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ENHANCING THE TENTH GRADE STUDENTS' ACTIVE PARTICIPATION AND READING COMPREHENSION ACHIEVEMENT BY USING KNOW, WANT to know, and LEARNED (KWL) STRATEGY

THESIS

Presented as a Partial Fulfillment of the Requirement to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University

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JEMBER UNIVERSITY

2020

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This thesis is honorably dedicated to:

My beloved parents, Kusdianto and Asyati and all my family members. Thank you very much for your great support and affection.

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MOTTO

"Reading is essential for those who seek to rise above the ordinary."

(Jim Rohn)

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CONSULTANS APPROVAL

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestion or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, Juny 20th, 2020

The Writer

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SUMMARY

Enhancing The Tenth Grade Students' Active Participation and Reading comprehension Achievement by Using KWL Strategy, Robi Nurmiftah, 140210401072, 2019, English language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to enhance the tenth grade students' participation and reading comprehension achievement by using KWL Strategy. Based on the preliminary study conducted by the researcher in the form of interview with the English teacher at SMAN Tamanan, Bondowoso. The result was that the X IPA 2 students had difficulty in reading comprehension since their reading scores were mostly below the standard minimum score, that is, below 73. The students experience difficulties by using traditional method in reading. They just read the text and did exercise without comprehending the text. As the result, the students could not get the deep information from the text. The students were not confident and afraid of asking things that they did not understand to the teacher.

It could be concluded that students had problems dealing with their reading comprehension. Students can only read and translate the text. From the preliminary study, it was found that there were no students who achieved the standard minimum scores. The average score of the students was 68. Thus, the researcher tried to solve the students' problem in reading comprehension by using KWL Strategy. This strategy is one of reading strategies that can be used to help the students activate their background knowledge and help them to understand the text better.

The data of this research were collected from interview, reading test, observation, and documentation. The participants were the X IPA 2 students of SMAN Tamanan, Bondowoso, consisting of 31 students. The researcher chose the X IPA 2 students as participants because of the consideration that X IPA 2 students have the lowest mean score of reading comprehension and have difficulties in comprehending the text. Besides, X IPA 2 students had lack of confidence so they were not active during the teaching and learning process of reading. This research was done in two cycles in which each cycle covered four stages covering, planning, acting, analyzing, and reflecting.

Based on the result of students' participation, it was found that the students' participation improved. It can be seen from the data before the action, the percentage of the students who were active was 22.5%. After the action in Cycle 1, the percentage of the students who were active increased to 75.5% while in Cycle 2 was 87%. The result of the students' active participation was successful because there were more than 75% of the students who were active in teaching and learning process. Further, the result of students' reading comprehension achievement improved Cycle 1 and Cycle 2. It was found that the students mean score of reading

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comprehension test improved from 68 in the previous reading score to 76,1 in Cycle 1 and 80,1 in Cycle 2. Moreover, the percentage of the students who got score at least 73 improved from 0% in the previous reading score to 76% in Cycle 1 and 88% in Cycle 2. In conclusion, reading comprehension test result had achieved the target criteria expected in this research that was at least 75% of the students achieved the standard minimum requirement score that is 73.

The result of this research leads to a conclusion that KWL strategy could help the X IPA 2 students of SMAN Tamanan, Bondowoso to enhance their active participation and reading comprehension achievement.

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CHAPTER I. INTRODUCTION

This chapter discusses about some aspects dealing with the topic of the research. They are the research background, the research problem, the research objective and the research contribution.

1.1 The Research Background

Reading is one of the four major skills that should be developed by students. Reading is a skill of getting information from the writer to the reader in written form. In line with the statement, Nunan (2003:68) states that reading is a fluent process of readers combining information from a text with their own background knowledge to build meaning. Thus, it can be inferred that to understand the meaning of the text, the readers need to connect their prior knowledge with the information of the text. Reading cannot be separated from comprehension. The students have to comprehend the text to understand the meaning of it. By understanding the text, they can receive the information of the text. According to Pardo (2004) reading is the ability to comprehend a text in which both sides, teachers and students are involved in this process during their educational studies. The teacher has also a role to guide the students in the process of learning and to help the students in understanding the text.

In reading a text, students often face some problems in comprehending the text. One of the problems is the students are less motivated in understanding the text. It happens because the students did not try to use their prior knowledge to make them easier in understanding the text. This problem is in line with Nunan's statement in the previous explanation. The other reason is that most teachers do not try to use an appropriate strategy in teaching reading. This is in line with Padro's statements that both sides, the teacher and students should involve and be responsible in the process of learning. From the problems, it is necessary for the students to learn about reading comprehension well. The teacher also needs to use an appropriate strategy to help the students in comprehending the text.

On the preliminary study that was conducted by interviewing the English teacher at SMAN Tamanan, the researcher found that the teacher was

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accustomed to using the traditional teaching strategy in teaching reading comprehension. She usually uses English text book or LKS in teaching reading. She makes the students read the reading text in their text books and do the exercises. She also asks the students to find unfamiliar words from the text and asks some of the students to read some paragraphs aloud. Unfortunately, the teacher does not guide the students to use their background knowledge. It makes the students cannot relate the content of the text with their prior knowledge that they have and it also makes the students difficult in understanding the text. Those problems generally make the students less motivated in understanding the text. Those reasons make students face some problems in comprehending the text that may cause the students reluctant in participating in teaching and learning process.

Based on the data that the researcher got from the English teacher, there are four classes for the tenth grade students at SMAN Tamanan. They are X IPA 1, X IPA 2, X IPS 1 and X IPS 2. Comparing with the other classes, X IPA 2 is a class that achieved the lowest minimum standard requirement score. The highest reading test score of the students of X IPA 2 is 72 and the lowest score is 65. It means that there is 0% of the students who got score at least 73 or more. The mean score of the reading test score was 68.8, while the minimum requirement score was 73.

From those problems, the teacher needs to think about the strategy that can be used in the class to help the students enhance their active participation and reading comprehension achievement. In order to solve the problem, the researcher used KWL strategy to teach reading in the research. According to Ogle (1986) KWL strategy is a three-part strategy to encourage active reading that includes Pre-reading (Know), During reading (Want), and Post-reading (Learned). The first part is very useful for the students to activate their prior knowledge, because it helps the students to brainstorm what they already know about the text being discussed. The second part leads the students to generate questions about the topic. The last part helps the students to record what they learn from the text. For this research, the use of KWL strategy was appropriate

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in teaching reading because this strategy could encourage the students to use their prior knowledge and made them active in learning process.

From the previous explanation, it comes to a conclusion that KWL strategy can be an alternative way for the teacher and students in teaching and learning process of reading comprehension. Therefore, the researcher conducted a classroom action research to enhance the students' reading comprehension achievement by sing KWL strategy.

1.2 The Research Problems

In the following research questions, the problems of the research were formulated as follows.

1. Can the use of KWL Strategy enhance the students' active participation in the process of teaching and learning reading comprehension of the tenth grade students of SMAN Tamanan, Bondowoso?
2. Can the use of KWL Strategy enhance the students' reading comprehension achievement in the process of teaching and learning reading of the tenth grade students of SMAN Tamanan, Bonsowoso?

1.3 The Research Objectives

This research aims at finding out whether or not the use of KWL Strategy could:

1. enhance the students' active participation in teaching and learning process of reading comprehension of the tenth grade students of SMAN Tamanan, Bondowoso.
2. enhance the students' reading comprehension achievement of the tenth grade students of SMAN Tamanan, Bondowoso.

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1.4 The Research Contributions

The researcher expects the result of this research can be useful and gives both practical and empirical contributions.

1.4.2 Practical Contribution

The result of this research can be useful for the English teacher as an alternative strategy in teaching reading comprehension. Through KWL strategy, it is expected that the students become more active and their reading comprehension achievement would be enhanced in teaching and learning process.

1.4.2 Empirical Contribution

The researcher expects the result of this research can be used as a reference for future researchers who are interested in conducting a research with similar topic by using different type of text that is, descriptive or report texts. Besides, the future researchers can also use different language skill, such as on listening comprehension to know whether or not the use of KWL strategy can enhance the students' active participation on their listening comprehension achievement.

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CHAPTER II. RELATED LITERATURE REVIEW

This chapter consists of some aspects dealing with related literature review. The review covers theoretical framework, conceptual review, and previous research review.

2.1. Theoretical Review

2.1.1. Reading Comprehension

Reading is a process of getting information and understanding the information of the text. The readers need to connect their prior knowledge with the text in order to understand the information of the text. Blachowicz & Ogle (2008) state that the readers connect ideas across sentences and paragraphs; the readers form images and predict where the author is taking them. It means that the readers revise the idea as they take the new information. They have to use their ability to get the information and understand the text.

Reading and comprehension cannot be separated from reading activity. Reading comprehension is the understanding of information and idea through the interaction between the reader and the author from a certain kind of text. Snow (2002) also states reading comprehension is simultaneous process of extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is a process of constructing ideas to understand the text.

From the definitions of reading comprehension above, it can be concluded that reading comprehension as a basic skill to get information and idea becomes important in teaching and learning process.

2.1.2 Types of Reading Comprehension

Reading comprehension is a process of text identification and then to remember about the content of the text after reading activity. According to Fairbairn and Winch (1996:14) effective reading skill development is accomplished when the learners become proficient in literal, inferential, and evaluative reading comprehension. The first is literal reading comprehension,

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which deals with ideas and facts that are clearly stated in the text. The second is inferential reading comprehension, which deals with how the readers put fact and ideas together from the text to make conclusion and generalization. The third is critical reading comprehension which refers to one of the reading levels that requires a high degree of skill developments and perceptions. Critical reading leads the readers to be active and creative in looking for false statements because it requires the readers to do questioning, comparing, and evaluating the text.

2.1.2.1 Literal Reading Comprehension

According to Burn, Reo and Ross (1996) literal reading comprehension is reading the text and then comprehending the text to recognize and gain explicit messages stated on the lines of the text. It means that literal reading comprehension is the ability of the readers to interpret the explicit meaning of the text. In line with the previous statement, Kennedy (1981) explains that literal reading comprehension relates on what a writer says. In this kind of reading comprehension, literal reading comprehension requires the students' ability to locate specific facts, identify happenings that are described directly, find answers of questions based on the given facts, and classify the information given. The purpose of literal reading comprehension is only catching the information that is explicitly stated in the reading text.

2.1.2.2 Inferential Reading Comprehension

Inferential reading comprehension is related to reading text to find information that is not clearly stated in the passage. It uses the reader's experience and knowledge to make a conclusion based on the facts and the ideas on the text. A reader should be able to infer meaning beyond what is literally stated (Fairbairn and Winch, 1996). It means that the reader should grasp the implied meaning through what is literally stated in the text.

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2.1.2.3 Critical Reading Comprehension

Critical reading comprehension is a level of reading comprehension in which the reader is involved in an interchange of ideas with the author and applies reading to life situation. The author's ideas and information are evaluated. The answer is not directly stated in the text, but it is hinted at on the text. Students use clues form the text and combine it with their prior knowledge, to figure out the answer. Critical reading comprehension occurs only after the students have understood the ideas and information the writer presented.

2.1.3 Recount Text

According to Anderson (1998:24) a recount is a piece of text that retells past events, usually in order they occurred. The aim of the text is retell the past event or to tell someone's experience in chronological order. This type of text is not only used at school but also used in many real social contexts. Examples of recount text include: newspaper report, letters, conversation, journal, biography, etc. The generic structure of recount text generally consists of: orientation, events, and reorientation. The orientation is in the first paragraph that gives background information about who, what, where and when. The event tells about what happens and describes series of event that happened in the past. Reorientation consists of optional-closure of the events/ending.

In this research, the researcher used KWL strategy, because KWL strategy was appropriate for teaching recount text. By implementing KWL strategy, the students could connect their prior knowledge to understand the recount text easier.

2.1.4 KWL (Know, Want to know, Learned) Strategy

KWL (Know, Want to Know, and Learned) is a strategy that is designed to activate the students' prior knowledge. KWL Strategy was first introduced by Ogle (1986), she said that KWL strategy is used in order to help the children access knowledge they already had in their mind and make it available appropriately so that comprehension could occur.

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KWL stands for **Know**, **Want** to know, and **Learned**. In K column the students and the teacher together brainstorm and write down what they already know about the topic. In W column, they generate some questions or issues they hope the text may answer (predicting, questioning, and seeking information). In L column, the students silently or as shared activity, write ideas and summary of main things they have learned from the text (reflecting, consolidating, evaluating, and summarizing). Hassard (2011:77) states that KWL is one active reading, it prepares students to make prediction about what they will be reading, as well as engaging them with the students and the content of the topic.

2.1.5 The Advantages and Disadvantages of Using KWL Strategy

According to Ibrahim (2012), there are six advantages of KWL Strategy. The first one is, it is appropriate for all education levels from beginners up to advance level. The second is, it can be used for all skills but it is most suitable for reading skill. The third is, it helps students to monitor their comprehension and knowledge. The fourth is, it encourages students become more interactive in the teaching and learning process. The sixth is, it sets out a purpose of reading, means that the readers will have some ideas about the text before reading the whole text and focus to find the important points while reading.

On the other hand, KWL strategy also has disadvantages that the researcher need to anticipate in the implementation of the research. First, it is difficult for the students who has lack of prior knowledge to use KWL Strategy. To anticipate this weakness, the researcher put the students in a group of five to six students. In such a way, the students could share ideas of what they knew. Second, it takes times to complete the KWL Chart. To anticipate the second disadvantage the researcher allocated the time when the students filled in the chart.

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2.2 Conceptual Review

2.2.1 Reading Comprehension Achievement

According to Grellet (1996) an achievement test is measuring the students' result of guessing, predicting and checking the written text by giving achievement test. It is intended to know how successful the students can achieve the aim of the learning. The researcher gave the students' reading comprehension test after the researcher applied KWL strategy to know how successful the students could achieve the goal.

To know the students' reading comprehension achievement, the researcher used a reading test covering the materials of literal and inferential comprehension. The students' reading comprehension achievement was showed by their scores of reading comprehension text in the cycle.

2.2.2 The Procedures of Teaching Reading Comprehension by Using KWL Strategy

According to Ogle (1986:565) the procedures of KWL have three basic cognitive steps required: accessing what the students Know, determining what the students want to know, and recalling what the students learn as a result of reading.

The following steps were the procedures of teaching by using KWL Strategy used by the researcher.

1. The researcher needed to create a KWL chart to guide the students. This could be done on a large chart or on a whiteboard. The researcher divided the space into three columns and labeled them with "Know", "Want to know", and "Learned". In this step, the researcher informed what the students had to do in every column and gave information needed to make sure that they understood the activity.

Know	Want to know	Learned

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2. After making the chart, the researcher gave the students the topic and asked them what they knew about it. Generating as many ideas as possible from the students' prior knowledge. The researcher also provided some words or terms to help them if the students could not find ones related to the topic given.
3. Once the "K" column was completed with all possible ideas, the researcher and the students categorized the information. It could help the students in formulating questions for the next steps in "W" column easier.
4. The researcher asked the students to write what they wanted to know about the topic. It was possible that the students did not know what they should ask or what they wanted to know. To anticipate this problem, the researcher needed to provide some questions to guide the students. This question became the basis for "W" (what the students wanted to know). This process helped the students to define the purpose for reading and anticipate the new information that they got from the text.
5. After filling the "W" column, the researcher asked the students to read the text. The students filled out their "L" column either during or after reading the text. As they red, the students should note new information in the L column. This helped the students select the important information from each paragraph. After filling the column, the researcher helped the students to classify the information into classes, in which the information would answered the question in the "W" column and the new information that did not relate with the question in "W" column.
6. Students discussed what they had learned from the text with the researcher. In this step, the researcher gave feedback and did some corrections so that the students got better understanding about the text.

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2.2 Previous Research Review

There have been several researchers who have conducted KWL strategy. First is Fengjuan (2010) who conducted a research entitled The Integration of The Know-Want-Learned (KWL) Strategy into English Language Teaching for Non-English Majors. The research proved that the KWL strategy motivated active learning and instructing on the parts of both learners and instructors. It can be seen from the result of the research that the mean score of the experimental group was higher than that of the control group. There was also significant difference in the means between the two groups.

The second is Riswanto, Risnawati, & Lismayanti (2014). who conducted the research entitled The Effect of Using KWL (Know, Want, Learned) strategy on EFL Students' Reading comprehension Achievement. The result of his research showed that the use of KWL strategy gave significant effect on students' reading comprehension achievement.

Third is Lou (2016) who conducted a research entitled improving reading performance for Non-English-Majored graduate students: Combining a Know-Want-Learned plus Model of Meta-Cognitive Reading Strategy Instruction and Internet-Based language laboratory Support. The result of the study showed that Non-English-Major graduates in the experimental group showed positive respond for the KWL plus model

Fourth is Mardiana (2016) who conducted a research entitled Using KWL Strategy to Enhance Reading Comprehension Achievement and Characters of the Seventh Grade Students of SMPN 1 Babat Supat, Musi Banyasin. The finding of the research showed that there was a significant improvement in the reading comprehension achievement after the students got the treatment by using KWL strategy.

The difference between the previous researches with this research are the participants of the research, the research area, and the implementation of the actions. The area of the previous research was done in many different areas and subject. Fengjuan and Lou conducted the research at the university level for non-

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English major. Riswanto, Risnawati, & Lismayanti conducted the research at Junior High School level.

By considering the explanation, it could be seen that KWL strategy could be used as a strategy to improve the students' reading comprehension achievement. Therefore, the researcher conducted a classroom action research to improve the students' reading comprehension achievement by using KWL chart at Senior High School.

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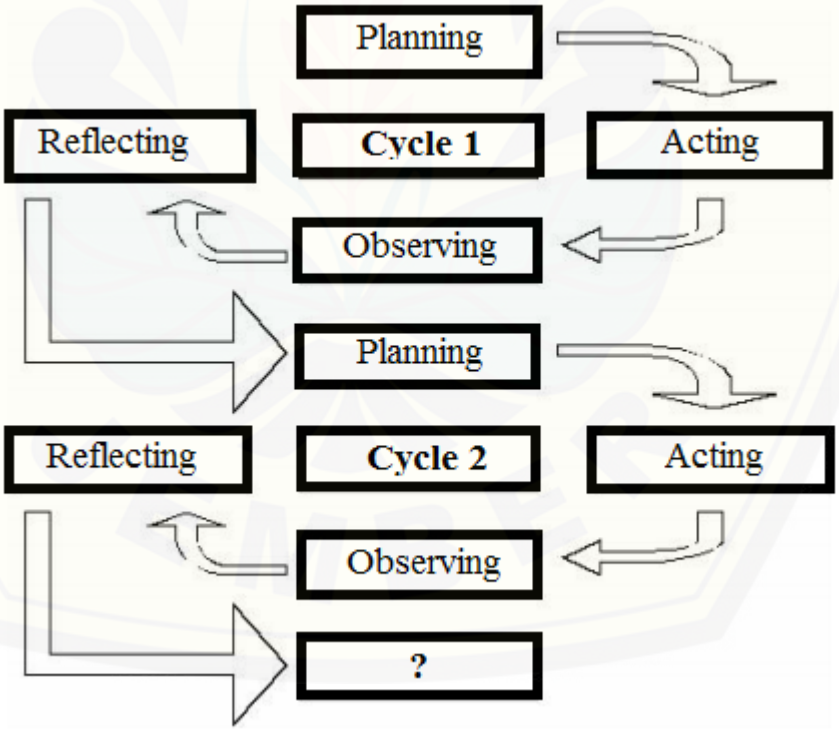
CHAPTER III. RESEARCH METHODS

This chapter consists of research design, research context, research participants, data collection methods, research procedures, and data analysis method.

3.1. Research Design

This research aimed at enhancing the tenth grade students' active participation and reading comprehension achievement by using KWL strategy. Therefore, the research design was classroom action research (CAR). Arikunto (2011:17) states that there are four steps in classroom action research, they are planning the action, implementing the action, observing the action, and reflecting the action. This research applied classroom action research with the cycle model by Arikunto. Each cycle covered four steps: planning the action, implementing the action, observing the action, and reflecting the action.



Classroom Action Research Model (Arikunto 2011:16)

Based on the design of the research above, the procedures of this research were as follows.

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1. Interviewing the English teacher of SMAN Tamanan, Bondowoso to know the problem that the students faced in learning reading comprehension.
2. Finding out some documents to get the supporting data.
3. Planning the action.
4. Constructing lesson plans, teaching materials, observation checklist, reading comprehension test, and setting the criteria of the success of the action
5. Implementing the action by using KWL strategy in reading comprehension class. The teacher helped to observe the students' activity during the implementation of the action in the class.
6. Giving reading comprehension test.
7. Analyzing the students' scores of reading comprehension test.
8. Reflecting the result of the students' scores collaboratively with the English teacher.
9. Making reports of the result of the action and making some revision on the action for the next action.

3.2. Research Context

In this research, the researcher used purposive method to determine the area for the research. The area of this research was SMAN Tamanan, Bondowoso, This school was chosen purposively because the tenth grade students had difficulties in reading comprehension and KWL strategy had never been applied by the English teacher in teaching and learning process of reading comprehension. The principal of SMAN Tamanan, Bondowoso, had given the permission to the researcher to conduct the research at school. In this research the researcher conducted an action research to improve the students' reading comprehension achievement.

3.3. Research Participants

The researcher used purposive method to determine the research participants of this research. Frankael, Wallen, and Hyun (2012:100) state that purposive method is how the researcher uses personal judgment to choose samples that represent the research participants. There were four classes of the

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tenth grade students. They were X IPA 1, X IPA 2, X IPS 3, and X IPS 2. The participants of the research were the X IPA 2 students of SMAN Tamanan who had problem in reading comprehension among all the tenth grade classes. This information was provided based on the result of their mean score of reading comprehension 68.8 while the minimum requirement score was 73.

3.4 Data Collection Methods

There were be four kinds of data collection methods used in this research. They were interview, reading comprehension achievement test, observation, and documentation.

3.4.1 Interview

According to Cresswell (2012:218) interview occurs when the researcher asks participants and records answers to be analyzed. It means that interview is done to gain some information by asking the participants and analyzing the data. The interview was conducted by interviewing the tenth grade English teacher at SMAN Tamanan to get the information about the curriculum, students' reading comprehension achievement, students' participation, etc.

3.4.2 Reading Comprehension Achievement Test

Reading comprehension achievement test was used to collect the data dealing with the students' reading comprehension achievement scores. Arikunto (2006) states that a test is a set of questions or exercises and other instruments used to measure skill, knowledge, intelligence, and talent of individual of groups. The researcher would use achievement test to measure the tenth IPA 2 students' reading comprehension achievement to know how successful the students achieve the goal.

The researcher used objective test in the form of multiple choice. According to Huges (2003:76) multiple choice is a test technique that can be perfectly reliable in scoring. Besides, the scoring is also considered as rapid and economical. Therefore, the researcher choose the multiple choice form in

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constructing the reading comprehension achievement test because it was practical and it did not consume much time in assessing the students' work.

The reading comprehension test consisted of 25 test items which covered literal reading comprehension and inferential reading comprehension. The total score for all answers was 100.

3.4.3 Observation

Observation is the process of gathering information by observing people and place at a research site (Cresswell, 2012:213). In this research, observation was used as the instrument to gain the primary data about the students' participation during the teaching and learning process of reading comprehension by using KWL Strategy. The observation was based on the observation checklist to check the students' participation. The students were categorized as active students if they fulfilled at least 4 of 6 indicators. The format of the students' observation checklist is as follows:

Table 3.1 Observation Checklist of the Students' Participation

No.	Initial Names	Indicators						Active	Passive
		1	2	3	4	5	6		
1									
2									
3									
4									

The indicators of students' active participation were as follows:

1. Filling K (Know) column.
2. Filling W (Want to know) column.
3. Filling L (Learned) column.
4. Discussing the text together with the group.
5. Answering the teacher's question related with the text.
6. Doing exercise given individually.

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3.4.4 Documentation

According to Cresswell (2012:223) documentation involves public and private records such as newspaper, personal journal and letters. In this research, the documentation was used to get the supporting data about the initial names of the research participants and previous reading test scores of class X IPA 2 from the English teacher.

3.5 Data Analysis

After doing the action, the researcher analyzed and reflected the result of the action. There were two types of evaluation in this section namely process evaluation and product evaluation. Process evaluation was intended to know the percentage of the students' participation. On the other hand, the product evaluation was intended to measure the students' reading comprehension achievement after they received the action. The criteria to determine the success of the action are as follows.

1. The use of KWL strategy can improve the students' participation if 75% of the students actively participate in the teaching and learning process.
2. The use of KWL strategy can improve the students' reading comprehension mean score if the reading comprehension test is at least 73 and it could be reached by at least 75% of the students.

In analyzing the data, the researcher applied the following formula:

3.5.1 Product Evaluation Analysis

The product evaluation analysis was carried out at the end of each circle in the form of reading comprehension achievement test. The instrument of the test was in a written question with the time allocation 45 minutes. The type of questions was multiple choice that consists of 25 questions and it covered literal and inferential comprehension. Each correct answer was scored 5 while the incorrect answer was scored 0. Here is the formula that the researcher used in analyzing the product evaluation analysis

$$S = \frac{R}{N}\ x\ 100\%$$

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Notes:

S : the percentage of the total number of the students whose score is ≥ 73
R : the total number of the students whose score is ≥ 73
N : the total number of the students doing the test

(Purwanto, 2009:112)

3.5.2 Process Evaluation Analysis

The process evaluation analysis was done by conducting an observation of the tenth grade students' participation in class. Here is the formula that the researcher used in the process evaluation analysis.

$$E = \frac{A}{N} \, x \, 100\%$$

Notes:

E : the percentage of the students who participate actively during teaching, and learning process of reading using KWL strategy
A : the total number of the students who participate actively
N : the total number of the students

(Cohen *et al*, 2000:32

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CHAPTER V. CONCLUSION AND SUGGESTION

This chapter deals with the research conclusion and suggestions. The research conclusion and suggestion are discussed in the following section.

5.1 Conclusions

The data analysis from the research leads us to some conclusions as follows.

1. The implementation of KWL strategy and the procedure in the teaching and learning process could enhance the students' reading comprehension achievement on recount text. The enhancement could be seen from the percentage of the students who achieved the standard score (> 73) before the action and in the cycles. In the preliminary study, it showed that there were no student who achieved the standard minimum score which meat there were 0% of the students passed the standard minimum score. The average percentage of the students who got >73 enhanced from 76% in Cycle 1 to 88% in Cycle 2. It means the implementation of KWL strategy could enhance the students' reading comprehension achievement.

2. The use of KWL strategy could enhance the students' active participation in learning reading comprehension. The enhancement of the students' active participation could be seen from the average percentage result in the observation which improved as every meeting was conducted compared to the result of the preliminary study. Their progress was getting much better after doing the steps of KWL strategy as the observation showed that there were 7 of 31 students who were active in reading class before the researcher applied KWL strategy. After getting the action, there were 23 of 31 students who could fulfil at least 4 indicators in Meeting 1 of Cycle 1, then 24 of 31 students in Meeting 2 of Cycle 1, 26 of 31 students in Meeting 1 of Cycle 2, and 28 of 31 students in Meeting 2 of Cycle 2. While from the average of the percentage of their active participation enhanced from 22.5% before the action, 75.5% in Cycle 1 and 87% in Cycle 2.

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Apparently, the use of KWL strategy in the teaching and learning process of reading comprehension helped the students' active in reading comprehension class and gave them better understanding in reading comprehension.

5.2 Suggestions

The researcher expects the result of this research can be useful and gives both practical and empirical contributions.

5.2.1 Practical Contribution

Dealing with the finding of this research that the application of KWL strategy in teaching and learning process could increase the students' reading comprehension achievement, the English teacher is suggested to apply KWL strategy in teaching reading to help the students comprehend the text. Moreover, this strategy can also be used for other kinds of text such as descriptive text, report text, and expository text. Thus, it can enhance their active participation and reading comprehension achievement. Concerning with the experience that the students already had in using KWL strategy, it is suggested that students need to keep practicing using KWL strategy as a new learning way in reading text, since it helps them to understand the text easier.

5.2.2 Empirical Contribution

In line with the result of the research, the future researchers who are interested in conducting further research dealing with the use of KWL strategy is suggested to conduct more comprehensive research about the use of KWL strategy in enhancing the students' active participation and reading comprehension achievement. There were some difficulties that the researcher found in using KWL strategy. The first problem was asking the students to make questions in KWL chart. The future researcher need to find a better way, so that the students could do the steps quickly and properly. The other problem was, text difficulties. The future researcher need to find a good text that appropriate with the students' level and their background knowledge. Therefore, the research result of this research can be used

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as reference to gain information or data for the future researchers who want to conduct a research with the same strategy.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATOR	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Enhancing The Students' Reading Comprehension Achievement by Using KWL Strategy In SMAN Tamanan	1. Can the use of KWL Strategy enhance the students' active participation at senior high school? 2. Can the use of KWL Strategy enhance the students' reading comprehension achievement at senior high school?	**a) Independent Variable** The Use of KWL Strategy on teaching reading comprehension	a) KWL Strategy in teaching reading comprehension: a) Asking the students about what they know from the topic of the text and ask them to fill the K (Know) coloum. b) Asking about what they want to know from the text and ask them to fill the W (Want to know) coloum. c) Asking the students to read text. After that the students fill what they already learned from the text in L (Learned) coloum.	**1. Research Participants:** The X IPA 2 students of SMAN Tamanan **2. Informant:** The English Teacher of SMAN Tamanan **3. Documents:** a) The initial name of the participants and the number of populations. b) The previous students' test scores.	**1) Research design** Classroom Action Research steps: a) Planning of the action. b) Implementing of the action. c) Observing of the action. d) Reflecting of the action. (Arikunto, 2011:16) **2) Area Determination Method** Purposive Method **3) Participant Determination Method** Purposive Method **4) Data Collection Method** a) For primary data i. Observation checklist of the students' participation ii. Reading comprehension test scores.	1. The use of KWL Strategy can enhance the students' active participation in teaching and learning process of reading comprehension at Senior High School 2. The use of KWL Strategy can enhance the students' reading comprehension achievement at Senior High School

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		b) Dependent Variable a) The students' active participation in reading comprehension b) The students' reading comprehension achievement	a) The students' participation in reading class which consist of: a. Filling K (Know) column b. Filling W (Want to know) column c. Filling L (Learned) column d. Discussing the text together in a group e. Answering the teacher's euwstion related with the text f. Doing exercise given individually b) The students' reading comprehension achievement that consist of :		b) Supporting Data i. Interview ii. Documentation **5) Data Analysis Method** 1) The result of the students' participation would be analyzed by using the formula as follows: $E = \frac{A}{N} x\ 100\%$ Note: E: The percentage of the students' who participate actively during teaching and learning process A: The number of the students who participate actively N: The total number of the students (the Participants) (Cohen *et al*, 2000:326) 2) The percentage of the students' reading comprehension test by	

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			1) Literal reading comprehension questions. 2) Inferential reading comprehension questions.		using the formula as follows: $S = \frac{R}{N}\ x\ 100\%$ Notes: S = The percentage of the students who get reading test score ≥ standard requirement score R = The total number of the students who get reading test score ≥ standard requirement score N = The total number of the students joining the classroom (Purwanto, 2009:112)	

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The Result of Preliminary Study

Day/Date : Thursday, November 28, 2018

Interviewee : The English teacher of the X grade at SMAN Tamanan, Mrs. A

Time : .09: 00 a.m.

No.	Questions	Answers
1.	How many classes are there for the tenth grade at SMAN Tamanan?	There are 4 classes
2.	What grades do you teach?	All classes of the tenth grade and the eleventh grade and some twelfth grade classes.
3.	How often do you teach English in a week?	Once a week for each class with the time allocation for 90 minutes (2 x 45 minutes).
4.	What technique do you use in teaching reading comprehension?	I use Q and A technique
5.	Do the students have difficulties in learning reading comprehension?	yes
6.	What class has the most problem in learning reading comprehension?	X IPA 2
7.	Have you ever used KWL (Know, Want to know, and Learned) strategy to teach reading comprehension?	I never use KWL strategy
8.	Why do you never use KWL Strategy?	I don't know about KWL strategy and I never use this strategy.
9.	How is the students' participation during the reading class?	Most of the students are passive and a few are active.

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The Previous Scores of X IPA 1

Reading Test

No.	Students' Initial Names	KKM	Score
1	AN	73	74
2	AZP	73	74
3	AP	73	73
4	AAR	73	74
5	ARA	73	74
6	BS	73	73
7	DO	73	72
8	DIO	73	73
9	EAA	73	74
10	FSN	73	74
11	FL	73	73
12	HI	73	74
13	IDA	73	74
14	IS	73	74
15	IH	73	74
16	KM	73	74
17	M	73	73
18	MA	73	74
19	MRK	73	74
20	MN	73	73
21	NR	73	74
22	NW	73	74
23	RA	73	74
24	RFM	73	73
25	SIB	73	74
26	SA	73	73
27	SP	73	74
28	YA	73	74
29	IBH	73	73
30	SH	73	73
The Average Score		$M = \frac{\sum x}{N}$	**73,6**

The Previous Scores of X IPA 2

Reading Test

No.	Students' Initial Name	KKM	Score
1	AIP	73	70
2	ANL	73	68
3	AFD	73	70
4	ABP	73	68
5	AH	73	70
6	DS	73	68
7	DRH	73	70
8	DPS	73	70
9	ENF	73	68
10	FWH	73	68
11	G	73	70
12	LA	73	70
13	MA	73	70
14	MHA	73	65
15	MH	73	68
16	MIH	73	70
17	MLF	73	68
18	MRH	73	68
19	MS	73	70
20	MH	73	65
21	NH	73	70
22	NKN	73	68
23	PR	73	68
24	RA	73	68
25	SA	73	70
26	SAU	73	68
27	TDA	73	68
28	UNA	73	68
29	YK	73	68
30	LU	73	70
31	DP	73	72
The Average Score		$M = \frac{\sum x}{N}$	**68,8**

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The Previous Scores of X IPS 1

Reading Test

No.	Students' Initial Name	KKM	Score
1	AR	73	72
2	AFT	73	72
3	AR	73	72
4	AH	73	72
5	DO	73	73
6	DP	73	72
7	DPY	73	75
8	FNS	73	72
9	FH	73	73
10	GJV	73	75
11	IPS	73	72
12	IM	73	72
13	MJ	73	73
14	MAP	73	72
15	MR	73	73
16	MA	73	78
17	MDP	73	72
18	MG	73	70
19	MAR	73	72
20	NH	73	72
21	NHY	73	73
22	PDM	73	72
23	R	73	72
24	RDS	73	72
25	RFD	73	72
26	SIB	73	72
27	Y	73	72
28	ZM	73	72
29	MSR	73	80
30	MSY	73	80
The Average Score		$M = \frac{\sum x}{N}$	**73**

The Previous Scores of X IPS 2

Reading Test

No.	Students' Initial Name	KKM	Score
1	AI	73	
2	AS	73	73
3	AU	73	73
4	AZA	73	73
5	DEF	73	73
6	HA	73	
7	HS	73	73
8	IN	73	
9	IM	73	73
10	IS	73	
11	MS	73	73
12	MRF	73	73
13	MB	73	
14	NAR	73	73
15	PDS	73	73
16	PS	73	
17	RM	73	73
18	RST	73	73
19	RW	73	73
20	RNA	73	73
21	S	73	
22	SLQ	73	73
23	SZA	73	73
24	SY	73	73
25	TFP	73	73
26	TAW	73	74
27	TBN	73	73
28	WS	73	73
29	YDA	73	73
30	ZV	73	73
The Average Score		$M = \frac{\sum x}{N}$	**73**

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The Data of Students' Participation of X IPA 2 Before The Action

No.	Student's Initial Names	A (Active)	P (Passive)
1.	AIPD		√
2.	ANLS	√	
3.	AFD		√
4.	ABP		√
5.	AH	√	
6.	DS		√
7.	DRH		√
8.	DPS	√	
9.	ENF		√
10.	FWH		√
11.	G		√
12.	LA	√	
13.	MA		√
14.	MHA		√
15.	MH		√
16.	MIH	√	
17.	MLF		√
18.	MRH		√
19.	MS		√
20.	MHS		√
21.	NH		√
22.	NKN		√
23.	PR		√
24.	RA	√	
25.	SA		√
26.	SAU		√
27.	TDA		√
28.	UNA		√
29.	YK		√
30.	LU		√
31.	DP	√	
Total		**7**	**24**
Precentage		**22.5%**	**77.5%**

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LESSON PLAN 1

(First Meeting)

Subject	: English
Level/Semester	: X/II
Skill	: Reading
Text Type	: Recount Text
Theme	: Historical Event
Time	: 2 x 45 minutes

1. Standard Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royon, kerjasama, toleran, damai), santun, resposif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara evektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya terhadap ilmu pengetahuan , teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dari pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

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2. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa text recount lisan dan tulis dengam memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan context penggunaanya.	a. Identifying the generic structure of recount text. b. Identifying the social function of recount text. c. Identifying the language feature of recount text.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur text, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.	a. Finding literal meaning from a recount text. b. Finding Inferential meaning from a recount text.

3. Learning Objectives

1. The students are able to identify the social function of the recount text.
2. The students are able to identify the generic structure of the recount text.
3. The students are able to identify the language features of the recount text.
4. Find literal meaning from a recount text.
5. Find Inferential meaning from a recount text.

4. Learning Material

Enclosed

5. Teaching Learning Technique

Method : Group Work, Discussion, and Question & Answer

Strategy : KWL Strategy

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6. Learning Media

1. Media and Instruments: Pictures, White board, Board marker, KWL Chart
2. Learning Source: Internet

7. Steps of Learning Activity

No.	The Teacher's Activity	The Students' Activity	Time
1.	**Set Induction**		7'
	1. Greeting the students 2. Asking the students to pray 3. Asking some leading questions to the students dealing with the topic. Example: a) Can you guess who the people in the picture are? b) There is a big city in Indonesia called Kota Kembang, can you guess what city it is? c) What is the name of the monument in the picture? 4. Mentioning the objective of the lesson.	Greeting the teacher Praying together Paying attention and answering the questions. Paying attention	0,5' 0,5' 4' 2'
2.	**Main Activity**		80'
	Pre-Reading Activities 1. Reviewing the definition , the social fuction, and the language feature of recount text. 2. Introducing KWL strategy: The definitions and the steps.	Paying attention Paying attention	10' 10'

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	3. Asking the students to make groups consisting of 5 to 6 members for each group.	Making Groups	5’
	4. Distributing the KWL worksheet to each group.	Reciving the KWL worksheet	1’
	5. Showing the topic of the text	Paying attention .	1’
	Step K		
	6. Asking the students’ background knowledge related to what they know about the topic of the text in group.	Answering the teacher’s question	1’
	7. Asking the students to write down their background knowledge about the topic in K column on their worksheet.	Writing their ideas in the K Column.	5’
	W step		
	8. Asking the students about what they want to know from the text.	Making question about what they want to know related with the topic of the text.	1’
	9. Asking the students to write their question about what they want to know from the text in W column on their worksheet.	Writing their questions in W column.	5’
	10. Distributing the text to each student of each group.	Receiving the text	1’
	Whilst Reading Activity		
	1. Asking the students to read the text individually	Reading the text.	5’

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	Post Reading Activities **L step** 1. Asking the students to write the information that they have got from the text in L column. 2. Guiding the students to review what they write in KWL worksheet and giving feedback to the students. 3. Asking the students to do the reading exercise individually. 4. Asking the students to discuss their work together	Writing the information that they have got from the text in L column. Reviewing what they write in KWL worksheet. Doing reading exercise individually. Discussing their work together	5’ 20’ 5’
3.	**Closing Activities**		3’
	1. Leading the students to conclude the material that they have learned. 2. Parting the students.	Drawing a conclusion about the material that they have learned. Responding the teachers’ parting.	2’ 1’

.

8. The Assessment/Evaluation

a) The process of assessment would be done during the teaching and learning process.

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Table 3.1 Observation Checklist of the Students' Participation

No.	Initials	Indicator						Active	Passive
		1	2	3	4	5	6		
1									
2									
3									
4									

The indicators of students' active participation are as follows:

1. Filling K (Know) column.
2. Filling W (Want to know) column.
3. Filling L (Learned) column.
4. Discussing the text together with the group.
5. Answering the teacher's question related with the text.
6. Doing exercise given individually.

Notes:

1. The students are categorized as active students if they can fulfill at least four indicators.
2. The students are categorized as passive students if they fulfill less than four indicators.

b) The product assessment would be conducted after the treatment given to the students. The questions are in the form of multiple choices consisting literal and inferential comprehension questions. The score would be given by using the following formula.

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

Bondowoso, ……

Researcher,

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ENCLOSURE (First Meeting)

Teaching Materials

1. Leading Questions

a) Can you guess who the people in the picture are?
b) There is a big city in Indonesia called Kota Kembang, can you guess what city it is?
c) What is the name of the monument in the picture?

2. Main Activity

1. Definition of recount text
   Recount text is a text which retells events or experiences in the past.
2. Social function
   Retell events for the purpose of informing.
3. Generic structure

Text Elements	Content
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order.
Reorientation	Conclusion or summary of the events.

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4. Example of the recount text

Generic Structure	Text
Orientation	**Bandung as Sea of Fire** Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.
Events	British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. After getting the information that British troops have arrived at Bandung. The city was deliberately burned by TRI and local people. There were black smoke billowing high into the air everywhere. The British Army began to attack so fierce. The greatest battle happened in the village name Dayeuh Kolot, in South Bandung, where there were a large ammunition depot belonging to British. In the battle, Barisan Rakyat Indonesia destroyed the ammunition depot.
Reorientation	The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. The other reason was to make the British force and NICA wouldn't be able to utilize the area. This incident inspired to create the famous song "Halo, Halo Bandung".

(*Adopted from://englishadmin.com/2018/02/6-contoh-recount-text-peristiwa-sejarah-dan-arti.html)*

5. Language Features
   1) Using simple past tense (example : Bandung was deliberately burned by TRI and local people).
   2) Using adverbs (example : within seven hours, in the battle, etc)
   3) Using action verbs (example: arrived, burned, attacked, etc)
   4) Focus on spesifict human or non-human participants (example: Bandung)
   5) Using conjunctions (example: after, and, etc)

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KWL CHART

The Text Title : ……

KWL CHART

K (What I KNOW)	W (What I WANT to know)	L (What I have LEARNED)

Note:

Fill the KWL chart based on the teacher's instruction.

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EXERCISE

Read the text carefully.

The Battle of Surabaya was a fought between pro-independence Indonesian soldiers and militia against British and British Indian troops as a part of the Indonesian National Revolution.

The peak of the battle was in November 1945. It was the heaviest single battle of the revolution and became a national symbol of Indonesian resistance. The war broke out on October 30th after the British commander, Brigadier A. W. S. Mallaby was killed in a skirmish. Although, the Colonial forces largely captured the city in three days, the poorly armed Republicans fought for three weeks, and thousands died as the population fled to the countryside.

The battle and defence mounted by the Indonesians galvanised the nation in support of independence and helped garner international attention. For the Dutch, it removed any doubt that the Republic was not simply a gang of collaborators without popular support. It also had the effect of convincing Britain that wisdom lay on the side of neutrality in the revolution; within a few years, in fact, Britain would support the Republican cause in the United Nations.

Considered a heroic effort by Indonesians, the battle helped galvanise Indonesian and international to give support for Indonesian independence. 10 November is celebrated annually as Heroes' Day.

(*Adopted from://englishadmin.com/2018/02/6-contoh-recount-text-peristiwa-sejarah-dan-arti.html)*

Answer the questions by choosing a,b,c,d, or e.

1. What does the text tell us about?
   a. Heroes' Day
   b. The Battle of Surabaya
   c. Indonesian Revolution
   d. Indonesian Independence
   e. Colonialism
2. Where can you find the orientation of the text? In the …
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. Fourth paragraph
   e. First and fourth paragraphs
3. Which of the following statements is true based on the text?
   a. The battle of Surabaya was a fight between British army and Dutch army.
   d. The peak of the battle was in September 1945

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b. The battle of Surabaya was a fight between Indonesian solder and militia of Indonesia.
c. The battle of Surabaya was a fought between British trops againts Indonesian soldiers.
e. The battle of Surabaya was the easiest battle in Indonesia history.

4. "The **peak** of the battle was in November 1945."
The bolded word has similar meaning with …
a. hight
b. low
c. middle
d. top
e. down

5. What does the socond paragraph tell you about?
a. It tells about the battle between Indonesian solders againts the British trops
b. It tells about what happened during the battle and the result of the battle.
c. It tells about how Indonesian gained the international attention
d. It tells about the the support from international country for indonesia
e. It tells about Hero day

6. "**It** was the heaviest single battle of the revolution and became a national symbol of Indonesian resistance."
What does the bolded word refer to?
a. The Indonesian solder
b. The Britain trops
c. November 1945
d. Indonesian resistance
e. The battle

7. "It was the heaviest single battle of the revolution and became a national **symbol** of Indonesian resistance."
The bolded word has simmilar meaning with a …
a. sign
b. battle
c. signal
d. treasure
e. mark

8. "The battle and defence mounted by the Indonesians galvanised the nation in support of independence and helped garner international attention."
What does the underlined word refer to?
a. consume
b. choose
c. vote
d. gain
e. break

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9. When did Brigadier A. W. S. Mallaby die in a skirmish? He died on …..
   a. October 31 th
   b. October 30 th
   c. October 10 th
   d. November 30 th
   e. November 10 th

10. Where can you find the events of the text? In the ….
   a. First and second paragraphs
   b. First and third paragraphs
   c. Second and third paragraphs
   d. Second and fourth paragraphs
   e. First and fourth paragraphs

11. How long did the republiciant fight the colonial forces?
   a. a week
   b. two weeks
   c. three weeks
   d. a month
   e. two months

12. Which of the following statements is true based on the text?
   a. .Thousands of people died in the battle of Surabaya.
   b. The battle of Surabaya was a fight between Indonesian solder and militia of Indonesia.
   c. 10 November is considered as Independence day
   d. The peak of the battle was in September 1945
   e. The battle of Surabaya was the easiest battle in Indonesia history.

13. "…,Britain would <u>support</u> the Republican cause in the United Nations."
What is the opposite meaning of the underlined word?
   a. help
   b. assist
   c. protect
   d. forbid
   e. oppose

14. Where can you find the reorientation of the text? In the …
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. Fourth paragraph
   e. First and fourth paragraphs

15. Based on the text we can conclude that ….
   a. Indonesian army lost in the battle of surabaya.
   b. The battle of Surabaya was a cause of the independence of Indonesia
   c. October 30th is considered as a hero day
   d. The battle helped Indonesia in gaining the international support.
   e. United Nation can make every contry get the independency.

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Answer Key

1. b	2. a	3. c	4. d	5. c
6. e	7. a	8. d	9. b	10. c
11. b	12. a	13. a	14. d	15. d

The Distribution of The Test Items

The Reading Indicators	Test Items	Total Items
Literal Comprehension	1,2,3,9.10,11,14	7
Inferential Comprehension	4,5,6,7,8,12,13,15	8
		15

SCORING

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

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LESSON PLAN 2

(Second Meeting)

Subject	: English
Level/Semester	: X/II
Skill	: Reading
Text Type	: Recount Text
Theme	: Historical Event
Time	: 2 x 45 minutes

1. **Standard Competence**
2. Menghargai dan menghayati ajaran agama yang dianutnya.
3. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royon, kerjasama, toleran, damai), santun, resposif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara evektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
4. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya terhadap ilmu pengetahuan , teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
5. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dari pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

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2. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa text recount lisan dan tulis dengam memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan context penggunaanya.	a. Identifying the generic structure of recount text. b. Identifying the social function of recount text. c. Identifying the language feature of recount text.
1.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur text, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.	a. Finding literal meaning from a recount text. b. Finding Inferential meaning from a recount text.

3. Learning Objectives

1. The students are able to identify the social function of the recount text.
2. The students are able to identify the generic structure of the recount text.
3. The students are able to identify the language features of the recount text.
4. Find literal meaning from a recount text.
5. Find Inferential meaning from a recount text

4. Learning Material

Enclosed

5. Teaching Learning Technique

Method : Group Work, Discussion, and Question & Answers

Strategy : KWL Strategy

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6. Learning Media

Media and Instruments: Pictures, White board, Board marker, KWL Chart

Learning Source: Internet

7. . Steps of Learning Activity

No.	The Teacher's Activity	The Students' Activity	Time
1.	**Set Induction**		7'
	1. Greeting the students 2. Asking the students to pray 3. Asking some leading questions to the students dealing with the topic. Example: a) Can you guess who is the first president of Indonesia? b) What is the text in the picture? c) Can you guess what did he do in the picture? 4. Mentioning the objective of the lesson.	Greeting the teacher Praying together Paying attention and answering the questions. Paying attention	0,5' 0,5' 4' 2'
2.	**Main Activity**		80'
	Pre-Reading Activities 1. Reviewing the definition, the social function, and the language feature of recount text. 2. Introducing KWL strategy: The definitions and the steps.	Paying attention Paying attention Making Groups	10' 10' 5'

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	3. Asking the students to make groups consisting of 5 to 6 members for each group. 4. Distributing the KWL worksheet to each group. 5. Showing the topic of the text **Step K** 6. Asking the students' background knowledge related to what they know about the topic of the text in group. 7. Asking the students to write down their background knowledge about the topic in K column on their worksheet. **W step** 8. Asking the students about what they want to know from the text. 9. Asking the students to write their question about what they want to know from the text in W column on their worksheet. 10. Distributing the text to each student of each group. **Whilst Reading Activity**	Reciving the KWL worksheet Paying attention . Answering the teacher's question Writing their ideas in the K Column. Making question about what they want to know related with the topic of the text. Writing their questions in W column. Receiving the text Reading the text.	1' 1' 1' 5' 1' 5' 1' 5'

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	1. Asking the students to read the text individually **Post Reading Activities** **L step** 1. Asking the students to write the information that they have got from the text in L column. 2. Guiding the students to review what they write in KWL worksheet and giving feedback to the students. 3. Asking the students to do the reading exercise individually. 4. Asking the students to discuss their work together	Writing the information that they have got from the text in L column. Reviewing what they write in KWL worksheet. Doing reading exercise individually. Discussing their work together	5’ 5’ 20’ 5’
3.	**Closing Activities**		3’
	1. Leading the students to conclude the material that they have learned. 2. Parting the students.	Drawing a conclusion about the material that they have learned. Responding the teachers’ parting.	2’ 1’

8. The Assessment/Evaluation

a) The process of assessment would be done during the teaching and learning process.

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Table 3.1 Observation Checklist of the Students' Participation

No.	Initials	Indicator						Active	Passive
		1	2	3	4	5	6		
1									
2									
3									
4									
5									

The indicators of students' active participation are as follows:

1. Filling K (Know) column.
2. Filling W (Want to know) column.
3. Filling L (Learned) column.
4. Discussing the text together with the group.
5. Answering the teacher's question related with the text.
6. Doing exercise given individually.

Notes:

1. The students were categorized as active students if they can fulfill at least four indicators.
2. The students were categorized as passive students if they fulfill less than four indicators.

The product assessment would be conducted after the treatment given to the students. The questions were in the form of multiple choices consisting literal and inferential comprehension questions. The score would be given by using the following formula.

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

Bondowoso, ……

Researcher,

Robi Nurmiftah

NIM. 140210401072

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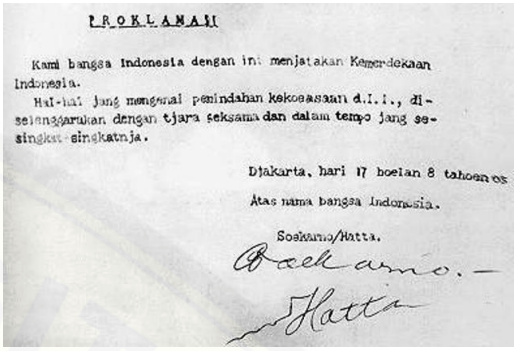
ENCLOSURE (Second Meeting)

Teaching Materials

1. Leading Questions



PROKLAMASI

Kami bangsa Indonesia dengan ini menjatakan Kemerdekaan Indonesia.

Hal-hal jang mengenai pemindahan kekoeasaan d.l.l., diselenggarakan dengan tjara seksama dan dalam tempo jang sesingkat-singkatnja.

Djakarta, hari 17 boelan 8 tahoen 05

Atas nama bangsa Indonesia.

Soekarno/Hatta.

a) Can you guess who is the first president of Indonesia?
b) What is the text in the picture?
c) Can you guess what did he do in the picture?

2. Main Activity

1. Definition of recount text

   Recount text is a text which retells events or experiences in the past.

2. Social function

   Retell events for the purpose of informing.

3. Generic structure

Text Elements	Content
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order.
Reorientation	Conclusion or summary of the events.

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4. Example of the recount text

Generic Structure	Text
Orientation	**Proklamasi** The Proclamation of Indonesian Independence was read at 10.00 a.m. on Friday, 17 August 1945.
Events	The declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution. After the declaration, indonesian army kept fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially acknowledged Indonesia's independence in 1949. Before the formal acknowledgement, The Netherlands declared that they had decided to accept de facto 17 August 1945 as Indonesia's independence date. The United Nations, who mediated in the conflict, formally acknowledge the date of independence as 27 December 1949.
Reorientation	The proclamation document was signed by Sukarno and Mohammad Hatta, who were appointed president and vice-president respectively the following day.

(*Adopted from://englishadmin.com/2018/02/6-contoh-recount-text-peristiwa-sejarah-dan-arti.html)*

5. Language Features
   1) Using simple past tense (examples: The Proclamation of Indonesian Independence was read at 10.00 a.m.).
   2) Using adverbs (examples: after the declaration, before the formal acknowledgement, etc)
   3) Using action verb (examples: read, signed, declared, etc)
   4) Focus on spesifict human or non-human participants (examples: Proclamation)
   5) Using conjunction (examples: after that, and, etc)

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KWL CHART

The Text Title :

KWL CHART

K (What I KNOW)	W (What I WANT to know)	L (What I have LEARNED)

Note:

Fill the KWL chart based on the teacher's instruction.

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EXERCISE

Read the text carefully!

Borobudur temple was built in 9th-century in Magelang city, Central Java, Indonesia. It is the biggest temple in the world.

Borobudur temple was built during the reign of Sailendra Dynasty as the symbolic monument retelling the life of Buddha in which people can learn about Buddhist religion. The temple was design in Javanese Buddhist architecture as the acculturation of Indian and Javanese culture. Some evidences and theories suggest that Borobudur temple was disappeared during the reign of Hindu kingdoms and Islam in java in 14th-century and the years after it. It was disappeared because of the eruption of Merapi Mountain that buried most of the surrounding area including Borobudur. But because of that eruption then the temple was survived and untouchable.

In 1814 during the British colonialization, Sir Thomas Stamford Raffles (the British ruler of Java at that time) got information that there was a hill with carved texture. After that Thomas Stamford Raffles made a project to dig and clear that area and after 2 months working the Borobudur temple was appeared, but of course at that time the face of Borobudur was extremely different from it appearance today. Since it was found, the British government restored that temple and continued by the Dutch government.

The largest restoration was undertaken by Indonesian government and UNESCO between 1975 until 1982. After the resoration, the government decided to open Borobudur temple as a tourism place. Since that, people can enjoy and learn about Borobudur Temple.

(Adopted from ://gudangpelajaran.com/contoh-recount-text/)

Answer the questions by choosing a,b,c,d, or e.

1. What does the text tell us about?
   a. Sailendra Dynasty
   b. Hindu Kingdom
   c. Islamic Kingdom
   d. Borobudur Temple
   e. British Colonialization
2. Where can you find the orientation of the text? In the …
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. Fourth paragraph
   e. First and fourth paragraphs

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3. Which of the following statements is true based on the text?
   a. Borobudur temple was built as a symbolic monument retelling the life of budha.
   b. The temple was built as an aculturation of Indonesia and Javanese cultures.
   c. The temple was dissapeared during 9th century
   d. The temple was dissapeared because of colonialization
   e. Merapi eruption destroyed the temple.

4. "Some **evidences** and theories suggest that Borobudur temple was disappeared…."
The bolded word has similar meaning with …
   a. instructions
   b. facts
   c. symbols
   d. lies
   e. clues

5. What does the socond paragraph tell you about?
   a. It tells about Indonesian government
   b. It tells about how the temple was discovered
   c. It tells about the temple restoration
   d. It tells about the location of the temple.
   e. It tells about the function of the temple.

6. " It was disappeared because of the eruption of Merapi Mountain that **buried** most of the surrounding area including Borobudur."
What does the bolded word mean?
   a. protected
   b. discovered
   c. covered
   d. showed
   e. appeared

7. "… because of that eruption, then the temple was survived and **untouchable.**"
The bolded word has simmilar meaning with …
   a. protected
   b.discovered
   c. covered
   d. showed
   e. appeared

8. " It was disappeared because of the eruption of Merapi Mountain…"
What does the underlined word refer to?
   a. Hindu kingdom
   b. Islamic kingdom
   c. Buddish kingdom
   d. The temple
   e. Merapi mountain

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9. When did Sir Thomas Stamford get information about the temple?
   a. 9th century
   b. 14th century
   c. 1814
   d. 1975
   e. 1982

10. Where can you find the events of the text? In the …
   a. First and second paragraphs
   b. First and third paragraphs
   c. Second and third paragraphs
   d. Second and fourth paragraphs
   e. First and fourth paragraphs

11. What would be happened if the temple was not burried by the eruption?
   a. It would be used until present time.
   b. It would be destroyed by human and narural causes.
   c. it would be used as a tourism object.
   d. It would not be discovered.
   e. It would be larger than today

12. Which of the following statements is true, based on the text?
   a. Thomas Stamford found the temple through exploration.
   b. Thomas Stamford made a project to cover the temple.
   c. Dutch government helped British government in the restoration.
   d. The temple was not simmilar from it appearance today.
   e. British government restored the temple with Dutch government.

13. "The <u>largest</u> restoration was undertaken by Indonesian government and UNESCO…."
   What is the opposite meaning of the underlined word?
   a. biggest
   b. smallest
   c. highest
   d. lowest
   e. lightest

14. Where can you find the reorientation of the text? In the….
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. Fourth paragraph
   e. First and fourth paragraphs

15. Based on the text we can conclude that ….
   a. Borobudur temple is the smallest temple in the world
   b. Borobudur temple was very simmilar from it appearance today.
   c. Merapi eruption made the temple survived .
   d. The restoration made the temple worst.
   e. Dutch governmenn restored the temple in 1975 until 1982.
   .

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Answer Key

1. d	2. a	3. a	4. e	5. e
6. c	7. a	8. e	9. c	10. c
11. b	12. d	13. b	14. d	15. c

The Distribution of The Test Items

The Reading Indicators	Test Items	Total Items
Literal Comprehension	1,2,3,8,9,10,14	7
Inferential Comprehension	4,5,6,7,11,12,13,20	8
		15

SCORING

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

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READING COMPREHENSION TEST

Subject	: English
Level/semester	: X / II
Skill	: Reading
Text type	: Recount Text
Time	: ….. minutes

Choose the correct answer by crossing (X) a, b, c or d in your worksheet.

Read the following text to answer questions number 1-15!

The Battle of Ambarawa was a battle between the recently created Indonesian Army and the British Army that occurred between 20 October and 15 December 1945 in Ambarawa, Indonesia.

On 20 October 1945, Allied troops under the command of Brigadier Bethell landed in Semarang to disarm Japanese troops. Initially, the troops were welcomed in the area, with Central Java's governor Wongsonegoro agreeing to provide them with food and other necessities in return for the Allies' promise to respect Indonesia's sovereignty and independence. However, when Allied and NICA troops began freeing and arming freed Dutch trops in Ambarawa and Magelang, many locals were angered. Indonesian troops under the command of Lieutenant Colonel M. Sarbini began besieging Allied troops stationed in Magelang in reprisal for their attempted disarmament.

On the morning of 23 November 1945, Indonesian troops began firing on Allied troops stationed in Ambarawa. A counter attack by the Allies forced the Indonesian Army to retreat to the village of Bedono. On 11 December 1945, Soedirman held a meeting with various commanders of the Indonesian Army. The next day at 4:30 AM, the Indonesian Army launched an assault on the Allies in Ambarawa. Indonesian artillery pounded Allied positions, which were later overrun by infantry. When the Semarang-Ambarawa highway was dominated by Indonesian troops, Soedirman immediately ordered his forces to cut off the supply routes of the remaining Allied troops by using a pincer maneuver.

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The battle ended four days later on 15 December 1945, when Indonesia succeeded in regaining control over Ambarawa and the Allies retreated to Semarang.

(Adopted from ://englishadmin.com/2018/02/6-contoh-recount-text-peristiwa-sejarah-dan-arti.html)

Answer the questions by choosing a,b,c,d, or e.

1. What does the text tell us about?
   a. NICA
   b. Japanese trops
   c. British army
   d. Indonesian army
   e. The battle of ambarawa
2. Where can you find the orientation of the text? In the …
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. Fourth paragraph
   e. First and fourth paragraphs
3. Which of the following statements is true based on the text in paragraph 1 and 2?
   a. The battle between Indonesian army and British army happened in 15 october 1945
   b. The Allies were not welcomed in Semarang
   c. The Central Java's Governor provided food for Allies
   d. The Allie and NICA fired the Dutch trops
   e. The Allies kept their promise to respect Indonesia's independence.
4. "….. a battle between the recently created Indonesian Army and the British Army that **occurred** between 20 October and 15 December 1945."

The bolded word has similar meaning with …
   a. lost
   b. vanished
   c. passed
   d. disapeared
   e. happened
5. What does the second paragraph tell you about?
   a. It tells about the time of the Battle
   b. It tells about how the allies betrayed the Central Java's Governor
   c. It tells about the allies counter attact
   d. It tells about how indonesian army launched an assault on allies.
   e. It tells about the end of the battle
6. "Initially, **the troops** were welcome in the area,…."

What does the bolded word refer to?
   a. Indonesian troops
   b. Japanese troops
   d. NICA
   e. Allie troops

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c. Dutch troops

7. "…… in **reprisal** for their attempted disarmament.
The bolded word has simmilar meaning with the word …
   a. respond
   b. answer
   c. peace
   d. avenge
   e. reply

8. "A counter attack by the Allies **forced** the Indonesian Army to retreat …."
The bolded word has opposite meaning with the word …
   a. constrain
   b. compel
   c. lose
   d. push
   e. attack

9. When did Soedirman held a meeting with commanders? It happened on ….
   a. 20 October
   b. 11 December
   c. 15 December
   d. 23 November
   e. 23 December

10. Where can you find the events of the text? In the
   a. First and second paragraphs
   b. First and third paragraphs
   c. Second and third paragraphs
   d. Second and fourth paragraphs
   e. First and fourth paragraphs

11. What if the allies did not betray the governor?
   a. The Japanese troops would be freed
   b. The locals would be angry.
   c. The Indonesian army would attacked the Allies
   d. The Allies would not be welcome
   e. The battle would not be happen

12. Which of the following statements is false, based on paragraph 3?
   a. A counter attact by allies forced the indonesian army to retreat
   b. Soedirman led the Indonesian army in fighting the allies
   c. The army retreat to Ambarawa
   d. Indonesian army launched an assault at 4:30 AM.
   e. Indonesian altilery pounded the Allied position.

13. "…,.to <u>cut off</u> the supply routes of the remaining Allied troops"
What is the opposite meaning of the underlined word?
   a. Connect
   b. Hold
   c. Pause
   d. Stop
   e. Cease

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14. Where can you find the reorientation of the text? In the …

a. First paragraph
b. Second paragraph
c. Third paragraph
d. Fourth paragraph
e. First and fourth paragraphs

15. Based on the text we can conclude that ….

a. The allies only came to Indonesia to disarm the Japanese troops
b. The allies respected indonesia's indepentence
c. The allies' betrayal became the reason of the battle of Ambarawa.
d. The allies won the battle in Ambarawa.
e. The allies took control over Ambarawa

Read the following text to answer questions number 15-25.

On April 15, 1912, Titanic, one of the British largest and luxurious liners, sank into the North Atlantic Ocean which about 400 miles south of Newfoundland, Canada.

That giant ship which carried 2,200 passengers and crews had struck in an iceberg. Two and a half hours later, the ship sank into the deep North Atlantic Ocean at 2:20 a.m. From that tragedy, more than 1,500 people went down in the sinking ship. Some of them froze to death in the icy North Atlantic water and around 700 people (high class woman and children) survived. Unfortunately that giant luxurious ship was not equipped with much more lifeboats and good emergency procedures so that the victims of that tragedy were more than the half passengers and crews.

The tragedy became popular again some years later after James Cameron directed a movie entitled Titanic in 1997. The movie that was inspired by the tragedy of the sinking titanic was a fiction story about the members of different social class who meet in that ship and fallen in love. It was the best movie at that year and still remembered by a lot of people around the world until now.

(Adopted from://gudangpelajaran.com/contoh-recount-text/)

16. What does the text tell us about?

a. An accident
b. A giant ship
c. A movie
d. Titanic
e. An ocean

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17. Where can you find the orientation of the text? In the …
    a. First paragraph
    b. Second paragraph
    c. Third paragraph
    d. Fourth paragraph
    e. First and fourth paragraphs

18. Which of the following statements is true based on paragraphs 1 and 2?
    a. Titanic sank into the south atlantic ocean
    b. The ship was stuck in an iceberg
    c. After two hours, the ship sank into the ocean.
    d. 1,500 people survived in the accident.
    e. There were 2000 crews in the ship.

19. What does the second paragraph tell you about?
    a. It tells about how the accident became popular
    b. It tells about a movie entitled Titanic
    c. It tells about where the accident happened
    d. It tells about when the accident happened
    e. It tells about the number of victims and the rescued process.

20. " **Some of them** froze to death in the icy North Atlantic water…"
What does the bolded word refer to?
    a. Titanic
    b. Passengers and crews
    c. Rescue team
    d. High class women
    e. Children

21. " Unfortunately that giant **luxurious** ship was not equipped with much more lifeboats …."
The bolded word has similar meaning with the word …
    a. cheap
    b. expensive
    c. valuable
    d. worn-out
    e. poor

22. What makes you think that there were more women and children survived in the tragedy?
    a. They jumped to the sea before the ship sank
    b. The rescue team saved the women and children first
    c. The rescue team abandoned male passangers
    d. They didn't leave the ship
    e. They were on the deck

23. Which of the following statements is false, based on paragraph 3?
    a. James Cammeron was one of the survivors in the accident
    d. The movie was inspired by the accident.

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b. James Cammeron made a movie entitled Titanic.
c. The movie was about accident and love story.
e. Titanic became the best movie of the year.

24. "The movie that was inspired by the tragedy of the sinking titanic …"
What is the similar meaning of the underlined word?

a. collected
b. originated
c. found
d. relied
e. based

25. Based on the text we can conclude that ….

a. The tragedy became a popular story through a movie.
b. There were more survivors than the victims
c. There were enough lifeboats to rescue the passengers.
d. The tragedy happened because of overweight.
e. There were more men survivors in the accident.

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Answer Key

1. e	2. a	3. c	4. e	5. b
6. e	7. d	8. c	9. b	10. c
11. e	12. c	13. a	14. d	15. c
16. d	17. a	18. b	19. e	20. b
21. b	22. b	23. a	24. b	25. a

The Distribution of The Test Items

The Reading Indicators	Test Items	Total Items
Literal Comprehension	1,2,3,6,9,10,12,14,16,17,18,21,23	13
Inferential Comprehension	4,5,7,8,11,13,15,19,20,22,24,25	12
		25

SCORING

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 10

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LESSON PLAN 3

(Third Meeting)

Subject	: English
Level/Semester	: X/II
Skill	: Reading
Text Type	: Recount Text
Theme	: Historical Place
Time	: 2 x 45 minutes

1. Standard Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royon, kerjasama, toleran, damai), santun, resposif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara evektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya terhadap ilmu pengetahuan , teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dari pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

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2. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa text recount lisan dan tulis dengam memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan context penggunaanya.	a. Identifying the generic structure of recount text. b. Identifying the social function of recount text. c. Identifying the language feature of recount text.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur text, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.	a. Finding literal meaning from a recount text. b. Finding Inferential meaning from a recount text.

3. Learning Objectives

1. The students are able to identify the social function of the recount text.
2. The students are able to identify the generic structure of the recount text.
3. The students are able to identify the language features of the recount text.
4. Find literal meaning from a recount text.
5. Find Inferential meaning from a recount text.

4. Learning Material

Enclosed

5. Teaching Learning Technique

Method : Group Work, Discussion, and Question & Answer

Strategy : KWL Strategy

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6. Learning Media

1. Media and Instruments: Pictures, White board, Board marker, KWL Chart
2. Learning Source: Internet

7. Steps of Learning Activity

No.	The Teacher's Activity	The Students' Activity	Time
1.	**Set Induction**		7'
	1. Greeting the students 2. Asking the students to pray 3. Asking some leading questions to the students dealing with the topic. Example: a) Can you guess where is the location of this picture? b) Do you know that this building is one of the 7 wonders in the world? c) What picture is this? 4. Mentioning the objective of the lesson.	Greeting the teacher Praying together Paying attention and answering the questions. Paying attention	0,5' 0,5' 4' 2'
2.	**Main Activity**		80'
	Pre-Reading Activities 1. Reviewing the definition , the social fuction, and the language feature of recount text. 2. Introducing KWL strategy: The definitions and the steps.	Paying attention Paying attention Making Groups	10' 10' 5'

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	3. Asking the students to make groups consisting of 5 to 6 members for each group. 4. Distributing the KWL worksheet to each group. 5. Showing the topic of the text **Step K** 6. Asking the students' background knowledge related to what they know about the topic of the text in group. 7. Asking the students to write down their background knowledge about the topic in K column on their worksheet. **W step** 8. Asking the students about what they want to know from the text. 9. Asking the students to write their question about what they want to know from the text in W column on their worksheet. 10. Distributing the text to each student of each group. **Whilst Reading Activity** 1. Asking the students to read the text individually	Reciving the KWL worksheet Paying attention . Answering the teacher's question Writing their ideas in the K Column. Making question about what they want to know related with the topic of the text. Writing their questions in W column. Receiving the text Reading the text.	1' 1' 1' 5' 1' 5' 1' 5'

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	Post Reading Activities **L step** 1. Asking the students to write the information that they have got from the text in L column. 2. Guiding the students to review what they write in KWL worksheet and giving feedback to the students. 3. Asking the students to do the reading exercise individually. 4. Asking the students to discuss their work together	Writing the information that they have got from the text in L column. Reviewing what they write in KWL worksheet. Doing reading exercise individually. Discussing their work together	5’ 20’ 5’
3.	**Closing Activities**		3’
	1. Leading the students to conclude the material that they have learned. 2. Parting the students.	Drawing a conclusion about the material that they have learned. Responding the teachers’ parting.	2’ 1’

.

8. The Assessment/Evaluation

c) The process of assessment would be done during the teaching and learning process.

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Table 3.1 Observation Checklist of the Students' Participation

No.	Initials	Indicator						Active	Passive
		1	2	3	4	5	6		
1									
2									
3									
4									

The indicators of students' active participation are as follows:

1. Filling K (Know) column.
2. Filling W (Want to know) column.
3. Filling L (Learned) column.
4. Discussing the text together with the group.
5. Answering the teacher's questions related with the text.
6. Doing exercise given individually.

Notes:

1. The students were categorized as active students if they can fulfill at least four indicators.
2. The students were categorized as passive students if they fulfill less than four indicators.

The product assessment would be conducted after the treatment given to the students. The questions were in the form of multiple choices consisting literal and inferential comprehension questions. The score would be given by using the following formula.

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

Bondowoso, ……

Researcher,

Robi Nurmiftah

NIM. 140210401072

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ENCLOSURE (Third Meeting)

Teaching Materials

1. Leading Questions

d) Can you guess where is the location of this picture?
e) Do you know that this building is one of the 7 wonders in the world?
f) What picture is this?

2. Main Activity

1. Definition of recount text
   Recount text is a text which retells events or experiences in the past.
2. Social function
   Retell events for the purpose of informing.
3. Generic structure

Text Elements	Content
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order.
Reorientation	Conclusion or summary of the events.

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4. Example of the recount text

Generic Structure	Text Egyiptian Pyramid
Orientation	Pyramid was built during a time when Egypt was one of the richest and most powerful civilizations in the world. The pyramids, especially the Great Pyramids of Giza are some of the most magnificent man-made structures in history. Their massive scale reflects the unique role that the pharaoh, or king, played in ancient Egyptian society.
Events	The pyramids were built by slaves or foreigners forced into labor, skeletons excavated from the area show that the workers were probably native Egyptian agricultural laborers who worked on the pyramids during the time of year when the Nile River flooded much of the land nearby. Approximately 2.3 million blocks of stone (averaging about 2.5 tons each) had to be cut, transported and assembled to build Khufu's Great Pyramid. The ancient Greek historian Herodotus wrote that it took 20 years to build and required the labor of 100,000 men, but later archaeological evidence suggests that the workforce might actually have been around 20,000.
Reorientation	Ancient Egyptians believed that when the king died, part of his spirit (known as "ka") remained with his body. To properly care for his spirit, the corpse was mummified, and everything the king would need in the afterlife was buried with him, including gold vessels, food, furniture and other offerings. The pyramids became the focus of a cult of the dead king that was supposed to continue well after his death. Their riches would provide not only for him, but also for the relatives, officials and priests who were buried near him.

(*Adapted from, https://www.history.com/topics/ancient-history/the-egyptian-pyramids/)*

5. Language Features
   1) Using simple past tense (example : Pyramid was built during a time when Egypt was one of the richest and most powerful civilizations in the world.)
   2) Using adverbs (example : during the time)

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3) Using action verbs (example: built, worked)
4) Focus on spesifict human or non-human participants (example: Pyramid)
5) Using conjunctions (example: later, and, etc)

KWL CHART

The Text Title : ……

KWL CHART

K (What I KNOW)	W (What I WANT to know)	L (What I have LEARNED)

Note:

Fill the KWL chart based on the teacher's instruction.

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EXERCISE

Read the text carefully.

Eiffel tower is known as most recognizable monument in france. It was built by Gustave Eiffel's company for the 1889 World's Fair. Today, the Eiffel Tower, which continues to serve an important role in television and radio broadcasts, is considered as an architectural wonder and attracts more visitors than any other paid tourist attraction in the world.

The Eiffel Tower originally intended as a temporary exhibit, it was almost torn down and scrapped in 1909. City officials opted to save it after recognizing its value as a radiotelegraph station. Several years later, during World War I, the Eiffel Tower intercepted enemy radio communications, relayed zeppelin alerts and was used to dispatch emergency troop reinforcements. It escaped destruction a second time during World War II: Hitler initially ordered the demolition of the city's most cherished symbol, but the command was never carried out. Also during the German occupation of Paris, French resistance fighters famously cut the Eiffel Tower's elevator cables so that the Nazis had to climb the stairs.

Over the years, the Eiffel Tower has been the site of numerous high-profile stunts, ceremonial events and even scientific experiments. In 1911, for instance, the German physicist Theodor Wulf used an electrometer to detect higher levels of radiation at its top than at its base, observing the effects of what are now called cosmic rays. The Eiffel Tower has also inspired more than 30 replicas and similar structures in various cities around the world.

(*Adopted from, https://www.history.com/topics/landmarks/eiffel-tower)*

Answer the questions by choosing a,b,c,d, or e.

1. What does the text tell us about?
   a. France
   b. World War
   c. Eiffel Tower
   d. Tourism Place
   e. Architectur
2. Where can you find the orientation of the text? In the …
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. Fourth paragraph
   e. First and fourth paragraphs
3. Which of the following statements is true based on the text?
   a. Eiffel Tower were used to dispatch emergency troop reinforcements
   b. Eiffel Tower were used as tourism place during World War II
   d. City Officials opted to torn down the building.
   e. Eiffel Tower were built for war.

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c. Eiffel Tower were almost torn down in 1911.

4. "The Eiffel Tower originally intended as a **temporary** exhibit,…"
The bolded word has similar meaning with …
   a. permanent
   b. lasting
   c. long
   d. unabridged
   e. brief

5. What does the socond paragraph tell you about?
   a. Eiffel Tower history
   b. Eiffel Tower function in war
   c. Eiffel Tower function for tourist
   d. Eiffel Tower Origin
   e. Eiffel Tower function in scientific experiment

6. " **It** escaped destruction a second time during World War II …"
What does the bolded word refer to?
   a. World War I
   b. World War II
   c. City Officials
   d. Eiffel Tower
   e. Enemy

7. "It **escaped** destruction a second time during World War II."
The bolded word has simmilar meaning with …
   a. came
   b. avoided
   c. stayed
   d. captured
   e. met

8. " … but the command was never carried out."
What does the underlined word refer to?
   a. answer
   b. permission
   c. recall
   d. allowance
   e. order

9. When did Theodor Wulf used an electrometer to detect higher levels of radiation on Eiffel Tower? He did it in …..
   a. 1889
   b. 1909
   c. 1911
   d. 1989
   e. 1919

10. Where can you find the events of the text? In the ….
   a. First paragraph
   b. Second paragraph
   d. Second and third paragraphs
   e. First and third paragraphs

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c. Third paragraph

11. Why did the city officials opted to save the building?
    a. because it can be used as tourism place
    b. because it can be used to intercept enemy communication
    c. because it can be used as an exhibition
    d. because it can be used as a radio telegraph station.
    e. because it can be used as weapon
12. Which of the following statements is false based on the text?
    a. Eiffel Tower was intended as a temporary exhibit
    b. Eiffel Tower is considered as an architectural
    c. Eiffel Tower has also inspired similar structure in various cities around Paris.
    d. Eiffel Tower attracts a lot of visitors
    e. Eiffel Tower was almost scrapped in 1909
13. "…to detect higher levels of radiation…".
What is the opposite meaning of the underlined word?
    a. to ignore
    b. to see
    c. to find
    d. to expose
    e. to distinguish
14. Where can you find the reorientation of the text? In the …
    a. First paragraph
    b. Second paragraph
    c. Third paragraph
    d. Second and third paragraphs
    e. First and third paragraphs
15. Based on the text we can conclude that ….
    a. Eiffel Tower were used for war.
    b. Eiffel Tower were used for tourist
    c. Eiffel Tower were used for war scient
    d. Eiffel Tower were used for various thing over years.
    e. Eiffel Tower were used for exhibition.

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Answer Key

1. c	2. a	3. a	4. e	5. b
6. d	7. b	8. e	9. c	10. b
11. d	12. c	13. a	14. c	15. d

The Distribution of The Test Items

The Reading Indicators	Test Items	Total Items
Literal Comprehension	1,2,3,9.10,11,14	7
Inferential Comprehension	4,5,6,7,8,12,13,15	8
		15

SCORING

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

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LESSON PLAN 4

(Fourth Meeting)

Subject	: English
Level/Semester	: X/II
Skill	: Reading
Text Type	: Recount Text
Theme	: Historical Place
Time	: 2 x 45 minutes

1. Standard Competence

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royon, kerjasama, toleran, damai), santun, resposif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara evektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya terhadap ilmu pengetahuan , teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dari pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

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5. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa text recount lisan dan tulis dengam memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan context penggunaanya.	a. Identifying the generic structure of recount text. b. Identifying the social function of recount text. c. Identifying the language feature of recount text.
1.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur text, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.	a. Finding literal meaning from a recount text. b. Finding Inferential meaning from a recount text.

6. Learning Objectives

1. The students are able to identify the social function of the recount text.
2. The students are able to identify the generic structure of the recount text.
3. The students are able to identify the language features of the recount text.
4. Find literal meaning from a recount text.
5. Find Inferential meaning from a recount text

7. Learning Material

Enclosed

7. Teaching Learning Technique

Method : Group Work, Discussion, and Question & Answers

Strategy : KWL Strategy

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8. Learning Media

Media and Instruments: Pictures, White board, Board marker, KWL Chart

Learning Source: Internet

8. . Steps of Learning Activity

No.	The Teacher's Activity	The Students' Activity	Time
1.	**Set Induction**		7'
	5. Greeting the students 6. Asking the students to pray 7. Asking some leading questions to the students dealing with the topic. Example: d) Can you guess who is the first president of Indonesia? e) What is the text in the picture? f) Can you guess what did he do in the picture? 8. Mentioning the objective of the lesson.	Greeting the teacher Praying together Paying attention and answering the questions. Paying attention	0,5' 0,5' 4' 2'
2.	**Main Activity**		80'
	Pre-Reading Activities 1. Reviewing the definition, the social function, and the language feature of recount text. 2. Introducing KWL strategy: The definitions and the steps.	Paying attention Paying attention Making Groups	10' 10' 5'

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	3. Asking the students to make groups consisting of 5 to 6 members for each group. 4. Distributing the KWL worksheet to each group. 5. Showing the topic of the text **Step K** 6. Asking the students' background knowledge related to what they know about the topic of the text in group. 7. Asking the students to write down their background knowledge about the topic in K column on their worksheet. **W step** 8. Asking the students about what they want to know from the text. 9. Asking the students to write their question about what they want to know from the text in W column on their worksheet. 10. Distributing the text to each student of each group. **Whilst Reading Activity**	Reciving the KWL worksheet Paying attention . Answering the teacher's question Writing their ideas in the K Column. Making question about what they want to know related with the topic of the text. Writing their questions in W column. Receiving the text Reading the text.	1' 1' 1' 5' 1' 5' 1' 5'

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	1. Asking the students to read the text individually **Post Reading Activities** **L step** 1. Asking the students to write the information that they have got from the text in L column. 2. Guiding the students to review what they write in KWL worksheet and giving feedback to the students. 3. Asking the students to do the reading exercise individually. 4. Asking the students to discuss their work together	Writing the information that they have got from the text in L column. Reviewing what they write in KWL worksheet. Doing reading exercise individually. Discussing their work together	5’ 5’ 20’ 5’
3.	**Closing Activities**		3’
	1. Leading the students to conclude the material that they have learned. 2. Parting the students.	Drawing a conclusion about the material that they have learned. Responding the teachers’ parting.	2’ 1’

9. The Assessment/Evaluation

b) The process of assessment would be done during the teaching and learning process.

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Table 3.1 Observation Checklist of the Students' Participation

No.	Initials	Indicator						Active	Passive
		1	2	3	4	5	6		
1									
2									
3									
4									
5									

The indicators of students' active participation are as follows:

1. Filling K (Know) column.
2. Filling W (Want to know) column.
3. Filling L (Learned) column.
4. Discussing the text together with the group.
5. Answering the teacher's question related with the text.
6. Doing exercise given individually.

Notes:

3. The students were categorized as active students if they can fulfill at least four indicators.
4. The students were categorized as passive students if they fulfill less than four indicators.

c) The product assessment would be conducted after the treatment given to the students. The questions were in the form of multiple choices consisting literal and inferential comprehension questions. The score would be given by using the following formula.

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

Bondowoso, ……

Researcher,

Robi Nurmiftah

NIM. 140210401072

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ENCLOSURE (Fourth Meeting)

Teaching Materials

1. Leading Questions

a) Do you know what is the longest building in the world?
b) Where can you find the building in this picture?
c) Can you guess what picture is this?

2. Main Activity

1. Definition of recount text
   Recount text is a text which retells events or experiences in the past.
2. Social function
   Retell events for the purpose of informing.
3. Generic structure

Text Elements	Content
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order.
Reorientation	Conclusion or summary of the events.

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4. Example of the recount text

Generic Structure	Text The Great Wall of China
Orientation	The Great Wall of China was an ancient series of walls and fortifications, totaling more than 13,000 miles in length, located in northern China. It was originally conceived by Emperor Qin Shi Huang in the third century B.C. as a means of preventing incursions from barbarian nomads. Though the Great Wall never effectively prevented invaders from entering China, it came to function as a powerful symbol of Chinese civilization.
Events	Between the 18th and 20th centuries, the Great Wall emerged as the most common emblem of China for the Western world. It became a symbol as a manifestation of Chinese strength. It also became a representation of the barrier maintained by the Chinese state to repel foreign influences and exert control over its citizens.
Reorientation	Today, the Great Wall is generally recognized as one of the most impressive architectural feats in human history. In 1987, UNESCO designated the Great Wall as a World Heritage site. The best-known section of the Great Wall of China is located 70 km northwest of Beijing. It was rebuilt in the late 1950s, and attracts thousands of national and foreign tourists every day. It also known as the only manmade structure that is visible from space.

(*Adapted from, https://www.history.com/topics/ancient-china/great-wall-of-china)*

5. Language Features
   1) Using simple past tense (examples: It was originally conceived by Emperor Qin Shi Huang).
   2) Using adverbs (examples: Between the 18th and 20th centuries)
   3) Using action verb (examples: rebuilt)
   4) Focus on spesifict human or non-human participants (examples: The Great Wall)
   5) Using conjunction (examples: after that, and, etc)

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KWL CHART

The Text Title :

KWL CHART

K (What I KNOW)	W (What I WANT to know)	L (What I have LEARNED)

Note:

Fill the KWL chart based on the teacher's instruction.

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EXERCSE

Read the text carefully!

The Taj Mahal is an enormous mausoleum complex commissioned in 1632 by the Mughal emperor Shah Jahan to house the remains of his beloved wife. It constructed over 20 years period on the southern bank of the Yamuna River in Agra, India. It is one of the most outstanding examples of Mughal architecture, which combined Indian, Persian and Islamic influences.

The Taj Mahal is built of shimmering white marble that seems to change color depending on the daylight. It was designated as a UNESCO World Heritage site in 1983, it remains as one of the world's most celebrated structures and a stunning symbol of India's rich history.

The name of the Taj Mahal was made in honor of Mumtaz Mahal. The mausoleum was constructed of white marble inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise). Its central dome reaches a height of 73 meters. In accordance with the traditions of Islam, verses from the Quran were inscribed in calligraphy on the arched entrances to the mausoleum.

Near the turn of the 19th century, Lord Curzon, then British viceroy of India, ordered a major restoration of the mausoleum complex as part of a colonial effort to preserve India's artistic and cultural heritage. Today, some 3 million people a year (or around 45,000 a day during peak tourist season) visit the Taj Mahal.

(Adapted from, https://www.history.com/topics/india/taj-mahal)

Answer the questions by choosing a,b,c,d, or e.

1. What does the text tell us about?
   a. Mughal Emperor
   b. Taj Mahal
   c. India
   d. British
   e. Mumtaz Mahal
2. Where can you find the orientation of the text? In the …
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. Fourth paragraph
   e. First and fourth paragraphs
3. Which of the following statements is true based on the text?
   a. Taj Mahal was commissioned by Shah Jahan's wife
   d. Taj Mahal was influenced by Christianic architectur

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b. Taj Mahal was build for over 20 years
c. Taj Mahal was constructed on shouthern bank of the Yamuna River
e. Taj Mahal was influenced by British architectur

4. " It is one of the most **outstanding** examples of Mughal architecture…."
The bolded word has similar meaning with …
a. magnificent
b. common
c. normal
d. regular
e. ordinary

5. What does the socond paragraph tell you about?
a. It tells about Taj Mahal structure
b. It tells about Taj Mahal function
c. It tells about Taj Mahal history
d. It tells about Taj Mahal restoration
e. It tells about Taj Mahal owner

6. " The Taj Mahal is built of **shimmering** white marble …."
What does the bolded word mean?
a. dark
b. dull
c. glimmery
d. bright
e. gloomy

7. "…a **stunning** symbol of India's rich history".
The bolded word has opposite meaning with …
a. impressive
b. remarkable
c. insignificant
d. excellent
e. famous

8. " … The mausoleum was constructed of white marble inlaid with semi-precious stones"
What does the underlined word refer to?
a. decoration
b. construction
c. materials
d. structure
e. style

9. How high is the central dome of Taj Mahal?
a. 71 meters
b. 72 meters
c. 73 meters
d. 20 meters
e. 23 meters

10. Where can you find the events of the text? In the …
a. First and second paragraphs
b. First and third paragraphs
c. Second and third paragraphs
d. Second and fourth paragraphs
e. First and fourth paragraphs

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11. Why did the arched entrance of Taj Mahal was inscibed with calligraphy from Quran?
    a. Because The Tajmahal was inflenced by Agra culture.
    b. Because The Tajmahal was inflenced by India culture.
    c. Because The Tajmahal was inflenced by British culture.
    d. Because The Tajmahal was inflenced by Persian culture.
    e. Because The Tajmahal was inflenced by Islamic culture.
12. Which of the following statements is false, based on the text?
    a. Taj Mahal was influenced by India culture.
    b. Taj Mahal was influenced by Persia culture.
    c. Taj Mahal was influenced by Islamic culture.
    d. Taj Mahal was built for tourism place.
    e. Taj Mahal was was bulit for mausoleum.
13. "… to preserve India's artistic and cultural heritage."
    What is the opposite meaning of the underlined word?
    a. save
    b. abandon
    c. defend
    d. protect
    e. retain
14. Where can you find the reorientation of the text? In the….
    a. First paragraph
    b. Second paragraph
    c. Third paragraph
    d. Fourth paragraph
    e. First and fourth paragraphs
15. Based on the text we can conclude that ….
    a. Taj Mahal was an ordinary mausoleum.
    b. Taj Mahal was an enormous mausoleum which became cultural herritage
    c. Taj Mahal was a popular tourism place
    d. Taj Mahal was a building which contain various culture.
    e. Taj Mahal was an expensive building decorated with semi-precious stones.
    .

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Answer Key

1. b	2. a	3. b	4. b	5. a
6. d	7. c	8. a	9. c	10. c
11. e	12. e	13. b	14. a	15. b

The Distribution of The Test Items

The Reading Indicators	Test Items	Total Items
Literal Comprehension	1,2,3,8,9,10,14	7
Inferential Comprehension	4,5,6,7,11,12,13,20	8
		15

SCORING

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

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READING COMPREHENSION TEST 2

Subject	: English
Level/semester	: X / II
Skill	: Reading
Text type	: Recount Text
Time	: ….. minutes

Choose the correct answer by crossing (X) a, b, c or d in your worksheet.

Read the following text to answer questions number 1-15!

The Statue of Liberty was a joint effort between France and the United States. It was intended to commemorate the lasting friendship between the peoples of the two nations. The French sculptor Frederic-Auguste Bartholdi created the statue itself out of sheets of hammered copper, while Alexandre-Gustave Eiffel, the man behind the famed Eiffel Tower, designed the statue's steel framework.

Until 1901, the U.S. Lighthouse Board operated the Statue of Liberty, as the statue's torch represented a navigational aid for sailors. After that date, it was placed under the jurisdiction of the U.S. War Department due to Fort Wood's status as a still-operational army post. In 1924, the federal government made the statue a national monument, and it was transferred to the care of the National Parks Service in 1933. In 1956, Bedloe's Island was renamed Liberty Island, and in 1965, more than a decade after its closure as a federal immigration station, Ellis Island became part of the Statue of Liberty National Monument.

By the early 20th century, the oxidation of the Statue of Liberty's copper skin through exposure to rain, wind and sun had given the statue a distinctive green color, known as verdigris. In 1984, the statue was closed to the public and underwent a massive restoration in time for its centennial celebration. Even as the restoration began, the United Nations designated the Statue of Liberty as a World Heritage Site. On July 5, 1986, the Statue of Liberty reopened to the public in a centennial celebration. After the terrorist attacks of September 11, 2001, Liberty Island closed for 100 days; the Statue of Liberty itself was not reopened to visitor

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access until August 2004. In July 2009, the statue's crown was again reopened to the public, though visitors must make a reservation to climb to the top of the pedestal or to the crown.

(*Adapted from, https://www.history.com/topics/landmarks/statue-of-liberty*)

Answer the questions by choosing a,b,c,d, or e.

1. What does the text tell us about?
   a. Statue of Liberty
   b. France
   c. United State
   d. National Monument
   e. Eiffel Tower
2. Where can you find the orientation of the text? In the …
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. First and second paragraph
   e. First and third paragraphs
3. Which of the following statements is true based on the text in paragraph 1?
   a. The statue of liberty was made by French scluptor.
   b. The statue of liberty was made by United state scluptor.
   c. The statue of liberty was intended to relationship of France and United State
   d. Frederic-Auguste Bartholdi was the designer of Eiffel Tower.
   e. Frederic-Auguste Bartholdi designed the statue's steel framework
4. "….. It was intended to **commemorate** the lasting friendship

The bolded word has similar meaning with …
   a. overlook
   b. disregard
   c. memorialize
   d. neglect
   e. forget
5. What does the second paragraph tell you about?
   a. It tells about the function of the Statue over the years.
   b. It tells about immigration
   c. It tells about the architec of the statue
   d. It tells about the origin purpose of the statue
   e. It tells about the statue in 20th century.
6. ". After that date, **it** was placed under the jurisdiction ….".

What does the bolded word refer to?
   a. The Statue of Liberty design
   b. The Statue of Liberty materials
   c. The Statue of Liberty symbol
   d. The Statue of Liberty function
   e. The Statue of Liberty condition

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7. "… the U.S. Lighthouse Board **operated** the Statue of Liberty …"
The bolded word has opposite meaning with the word …
   a. used
   b. regulated
   c. directed
   d. abandoned
   e. managed

8. "…and it was **transferred** to the care of the National Parks Service in 1933"
The bolded word has similar meaning with the word …
   a. kept
   b. holded
   c. owned
   d. placed
   e. transmissed

9. When did the statue of liberty get a massive restoration? It happened on ….
   a. 1984
   b. 1986
   c. 1965
   d. 1964
   e. 1956

10. Where can you find the events of the text? In the
   a. First paragraph
   b. Second paragraph
   c. Third Paragraphs
   d. Second and Third paragraphs
   e. First and Third paragraphs

11. Why did the statue had a distinctive green color?
   a. Because they painted the statue with green color.
   b. Because they use copper skin
   c. Because the statue became old
   d. Because they didn't clear the statue.
   e. Because the statue got exposed to rain, wind and sun.

12. Which of the following statements is false, based on paragraph 3?
   a. in 1984, the statue was closed due to terrorist attact.
   b. the statue is designated as a world herritage after the restoration finished.
   c. the green color of the statue was known as verdigris.
   d. Liberty island was cloded until 2004
   e. Terrorist attacked the statue in 100 days.

13. ", the United Nations **designated** the Statue of Liberty as a World Heritage Site"
What is the closest meaning of the underlined word?
   a. registered
   b. nominated
   c. appointed
   d. called
   e. labeled

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14. Where can you find the reorientation of the text? In the …
    a. First paragraph
    b. Second paragraph
    c. Third paragraph
    d. Second and third paragraph
    e. First and third paragraphs

15. Based on the text we can conclude that ….
    a. The statue was used for tourims place only.
    b. The statue has various history accros the years.
    c. The.statue was the bigest building in united state.
    d. The statue became the symbol of navigation.
    e. The statue became the symbol of united state.

Read the following text to answer questions number 15-25.

Prambanan is the biggest Hindu temple in Indonesia as well as one of the most beautiful temples in Southeast Asia. According to the inscription of Siwargha plaque, the temple was constructed during the reign of Rakai Pikatan (mid ninth century) of Ancient Mataram Kingdom.

By the end of the tenth century, due to an inexplicable cause, the center of the government was moved to East Java. As a result, this epic temple was abandoned and left unattended; some parts of the temple were later buried by the volcanic materials spewed by Merapi Volcano. Prambanan then slowly became a dense forest. Hundreds of years later, the ruins of the temple were discovered. No one knew its history at that time. As a result, the Legend of Roro Jonggrang was born and then passed down from one generation to another.

No serious restoration effort was started until the 1930s and the main temple's restoration was not completed until 1953. There were around 240 major and minor temples within the Prambanan Temple compound. However, only 18 of that total amount were successfully restored, while the others remain scattered as piles of stones.

(Adapted from, https://www.yogyes.com/en/yogyakarta-tourism-object/candi/prambanan/)

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16. What does the text tell us about?
    a. Mataram Kingdom
    b. Prambanan Temple
    c. Hindu Temple
    d. East Java
    e. Southeast Asia

17. Where can you find the orientation of the text? In the …
    a. First paragraph
    b. Second paragraph
    c. Third paragraph
    d. Second and Third paragraph
    e. First and Third paragraphs

18. Which of the following statements is true based on paragraphs 1?
    a. Prambanan is the biggest Hindu temple in Southeast Asia
    b. Prambanan is the biggest Buddish temple in Southeast Asia
    c. Prambanan is the biggest Hindu temple in Indonesia
    d. Prambanan was constructed during mid nineteenth century.
    e. Prambanan was constructed during late ninth century.

19. What does the second paragraph tell you about?
    a. It tells about Merapi Volcano
    b. It tells about the reign of Rakai Pikatan
    c. It tells about when the temple was build
    d. It tells about the legent of Roro Jongrang
    e. It tells about how the prambanan was abandoned and discovered

20. " … due to an **inexplicable** cause,…".
What does the bolded word refer to?
    a. comprehensibel
    b. explainable
    c. normal
    d. understanable
    e. mysterious

21. "… the temple were later buried by the volcanic materials **spewed** by Merapi Volcano".
The bolded word has similar meaning with the word …
    a. erupted
    b. banished
    c. fired
    d. rejected
    e. dumped

22. What would be happened if the temple was seriously restored ?
    a. The temple would still remain scattered
    b. There would be only piles of stones
    c. The temple would became different than the past.
    d. There would be more temples in Prambanan
    e. The temple could be used perfectly the same as in the past.

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23. Which of the following statements is false, based on paragraph 3?

a. There were more than a hundread temple in prambanan
b. Most of the temple were succesfully restored
c. There were only only 18 temple that could be saved.
d. The restoration has been started before 1930s
e. Most of the temple were remain scattered.

24. “the ruins of the temple were discovered …”
What is the similar meaning of the underlined word?

a. lost
b. hidden
c. exposed
d. unfound
e. unlocked

25. Based on the text we can conclude that ….

a. Prambanan was a small building with only 18 temples
b. Rorojongrang was the builder of Prambanan temple
c. Prambanan was the biggest temple in Indonesia with hundreads of temple
d. Prambanan was discovered for a long time
e. Merapi volcano saved Prambanan temple form destrusction

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Answer Key

1. a	2. a	3. c	4. c	5. a
6. d	7. d	8. e	9. a	10. b
11. e	12. c	13. a	14. c	15. b
16. b	17. a	18. c	19. e	20. e
21. a	22. d	23. b	24. c	25. c

The Distribution of The Test Items

The Reading Indicators	Test Items	Total Items
Literal Comprehension	1,2,3,6,9,10,12,14,16,17,18,21,23	13
Inferential Comprehension	4,5,7,8,11,13,15,19,20,22,24,25	12
		25

SCORING

The student's score = $\frac{the\ number\ of\ the\ correct\ answer}{the\ number\ of\ the\ test\ items}$ x 100

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APPENDIX J

The Result of Observation in Cycle 1 (Meeting 1 and 2)

No.	Student's Initial Names	Meeting 1								Meeting 2							
		Indicators						A	P	Indicators						A	P
		1	2	3	4	5	6			1	2	3	4	5	6		
1.	AIPD	√		√	√		√	√		√	√	√	√		√	√	
2.	ANLS	√		√	√		√	√		√	√	√	√		√	√	
3.	AFD			√	√	√	√	√				√	√	√	√	√	
4.	ABP	√			√	√	√	√		√		√	√	√	√	√	
5.	AH		√	√	√		√	√		√	√	√	√		√	√	
6.	DS	√	√		√		√	√		√	√		√	√	√	√	
7.	DRH				√		√		√			√	√		√		√
8.	DPS	√		√	√	√	√	√		√	√	√	√	√	√	√	
9.	ENF	√		√	√	√	√	√		√		√	√	√	√	√	
10.	FWH	√		√	√	√	√	√		√		√	√	√	√	√	
11.	G				√		√		√	√			√		√		√
12.	LA	√		√	√	√	√	√		√		√	√	√	√	√	
13.	MA		√	√	√		√	√				√	√		√		√
14.	MHA	√		√	√	√	√	√		√	√	√	√	√	√	√	
15.	MH	√		√	√	√	√	√		√	√	√	√		√	√	
16.	MIH	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
17.	MLF				√		√		√	√			√		√		√
18.	MRH	√		√	√	√	√	√		√	√	√	√	√	√	√	
19.	MS	√		√	√	√	√	√		√	√	√	√	√	√	√	
20.	MHS				√		√		√	√		√	√		√	√	
21.	NH	√		√	√	√	√	√		√		√	√	√	√	√	
22.	NKN				√		√		√	√			√		√		√
23.	PR				√		√		√			√	√		√		√
24.	RA				√		√		√	√			√		√		√
25.	SA	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
26.	SAU	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
27.	TDA	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
28.	UNA	√		√	√	√	√	√		√		√	√	√	√	√	
29.	YK	√		√	√	√	√	√		√		√	√	√	√	√	
30.	LU				√		√		√	√		√	√		√	√	
31.	DP	√		√	√		√	√		√		√	√	√	√	√	
Total		20	7	21	31	17	31	**23**	**8**	27	13	26	31	18	31	**24**	**7**

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APPENDIX K

The Result of Observation in Cycle 2 (Meetings 1 and 2)

No.	Student's Initial Names	Meeting 1								Meeting 2							
		Indicators						A	P	Indicators						A	P
		1	2	3	4	5	6			1	2	3	4	5	6		
32.	AIPD	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
33.	ANLS	√	√	√	√		√	√		√	√	√	√	√	√	√	
34.	AFD			√	√	√	√	√		√	√	√	√	√	√	√	
35.	ABP	√		√	√	√	√	√		√	√	√	√	√	√	√	
36.	AH	√	√	√	√		√	√		√	√	√	√		√	√	
37.	DS	√	√		√	√	√	√		√	√		√	√	√	√	
38.	DRH			√	√		√		√	√		√	√	√	√	√	
39.	DPS	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
40.	ENF	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
41.	FWH	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
42.	G	√		√	√		√	√		√	√	√	√		√	√	
43.	LA	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
44.	MA			√	√		√		√		√	√	√		√	√	
45.	MHA	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
46.	MH	√	√	√	√		√	√		√	√	√	√	√	√	√	
47.	MIH	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
48.	MLF	√			√		√		√	√			√		√		√
49.	MRH	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
50.	MS	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
51.	MHS	√		√	√		√	√		√		√	√	√	√	√	
52.	NH	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
53.	NKN	√			√		√		√	√			√		√		√
54.	PR			√	√		√		√			√	√		√		√
55.	RA	√		√	√		√	√		√		√	√		√	√	
56.	SA	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
57.	SAU	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
58.	TDA	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
59.	UNA	√		√	√	√	√	√		√		√	√	√	√	√	
60.	YK	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
61.	LU	√		√	√		√	√		√		√	√		√	√	
62.	DP	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
Total		27	19	28	31	19	31	**26**	**5**	29	23	28	31	23	31	**28**	**3**

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APPENDIX L

The Result of Reading Comprehension Achievement Test Score (Cycle 1)

No.	Student's Initial Names	Standard Requirement Score	Cycle 1			Cycle 2		
			Score	Achieved	Not Achieved	Score	Achieved	Not Achieved
1.	AIPD	73	76	√		84	√	
2.	ANLS	73	84	√		92	√	
3.	AFD	73	80	√		88	√	
4.	ABP	73	80	√		80	√	
5.	AH	73	76	√		76	√	
6.	DS	73	80	√		76	√	
7.	DRH	73	84	√		80	√	
8.	DPS	73	76	√		84	√	
9.	ENF	73	76	√		80	√	
10.	FWH	73	76	√		84	√	
11.	G	73	76	√		80	√	
12.	LA	73	88	√		96	√	
13.	MA	73	68		√	72		√
14.	MHA	73	68		√	68		√
15.	MH	73	60		√	64		√
16.	MIH	73	92	√		96	√	
17.	MLF	73	76	√		84	√	
18.	MRH	73	76	√		80	√	
19.	MS	73	76	√		80	√	
20.	MHS	73	76	√		76	√	
21.	NH	73	76	√		76	√	
22.	NKN	73	68		√	80	√	
23.	PR	73	64		√	68		√
24.	RA	73	68		√	84	√	
25.	SA	73	80	√		84	√	
26.	SAU	73	76	√		76	√	
27.	TDA	73	76	√		80	√	
28.	UNA	73	76	√		80	√	
29.	YK	73	76	√		76	√	
30.	LU	73	72		√	80	√	
31.	DP	73	80	√		80	√	
Total			2360	23 Students	8 Students	2484	27 Students	4 Students
Mean Score			$\frac{2360}{31} = 76{,}1$			$\frac{2484}{31} = 80{,}1$		

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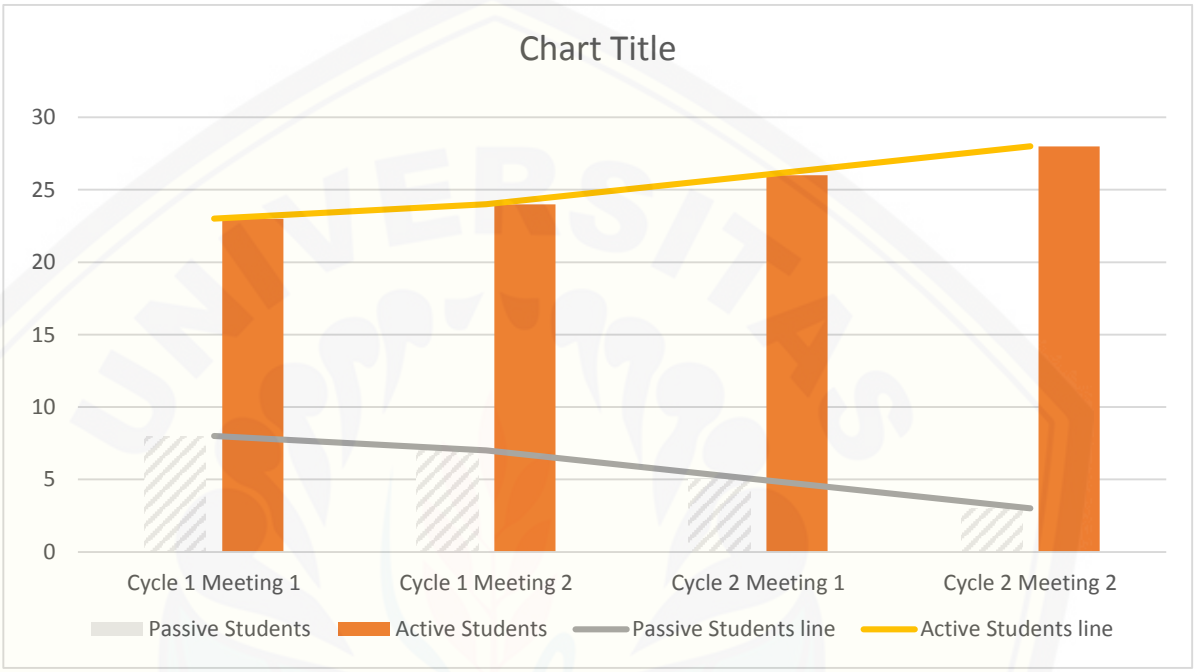
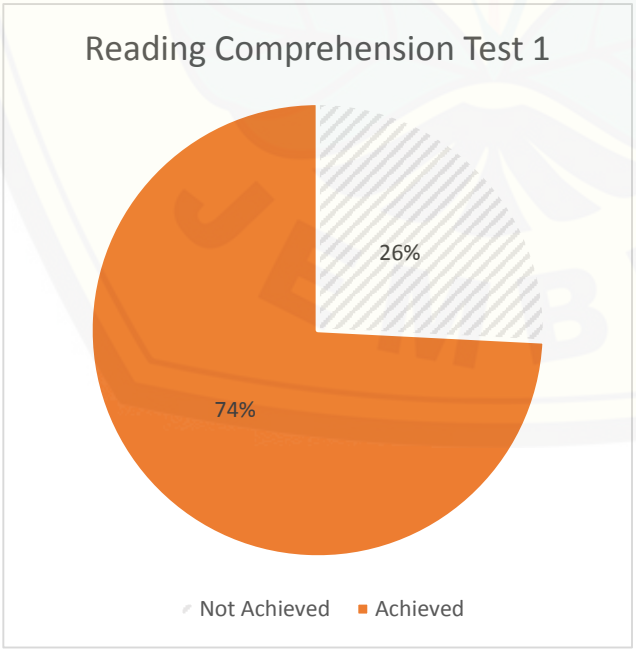
APPENDIX M

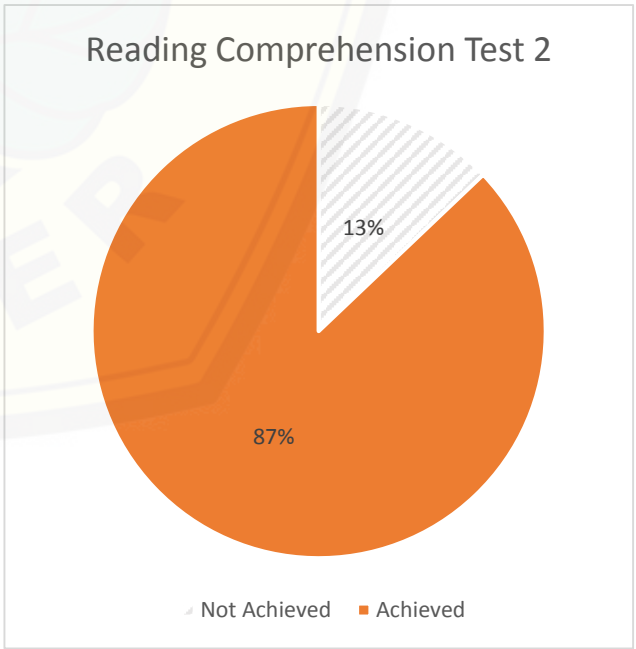
Charts Result of Observation and Reading Comprehension Achievement Test

1. Observation Result



2. Reading Comprehension Achievement Test





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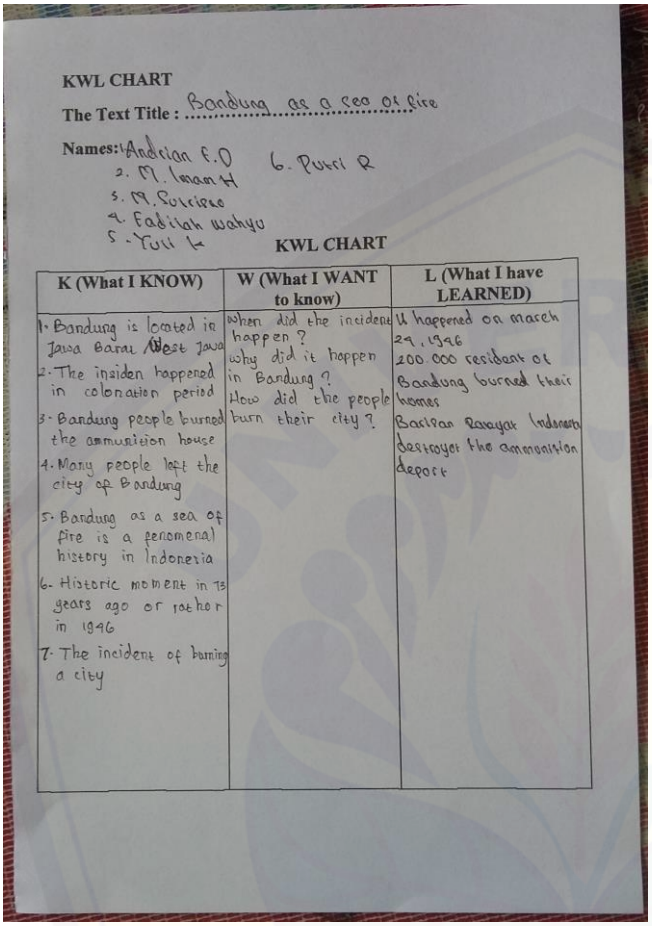
APPENDIX N

The Samples of Students' KWL worksheet



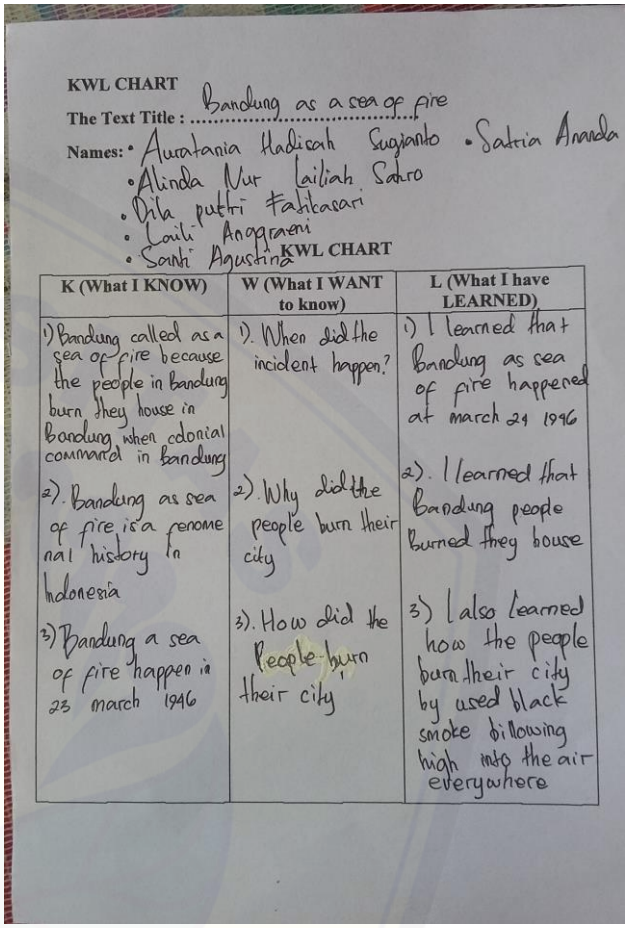
KWL CHART

The Text Title : Bandung as a sea of fire

Names: 1. Andrian E.O 6. Putri R
2. M. Imaam H
3. M. Soriano
4. Fabiliah Wahyu
5. Yuli L

KWL CHART

K (What I KNOW)	W (What I WANT to know)	L (What I have LEARNED)
1. Bandung is located in Jawa Barat / West Jawa 2. The insiden happened in colonation period 3. Bandung people burned the ammunition house 4. Many people left the city of Bandung 5. Bandung as a sea of fire is a fenomenal history in Indoneria 6. Historic moment in 73 years ago or rather in 1946 7. The incident of burning a city	when did the incident happen ? why did it happen in Bandung ? How did the people burn their city ?	U happened on maceh 24, 1946 200 000 resibant of Bandung burned their homes Barisan Rayayat Indonesia destroyer the amenonition depart



KWL CHART

The Text Title : Bandung as a sea of fire

Names: • Awantania Hadisah Sugianto • Satria Ananda
• Alinda Nur Lailiah Sakro
• Dila putri Fatikasari
• Laili Anggraeni
• Santi Agustina

KWL CHART

K (What I KNOW)	W (What I WANT to know)	L (What I have LEARNED)
1) Bandung called as a sea of fire because the people in Bandung burn they house in Bandung when colonial commanded in Bandung 2). Bandung as sea of fire is a penome nal history in Indonesia 3) Bandung a sea of fire happen in 23 march 1946	1). When did the incident happen? 2). Why did the people burn their city 3). How did the people burn their city	1) I learned that Bandung as sea of fire happened at march 24 1946 2). I learned that Bandung people burned they house 3) I also learned how the people burn their city by used black smoke billowing high into the air everywhere

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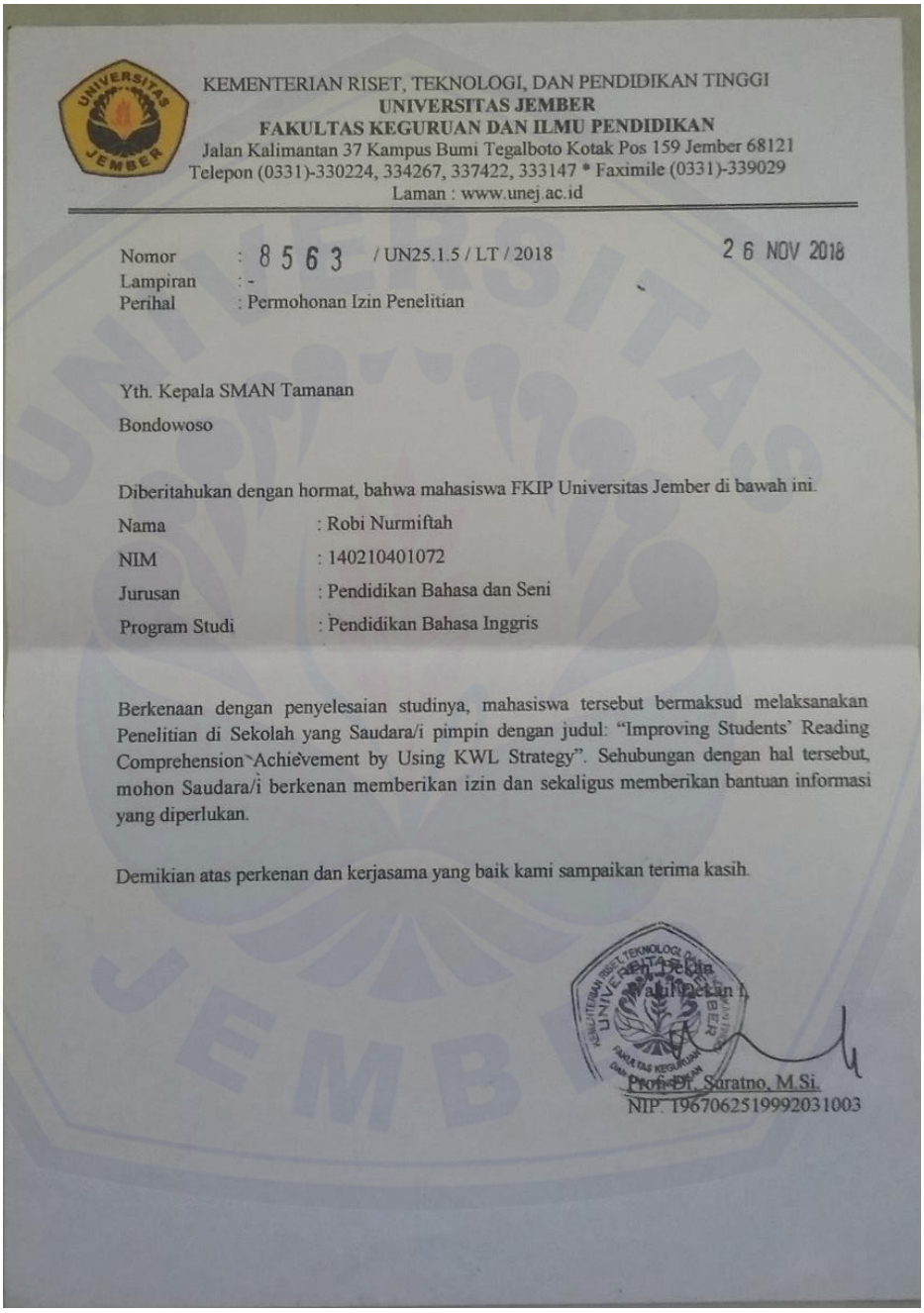
APPENDIX O

Research Permission from the Dean of the Faculty of Teacher Training and Education



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 8563 / UN25.1.5 / LT / 2018 — 26 NOV 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMAN Tamanan
Bondowoso

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

Nama	: Robi Nurmiftah
NIM	: 140210401072
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara/i pimpin dengan judul: "Improving Students' Reading Comprehension Achievement by Using KWL Strategy". Sehubungan dengan hal tersebut, mohon Saudara/i berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251999031003

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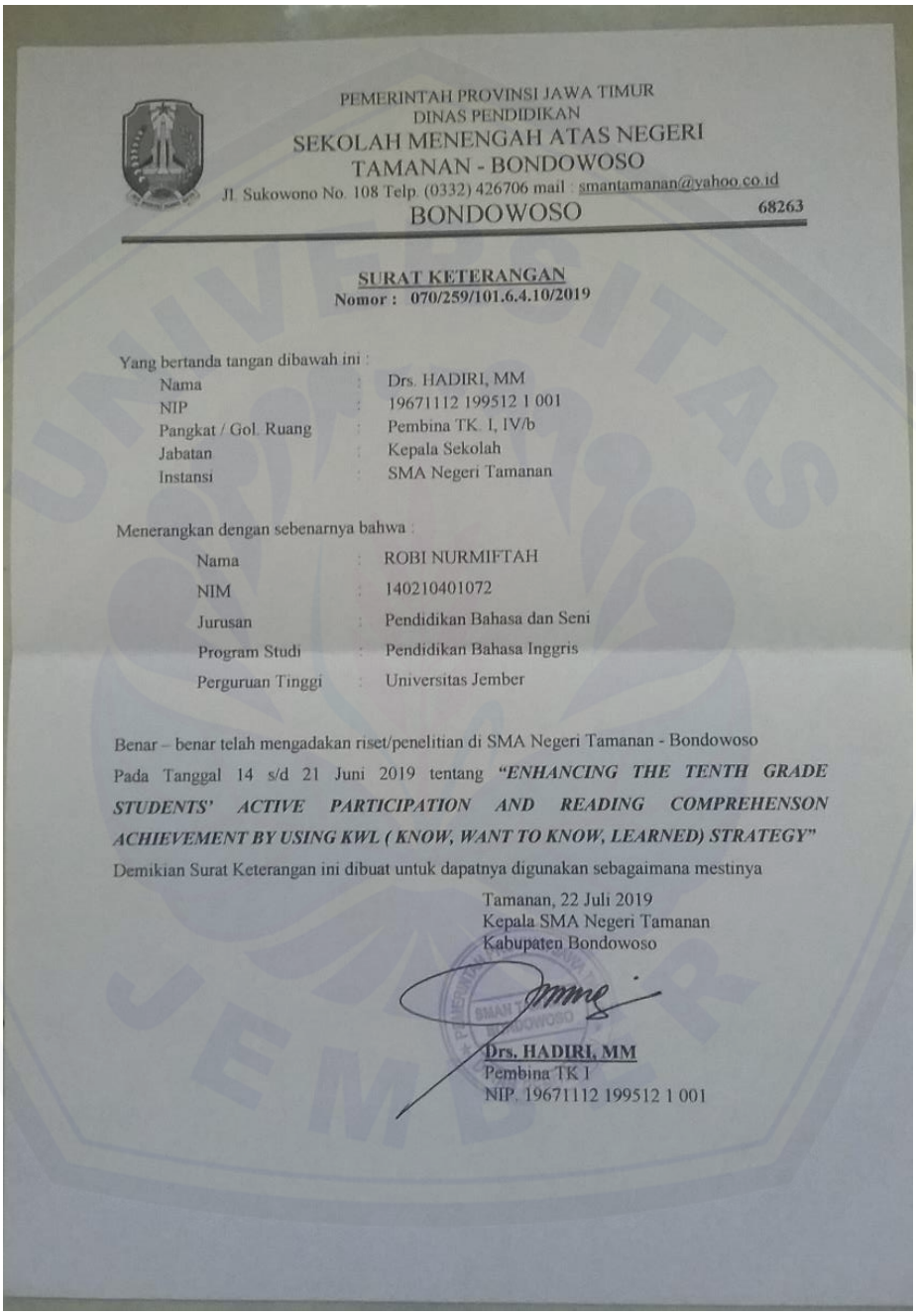
APPENDIX P

Statement Letter of Accomplishing the research from the Principal of SMAN Tamanan, Bondowoso



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI
TAMANAN - BONDOWOSO
Jl. Sukowono No. 108 Telp. (0332) 426706 mail : smantamanan@yahoo.co.id
BONDOWOSO 68263

SURAT KETERANGAN
Nomor : 070/259/101.6.4.10/2019

Yang bertanda tangan dibawah ini :

Nama	:	Drs. HADIRI, MM
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Jabatan	:	Kepala Sekolah
Instansi	:	SMA Negeri Tamanan

Menerangkan dengan sebenarnya bahwa :

Nama	:	ROBI NURMIFTAH
NIM	:	140210401072
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris
Perguruan Tinggi	:	Universitas Jember

Benar – benar telah mengadakan riset/penelitian di SMA Negeri Tamanan - Bondowoso
Pada Tanggal 14 s/d 21 Juni 2019 tentang ***"ENHANCING THE TENTH GRADE STUDENTS' ACTIVE PARTICIPATION AND READING COMPREHENSON ACHIEVEMENT BY USING KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY"***
Demikian Surat Keterangan ini dibuat untuk dapatnya digunakan sebagaimana mestinya

Tamanan, 22 Juli 2019
Kepala SMA Negeri Tamanan
Kabupaten Bondowoso

Drs. HADIRI, MM
Pembina TK I
NIP. 19671112 199512 1 001