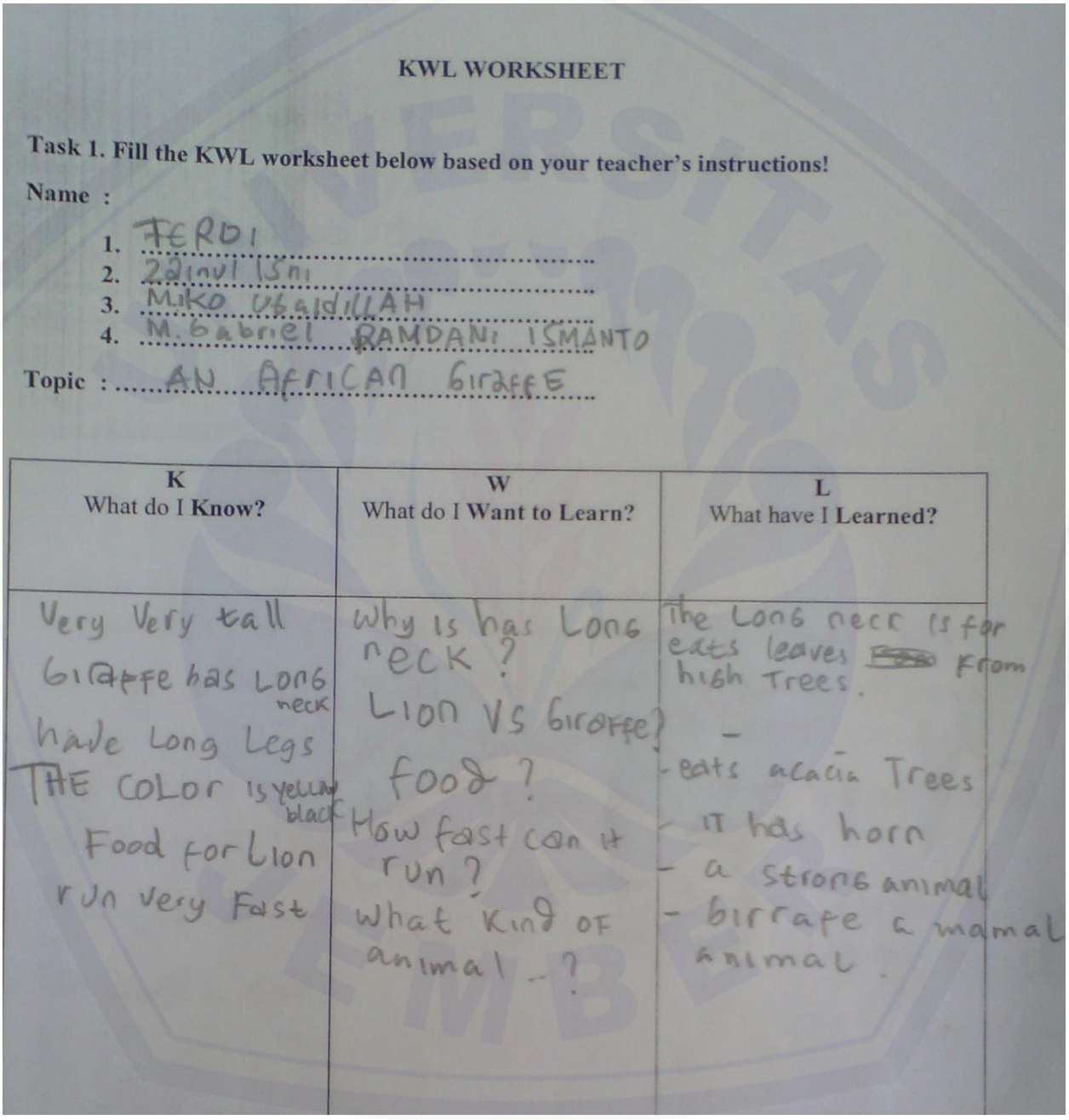
Students' KWL Worksheet in Meeting 2 Cycle 2



KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. FERDI
2. Zainul Isni
3. MIKO Ubaidillah
4. M. Gabriel RAMDANI ISMANTO

Topic : AN AFRICAN GIRAFFE

K What do I **Know**?	W What do I **Want to Learn**?	L What have I **Learned**?
Very Very tall Giraffe has Long neck have Long Legs THE COLOR is yellow black Food for Lion run very Fast	Why is has Long neck ? Lion Vs Giraffe ? food ? How fast can it run ? what kind of animal .. ?	The Long neck is for eats leaves from high Trees. - - eats acacia Trees - it has horn - a strong animal - birrafe a mamal animal .

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KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Apita Fani dwi caksono
2. Riski andriawan
3. Aniwati
4. Sarifatus sdeh

Topic : An African Girafe

K What do I **Know?**	W What do I **Want to Learn?**	L What have I **Learned?**
- the neck is long - net geo Wild TV - from Africa - See in the zoo - Have strong legs - Have strong neck - The head is smal	What is the enemy? What Kind Animal? How Tall ? How strong? Girafe ~~[illegible]~~ Can sleep like human?	a mammal animal male is 19 feet female is 16 feet No drinking Several days from Central, Westen and Southern Africa

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KWL WORKSHEET

Task 1. Fill the KWL worksheet below based on your teacher's instructions!

Name :

1. Halimatus soleha
2. Kamilatul rohmah
3. Siti aminah
4. Siti mas sarah

Topic : An African Coiraffe

K What do I **Know**?	W What do I **Want to Learn**?	L What have I **Learned**?
1. tall animal 2. Strong animal 3. Live in the wild 4. ~~Girave~~ giraffe have very long neck 5. eat grass 6. Two ears small 7. short tail	1. where giraffe life? 2. a smart animal? 3. IS giraffe eat meat? 4. how giraffe fight? 5. how much big? 6. how old married?	1. life in africa central, western, and southern africa 2. a tallest mammals 3. eats leaves from high trees, acacia trees. 4. male → 2400 – 3000 kilos female → 1600 – 2600 kilos 5. 25 years 6. knob is used to protect its head in fights.

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OBSERVATION CHECKLIST FOR THE STUDENTS'

PARTICIPATION MEETING 2 CYCLE 2

Instrument : Observation sheet of the students' participation.
Instructions : Give check (√) on the column when the student shows the activity

No.	Name	1	2	3	4	5	Active	Passive
1.	A Y D							
2.	A G							
3	A J							
4	A R D							
5	A H							
6	AW							
7	A F							
8	B S							
9	D S P							
10	D R							
11	D D P							
12	D E M							
13	FR							
14	H S							
15	I B							
16	K R							
17	L A C							
18	M A Y							
19	M N R							
20	M I U							
21	M I N H							
22	M G R I							
23	N A P							
24	R F							
25	R W							
26	R A							
27	R A							
28	R H							
29	S A							
30	S S							
31	S A							
32	S M							
33	T S							
34	W M T A							
35	Y H							
36	Z I							

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INDICATORS:

1. Filling the Know (K) column
2. Filling the Want to know (K) column
3. Filling the Learned (L) column
4. Making notes of the important points
5. Doing the tasks given by the teacher

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Type of text	: Descriptive Text
Time Allocation	: 15 Minutes
Name	:……
Number	:……

Read the text below carefully!

An African giraffe is one of the world's tallest mammals. It is well known for its long neck, long legs, and spotted pattern. Its long neck helps it eats leaves from high trees, typically acacia trees. If it needs to, an African giraffe can go for several days without water. Instead of drinking, a giraffe stays hydrated by the moisture from leaves. An African giraffe has a small "horn" or knob on the top of its head that grows to be about five inches long. That knob is used to protect its head in fights.

A male giraffe is larger than a female one. A male giraffe weighs between 2.400 and 3.000 kilos and stands up to 19 feet tall. A female giraffe weighs between 1.600 and 2.600 kilos and grows to be 16 feet tall. A healthy giraffe lives for about 25 years in the wild. An African giraffe can be found in central, western and southern Africa. An African giraffe lives in the savannas of Africa, where it roams freely among the high trees, arid land, dense forest and open plains.

Task 1.

Answer the questions below by choosing a, b, c, or d!

7. "It is well known for its long neck" (line 1) the underlined word refers to?
   e. Africa
   f. A giraffe
   g. A tree
   h. A neck
8. How long can a giraffe live?
   i. 25 years
   j. 26 years
   k. 27 years
   l. 28 years
9. The identification part of the text can be found in….
   i. The first sentence of the second paragraph
   j. In the second sentence of the second paragraph
   k. In the first sentence of the first paragraph
   l. In the second sentence of the first paragraph

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10. Why does a giraffe have a long neck?
    a. Because it can help them to eat leaves from high trees
    b. Because it needs to protect its head in fight
    c. Because it needs to stay alive without water
    d. Because it needs to roam freely on arid land
11. Where can we find an African giraffe?
    a. In central, eastern, and southern Africa
    c. In western, eastern, and southern AfricaIn
    d. In central, western, and southern Africa
    i. In central, western, and southern Asia
6. Where does an African giraffe live?
    i. In the savannas of Africa
    j. In the western Asia
    k. In the southern America
    l. In the central Africa
25. "An African giraffe is one of the world's tallest mammals" (line 1) the opposite of the underlined word is….
    a. biggest
    b. strongest
    c. thinnest
    d. smallest
26. What does the first paragraph tell you about?
    a. A description of Africa
    b. A description of where an African giraffe live
    c. A description of the giraffe's parts of body
    d. A description of where we can find giraffes
27. The following statements are true about giraffe, EXCEPT?
    a. A male giraffe weighs between 1.600 and 3.000 kilos
    b. A male giraffe stands up to 16 feet tall
    c. A female giraffe weighs between 1.600 and 2.600 kilos
    d. A female giraffe stands up to 16 feet tall
28. "A male giraffe is *larger* than a female one" (line 9) the italic word has similar meaning to….
    a. Bigger
    b. Smaller
    c. Longer
    d. Stronger

29. Based on the text, we can say that an African giraffe is….
    i. a weak animal

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j. a strong animal
k. a tame animal
l. a small animal

30. "It is *well-known* for its long neck ….." (line 2) the italic word can be best replaced with….
    a. handsome
    b. beautiful
    c. wild
    d. famous
31. What does an African giraffe use its knob for?
    a. a living
    b. eating leaves
    c. a head protector
    d. drinking much water
32. The following statements are incorrect based on the text, EXCEPT?
    a. The horn helps it to eat leaves from high trees
    b. It can't go several days without water and eat leaves
    c. The spotted pattern are used to protect its head inn fight
    d. Without its long neck, it can't eat leaves from high tree.
33. What does the text tell us about?
    a. A description of an African giraffe
    b. A description of African mammals
    c. A description of how an African giraffe looks like
    d. A description of where an African giraffe lives

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Answer Key

1. B	**6. A**	**11. B**
2. A	**7. D**	**12. D**
3. C	**8. C**	**13. C**
4. A	**9. C**	**14. D**
5. C	**10. A**	**15. A**

The Distribution of the Exercise Item

The reading indicators	Exercise Items	Total items
Word comprehension	7, 10, 12	3
Sentence comprehension	1, 2, 4, 5, 6, 9, 13	7
Paragraph comprehension	3, 8	2
Text comprehension	11, 14, 15	3
		15

SCORING

$$\text{The student's score} = \frac{\text{The number of the correct answers}}{\text{The number of the test items}} \times 100$$

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Type of text	: Descriptive Text	Name	:…….
Time Allocation	: 40 Minutes	Number	:…….

Read the following texts carefully and answer the questions by choosing a, b, c, or d!

Text for questions number 1-7

Mr. Danu is my uncle. He is a farmer in the village. He is the best farmer in his village. He is 50 years old.

My uncle is tall and handsome. He had round eyes, a pointed nose, and thick lips. He has straight hair. He is very strong. His arms and legs are strong. His skin is brown. He is very diligent. He is also smart and honest. He is a good person and we love him very much

1. What is Mr. Danu? He is ….
   a. tall
   b. handsome
   c. my uncle
   d. a farmer
2. How old is he? He is ….
   a. five years old
   b. fifty years old
   c. fifteen years old
   d. fifty five years old
3. From the text above, we know that the writer is Mr. Danu's ….
   a. Nephew
   b. Big brother
   c. Cousin
   d. Son
4. What does the second paragraph tell you about?
   a. How Mr. Danu looks like
   b. How Mr. Danu works
   c. How Mr. Danu sleeps
   d. How Mr. Danu lives
5. "…. He is also <u>smart</u> and honest." The underlined word can be replaced with?

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a. Stupid
b. Foolish
c. Clever
d. Handsome

6. What does the text tell you about?
   a. The description of Mr. Danu
   b. The description of Mr. Danu's village
   c. The description of Mr. Danu's nephew
   d. The description of Mr. Danu's family
7. The description part of the text can be found in ….
   a. The first paragraph
   b. The second paragraph
   c. The third paragraph
   d. The fourth paragraph

Text for questions number 8-13

Michael Jordan is a famous basketball player. He certainly looks like a star. He is tall, well-built and handsome. He is always well dressed. His personality is as good as his playing ability.

Michel is confident and generous. He gives a lot of money to charity. His hobby is playing golf, baseball and cooking. He often cooks for his family.

8. What is Michael Jordan? He is a ….
   a. basketball player
   b. baseball player
   c. chef
   d. golf player
9. "He is tall, well-built and <u>handsome.</u>" The opposite of the underlined word is ….
   a. tidy
   b. ugly
   c. heavy
   d. pity
10. The following are Michael Jordan's hobbies, EXCEPT?
    a. playing baseball
    b. playing basketball
    c. playing golf
    d. playing game
11. The identification part of the text can be found in ….
    a. The first sentence of the first paragraph

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b. The second sentence of the second paragraph
c. The third sentence of the second paragraph
d. The forth sentence of the second paragraph

12. Based on the text, we can say that Michael Jordan is ….
    a. a good man
    b. a stingy man
    c. a high tempered man
    d. an impolite man
13. What is the type of the text above?
    a. Procedure
    b. Recount
    c. Descriptive
    d. Narrative

Text for questions number 14-19

I have a new backpack. Its color is green. I always bring it whenever I go to school. It is made of strong fabric.

My backpack has some different parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and my pencil case in it. The third part is a small pocket at the left side of the back pack. I keep a bottle of plain water in this pocket.

14. What does the text tell us about?
    a. The writer's new backpack
    b. The backpack materials
    c. The parts of the backpack
    d. The writer's favorite color
15. "…. I *always* put my books and my pencil case in it." The opposite of the italic word is ….
    a. seldom
    b. often
    c. never
    d. rarely
16. What does the second paragraph tell us about?
    a. The function of the book
    b. The function of the bottle
    c. The function of the pencil case
    d. The function of the part of the backpack
17. How many parts does the backpack have?
    a. One part

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b. Two parts
c. Three parts
d. Four parts

18. "I have a <u>new</u> backpack" (paragraph 1). The underlined word has opposite meaning with?
    a. Strong
    b. Old
    c. Brilliant
    d. Diligent
19. Where does the writer put his bottle of water? In the … part of the backpack.
    a. first
    b. second
    c. third
    d. forth

Text for questions number 20-25

Ronaldo is a famous football player. His complete name is Cristiano Ronaldo. But Madridista, his fans in Madrid, often call him CR7. CR stands for Cristiano Ronaldo and 7 is his shirt number. Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro and his mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Ronaldo is a handsome man. He has big eyes, short hair, sharp nose and charming smile. He has white skin and tall body. His speed is very fast and he do dribbling very well.

20. "…. His speed is very <u>fast</u> and…." The opposite of the underlined word is ….
    a. white
    b. tall
    c. short
    d. slow
21. What does the second paragraph tell us about?
    a. Ronaldo's family
    b. Ronaldo's appearance
    c. Ronaldo's birthdate
    d. Ronaldo's shirt
22. How old is Ronaldo now? He is ….
    a. thirty years old
    b. thirteen years old
    c. thirty three years old
    d. thirty one years old

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23. "….His complete name is Cristiano Ronaldo" The closest meaning to the underlined word is….
    a. full
    b. wide
    c. handsome
    d. beautiful
24. What does the first paragraph tell us about?
    a. What CR7 is
    b. CR7's face
    c. CR7's hair
    d. CR7's nose
25. What does the text tell us about?
    a. The description of CR7
    b. The description of CR7's family
    c. The description of CR7's career
    d. The description of CR7's body

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Answer Key

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

The Distribution of the Test Item

The reading indicators	Test Items	Total items
Word comprehension	5, 9, 15, 18, 20, 23	6
Sentence comprehension	1, 2, 8, 10, 17, 19, 22	7
Paragraph comprehension	4, 7, 11, 16, 21, 24	6
Text comprehension	3, 6, 12, 13, 14, 25	6
		25

SCORING

$$\text{The student's score} = \frac{\text{The number of the correct answers}}{\text{The number of the test items}} \times 100$$

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INTERVIEW GUIDE

Interviewee : Jenny, S.S

Interviewer : Abdul Rofiq Badril Rizal MZ

Day/Date : January 7th, 2015

Place : SMPN 1 Mumbulsari

No	Interview Questions	Teacher's Answer
1.	What curriculum is currently used in your English teaching learning activity? Is this school one of the trial schools for the implementation of 2013 curriculum?	School-Based Curriculum (KTSP)
2.	How many classes are there in each grade of SMPN 1 Mumbulsari?	Six (6) classes
3.	How many times do you teach English in each class in a week? How long does each meeting last?	Twice (2). I only teach class VII. Each meeting lasts for 80 minutes
4.	How many times do you teach reading in a week?	It depends on the schedule
5.	What do you think about the students' reading comprehension achievement so far?	Some students in some classes get significant progress on their reading comprehension achievement, but many of others are really not.
6.	Do the students find themselves difficult to learn reading?	Yes
7.	What kind of difficulties do the students have in reading comprehension?	It's hard for them to get the message of the text.
8.	How do you help the students solve their problems in reading?	I ask them to get the meaning of the difficult words by looking up their dictionaries

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9.	What teaching techniques have you ever used in the teaching of reading?	I usually ask them to do discussion with their friends and ask some students to read the text aloud
10.	Have you ever used KWL strategy?	No
11.	Among the six classes, which one that got the lowest mean score for the passing grade?	VII C
12.	May I conduct the Classroom Action Research in that class?	Yes
13.	Will you collaborate with me to conduct this Classroom Action Research?	Yes
14.	Do you agree if I set the research success criteria is at least 75% of the students' get the standard score and 75% of the students are active in the teaching learning process of reading?	Yes
15.	How about the students' achievement in reading? What's the standard score requirement?	The standard score requirement in this school is 72. We must follow that

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The Previous Reading Comprehension Score of the Seventh C Grade Students of SMP Negeri 1 Mumbulsari, Jember in the 2014/2015 Academic Year

NO	Name	Score
1.	ADITA YANI DWICAKSONO	60
2.	AHMAD GUNAWAN	50
3.	AHMAD JAYADI	65
4.	AHMAD ROHMAN DENI	65
5.	ANISATUL HASANAH	70
6.	ANISAWATI	60
7.	AYNUN FATAHILLAH	50
8.	BABUN SULAIMAN	30
9.	DANICA SEPTIANA PRAMUDITA	40
10.	DEFI RATNASARI	20
11.	DIMAS DONI PRAYOGA	80
12.	DIMAS EKA MAULANA	60
13.	FERDI	45
14.	HALIMATUS SOLEHA	55
15.	IMAM BUHORI	80
16.	KAMILATUL ROHMAH	80
17.	LINA ARMELIA CAROLIN	85
18.	M. AINUL YAKIN	70
19.	M. NAUVAL RAIHAN	30
20.	MOCH. IKO UBAIDILLAH	40
21.	MOH. IVAN NURIL HAKIKI	65
22.	MUHAMMAD GABRIEL RAMDANI I.	75
23.	NOVAL ADI PUTRA	85
24.	RIFATUL FADILAH	60
25.	RINDI WULANDARI	70
26.	RISKI AFIFAH	70
27.	RISKY ARDIAWAN	75
28.	RIYATUL HASANAH	50
29.	SAIDAH ANGGRAINI	80
30.	SARIFATUL SOLEHA	40
31.	SITI AMINAH	60
32.	SITI MAISAROH	35
33.	TRIYAS SARIHARTI	70
34.	WANDA MARETA TRI ANGGRAINI	70
35.	ZAINUL ISNI	65
36	ADITA YANI DWICAKSONO	90

(*Source: Jenny S.S*)

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The Percentage of the Students Who Got the Standard Score for All Classes

No.	Classes	The Percentage
1.	VII-A	35%
2	VII-B	37.5%
3	VII-C	25%
4	VII-D	31.25%
5	VII-E	38.12%
6	VII-F	40.62%

(*Source: Jenny S.S*)

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Telepon: 0331- 334 988, Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

Nomor 0095 /UN25.1.5/LT/2015 07 JAN 2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 1 Mumbulsari
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Abdul Rofiq Badril Rizal MZ
NIM : 110210401055
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"Improving the VII C Grade Students' Reading Comprehension Achievement on Descriptive Text by KWL Strategy at SMPN 1 Mumbulsari in the 2014/2015 Academic Year"**.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

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PEMERINTAH KABUPATEN JEMBER
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SMP NEGERI 1 MUMBULSARI
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Email:smpn1mumbulsari@gmail.com

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 800/744/413.13.20523870/2015

Menindaklanjuti Surat No. 0095/UN25.1.5/LT/2015 tanggal 07 Januari 2015 perihal permohonan ijin penelitian, Kepala Sekolah SMP Negeri I Mumbulsari menerangkan bahwa :

Nama : ABDUL ROFIQ BADRIL RIZAL M.Z
NIM : 110210401055
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan diatas telah melaksanakan penelitian dengan judul "Improving the VIIC Grade Students' Reading Comprehension Achievement on Descriptive Text by KWL Strategy at SMPN 1 Mumbulsari in the 2014/2015 Academic Year".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mumbulsari, 06 April 2015
Kepala Sekolah,

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMPN 1
SEKOLAH MENENGAH PERTAMA NEGERI
MUMBULSARI

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