



**IMPROVING THE ELEVENTH GRADE IPA 3 CLASS STUDENTS'
PARTICIPATION AND THEIR READING COMPREHENSION
ACHIEVEMENT ON NARRATIVE TEXT BY USING
SQ3R STRATEGY AT MAN 2 JEMBER**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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2015

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DEDICATION

This thesis is honorably dedicated to:

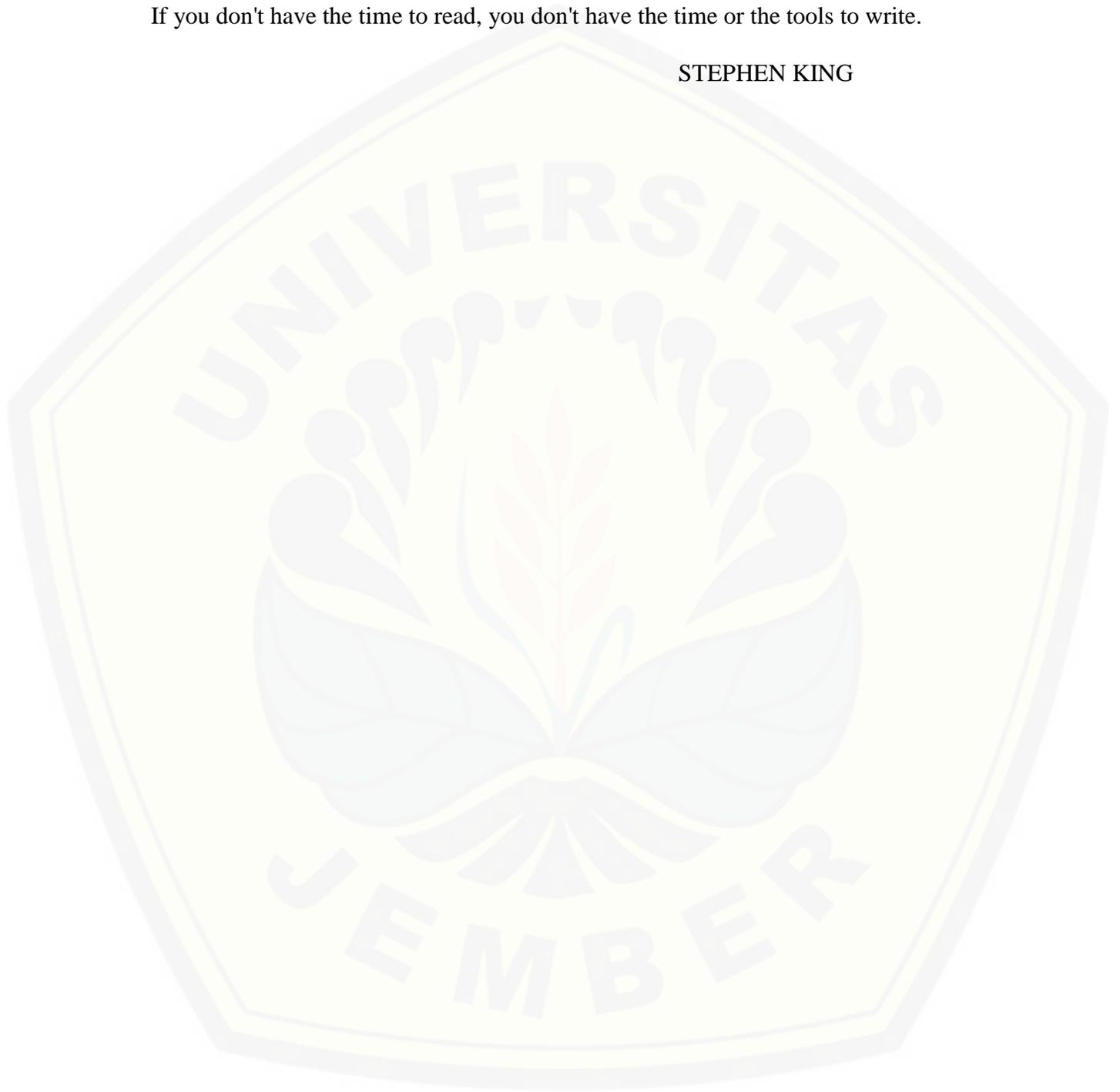
- 1. My beloved parents, Abdul Mutholib and Mudawamah*
- 2. My big family from Kediri and Banyuwangi.*



MOTTO

If you don't have the time to read, you don't have the time or the tools to write.

STEPHEN KING



CONSULTANT'S APPROVAL

**IMPROVING THE ELEVENTH GRADE IPA 3 CLASS STUDENTS'
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THESIS

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I do realize that this thesis could not be materialized without the supervision and the cooperation of many persons. It this occasion, I would like to express my deepest appreciation and sincerest thanks to the following people:

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3. The Chairperson of the English Education Programs,
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To tell the truth, this thesis has not slipped away from carelessness and errors, but I have tried to strive for being perfect. It is expected to be useful either for the readers or the researcher. Finally, any constructive criticism as well as the advice from those who really want to have this thesis perfect will be fully appreciated.

Jember, 5 March 2015

The Writer

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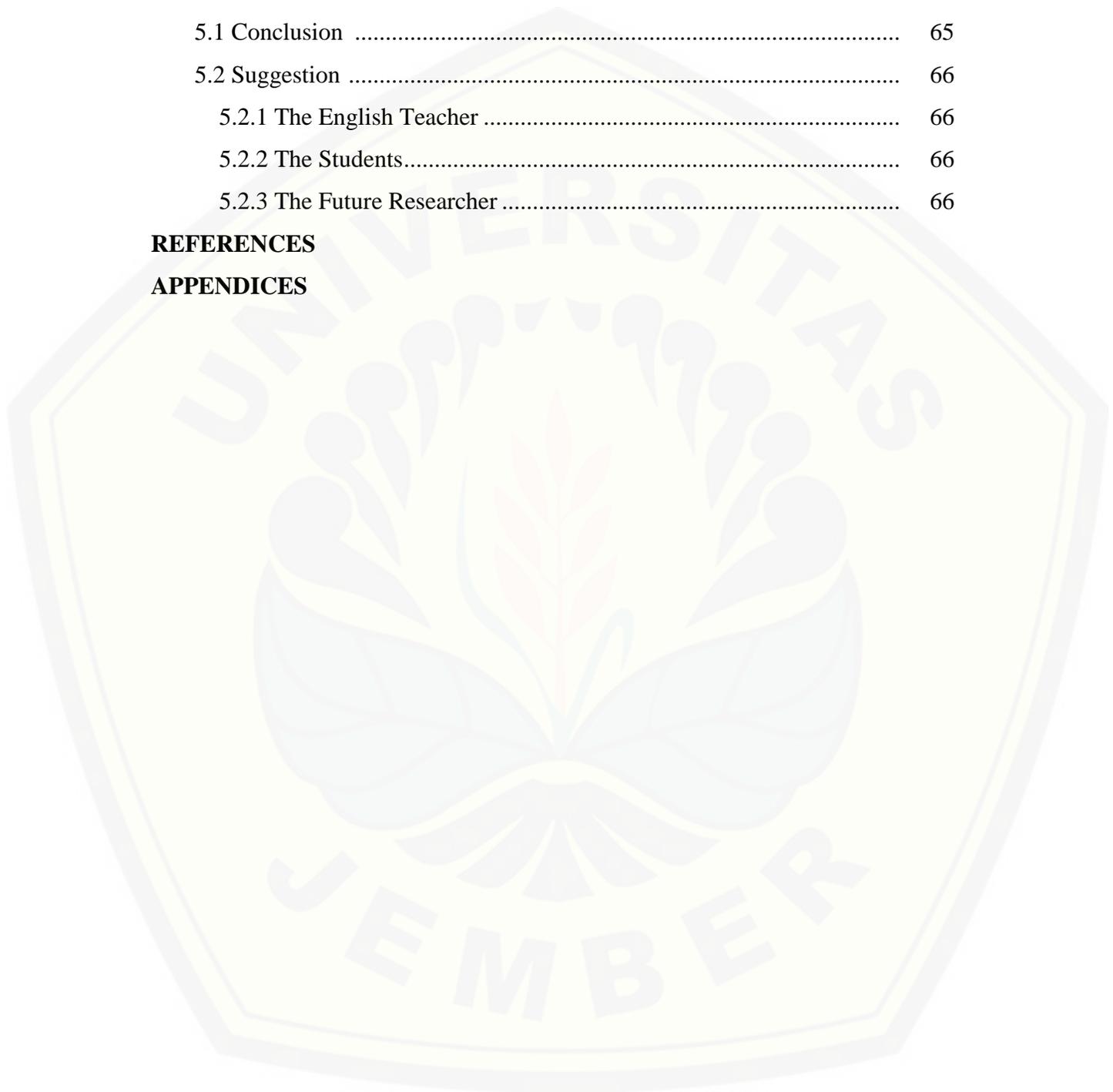
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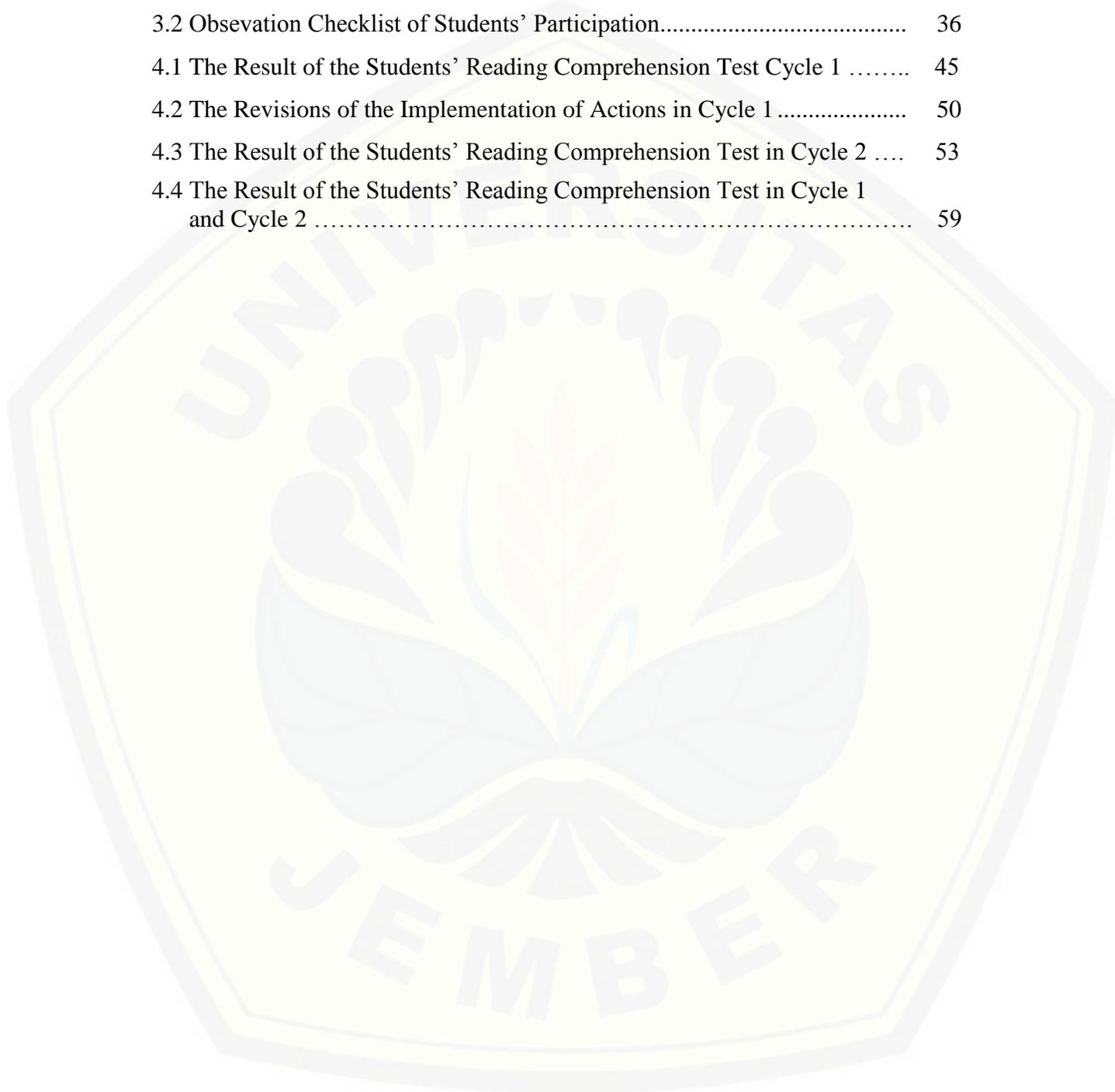


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SUMMARY

Improving the Eleventh Grade IPA 3 Class Students' Participation and Their Reading Comprehension Achievement on Narrative Text by Using SQ3R Strategy At MAN 2 Jember; M Fatih Ulin N, 090210401066; 2015: 64 pages. English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the eleventh IPA 3 class students' reading comprehension achievement by using SQ3R(Survey, Question, Read, Recite, Review) strategy on narrative text at MAN 2 Jember in the 2013/2014 academic year. Based on the preliminary study in the form of interview with the English teacher of MAN 2 Jember, it was revealed that the students of class XI IPA 3 experienced difficulties in comprehending reading texts. Besides, the students also lacked participation in the classroom during the reading teaching and learning process of English because there were only 10 students who had achieved the passing grade which was 75. Meanwhile, the other 17 students got score below 75. In other words, only 37 % of 27 students achieved the passing grade for the English subject. To overcome the problem, SQ3R Strategy was applied in this research after discussing the matter with the English teacher.

SQ3R is a reading strategy that consists of “*Survey, Question, Read, Recite, and Review*”. SQ3R strategy was one of appropriate strategies to help the students gain their ability in reading comprehension. It was used especially on narrative text to improve the students' reading comprehension achievement. In addition, it was also used to improve the students' active participation during reading teaching learning process.

The data collection methods applied in this study were reading comprehension test and observation, and the data were analyzed statistically using percentage formula. The action which was teaching reading using SQ3R strategy was implemented in two cycles collaboratively with the English teacher. The first cycle was done in three meetings where the test was administered in the third meeting. The results of the classroom observation showed that not all of the students were active

during the teaching learning process. In other words, there was improvement of the students' active participation in Cycle 1, but the criteria of success in Cycle 1 which was 75% active was not achieved in the reading teaching and learning process. In addition, the result of the reading comprehension test in the first cycle had not achieved the criteria of success of the research that was 75% of the students got ≥ 75 in the reading comprehension test. The percentage of the students who got score ≥ 75 was only 18 students or 66% out of 27 students.

Based on the results of the first cycle above, the second cycle was necessary to be conducted. Some revisions had been made to solve the problems occurred in the first cycle. The revisions were: explaining clearly and more slowly about the procedures of SQ3R strategy, guiding the students who could not express their idea in formulating questions, guiding the students in reciting the main points of the text also correcting the students' sentence, and telling them that they would not be punished if they answered incorrectly. After they were ensured that their participation in doing the reading strategy was more important than the end result, the students demonstrated their involvement.

The classroom observation and reading comprehension test in the second cycle showed an improvement. In the classroom observation, the students' active participation was 81% in meeting 1 and 89% in meeting 2 of the students who actively participated in the teaching learning process. So, the result of the observation in meeting 1 and meeting 2 had achieved the criteria of success of the research. In the reading comprehension test, the percentage of the students who got score ≥ 75 in the reading comprehension test was 22 students, or 81.4% out of 27 students. Based on those results, it can be concluded that the actions in the second cycle were successful because the results of classroom observation and reading comprehension test had achieved the criteria of success of the research.

Finally, it can be summarized that the use of SQ3R strategy could improve the eleventh grade IPA 3 class students' active participation and their reading comprehension achievement in the reading teaching learning process at MAN 2 Jember. Some suggestions are also suggested to the English teacher, students, and

future researchers to use SQ3R strategy to improve the students' active participation and their reading comprehension achievement in the reading teaching and learning process.



CHAPTER 1. INTRODUCTION

This research focuses on the use of SQ3R (Survey, Question, Read, Recite, Review) in teaching reading comprehension on narrative text. The use of SQ3R is chosen as the strategy in teaching reading narrative text because this active strategy provides some steps strategy which can help the students to monitor and to measure how far their comprehension on the reading text. Furthermore, SQ3R strategy can improve students' active participation in the teaching learning process and also their reading achievement.

The first chapter of this research presents some aspects that underline the topic of the research. It includes the background of the research, the problems of the research, the objectives of the research, and the significance of the research.

1.1 Background of the Research

English is an international language. It is used among people all over the world in their communication. It serves as means of communication between speakers of different language in a wide language context: business and trade, academic and scientific, media and arts, travel and tourism, and literature (Ellis, 1994:220). In other word, this language helps the speaker to communicate with other people although they are from different mother tongue. It is easy to find English in many countries; for example in public place, there will be many signs and advertisements written in English. English is also used by scientists in their report in order to be understood by the readers from all over the world. Thus, it is very important to learn English in this globalization era.

In Indonesia, the government regards English as compulsory teaching subject at Junior High School (Sekolah Menengah Pertama/SMP), Senior High School (Sekolah Menengah Atas/SMA), and University. The objective of teaching English in Indonesia as stated in Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP) issued by Permendiknas No.22 Tahun 2006 is that teaching learning process should indicate life skill integration since the skills could not be separated from one another. There are three objectives of teaching

English: (1) to develop communicative competence, both spoken and written form to reach the level of the functional literacy, (2) to raise awareness of the nature and importance of English as one effort in increasing competition of global nation, (3) to develop comprehension about the relation between language and culture (Depdiknas, 2006:278). From the three objectives of teaching English above, it is clear that English has important role for the developing country like Indonesia in this globalization era.

In order to be successful in mastering English, the students need to be taught four language skills; reading, listening, writing, and speaking. They should also learn three language components such as vocabulary, grammar, and pronunciation which are taught integrated with the four language skills. This will be achieved perfectly whenever the four language skills and three language components work hand in hand. Although those language skills have the same important role in acquiring the target language, reading is the only language skill that will be discussed in this research.

Reading is one of the language skills which plays an important role in teaching English as a foreign language in Indonesia. Hanafi (2005:270) states that reading is the most important factor that can support the process of mastering the other skills and improving knowledge. In addition, Grellet (1996:8) confirms that reading comprehension should not be separated from the other skills. Further, he states that there are few cases in real life when the students do not talk or write about what they have read or when they do not relate what they have read to something they might have heard. Therefore, it can be inferred that reading is very important for the students to gain their ability in speaking, listening, and writing. Furthermore, through reading the students can comprehend the content of the text that they have read. In line with that idea, Sofiyatun (in Jalilehvand, 2012:329) also proposes that “the success of learning any subject matter depends on the competence of reading comprehension.” All people can master their subject of learning but it depends on their competence in reading. Thus, it can be assumed that reading is very important for the students in improving their knowledge.

Based on the preliminary study at MAN 2 Jember in the way of observation and interview with the English teacher on 16th September 2013, it was

known that XI IPA3 class has the lowest reading comprehension achievement among the other three classes which is taught by the English teacher. It was proven by the result of reading test which is conducted by the teacher on 8th October 2013. Only 10 students had achieved the passing grade which was 75. Meanwhile, the other 17 students got score below 75. In other words, only 37 % of 27 students achieved the passing grade. It means that the XI IPA 3 class of MAN 2 Jember had low achievement in reading class.

In getting the additional information from the English teacher, the researcher also did a class observation on Thursday, 19th September 2013. During the teaching learning process, many students did not participate actively. When the teacher asked the students to answer the question, only few students could answer the question correctly. Some other students kept silent during the reading teaching learning process. The students also easily felt bored when the teacher asked them to read other certain text. Some of the students even felt sleepy when joining reading class. In the reading teaching learning process, the students only read the text without catching the message of the text. That is why their reading score was low. Based on the interview with the English teacher, he confirmed that in the reading teaching learning process he just gave a certain text after that he asked the students to read the text by themselves. Then, the students should answer the task based on the text that they have read.

In addition, the researcher also did an interview with some students. In their opinion, basically they weren't really interested in English because it was a difficult subject. Moreover, when they joined reading class, they felt bored during the learning process. It also made them to be passive participant during the teaching learning process. Further, the researcher asked them about the teacher's method, they answered that the teacher used monotonous method in teaching reading. It was the same with the information from the teacher before that he just gave a certain text then asked the students to read the text by themselves and the students should answer the task based on the text that they have read. Finally, those problems faced by the students made them get low reading score.

In order to make the reading teaching learning process achieve the objectives successfully, the teacher needs the key to solve the problem. One of the

keys that can be used by the teacher is by using an active strategy in order to organize the reading teaching learning process into an active reading process. As (Wood, 1991:6) says, the key to be a more effective reader is to use active strategies that can be organized into an active reading process. Finally, we need an active strategy to help us understand the reading material which is unfamiliar or complicated material.

An active strategy that will be used by the researcher in this research is SQ3R Strategy. It is chosen because the researcher believes that the steps of this strategy can help the teacher improve the student's motivation and also their achievement in reading class. According to Hennings (1997:275), a study scheme called SQ3R is helpful in clarifying the structure of a text. SQ3R is a five-step strategy for studying a passage in which the readers use the title, the introduction, heading and sub headings, notice words which are italicized or bold, charts, graphs, picture, maps, and other visual materials to develop questions that provide a framework for reading; the steps are Survey, Question, Read, Recite, Review. It can be concluded that by looking at the title, the introduction, heading and sub headings, etc, the reader can make questions that make them curious to know the answers from the questions by reading the whole text. Therefore, this SQ3R strategy is very useful for the teacher to make the students achieve the passing grade and make the students enthusiastic in joining reading class.

A previous study was conducted by Siska Oktanawati in 2012. She found that SQ3R Strategy could improve student's reading comprehension achievement and their participation of grade XI Language class at SMA Muhamadiyah 3 Jember. She used 31 students as the research subject. She found that in cycle 1, there were 21 students (68%) achieve the target score. In cycle 2, there were 23 students (77%) achieve the target score.

Another study done by Baier (2011) entitled "The Effects of SQ3R Strategy on Fifth Grade Students' Comprehension Levels" there is available in <http://ohiolink.edu/etdc/>. It was found that there was an improvement on the students' reading score achievement after using this strategy. The result of the study indicated that SQ3R strategy could improve the Fifth Grade students' students' overall comprehension achievement of expository texts. The study also

indicated that 46.9% of the students who attended the study had a better reading comprehension as compared to the students who were taught without using SQ3R strategy.

Based on the previous explanation, we can know that SQ3R Strategy can improve the student's reading comprehension achievement and their active participation in reading classroom. Therefore, the researcher is interested in conducting a research entitled "Improving the Eleventh Grade IPA3 Class Students' Participation and Their Reading Comprehension Achievement on Narrative Text by Using SQ3R Strategy at MAN 2 Jember".

1.2 Problems of the research

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

1. Can the use of SQ3R Strategy improve the Eleventh Grade IPA 3 Class Students' Active Participation in the Teaching Learning Process of Reading Narrative Text at MAN 2 Jember?
2. Can the use of SQ3R Strategy improve the Eleventh Grade IPA 3 Class Students' Reading Comprehension Achievement on Narrative Text at MAN 2 Jember?

1.3 Objectives of the Research

Based on the research problems, the objectives of the research were as follows:

1. To improve the Eleventh Grade IPA 3 Class Students' Active Participation in the Teaching Learning Process of Reading Narrative Text at MAN 2 Jember.
2. To improve the Eleventh Grade IPA 3 Class Students' Reading Comprehension Achievement on Narrative Text by using SQ3R Strategy at MAN 2 Jember.

1.4 Significance Of The research

The results of the present classroom action research are expected to give significant input for the following people:

1.4.1 The English Teacher

Hopefully, the whole process and also the result of this research are expected to be useful as an input for the English teacher especially in teaching reading. The teacher can apply an active strategy that can improve students' achievement and their participation in the classroom rather than traditional strategy. The English teacher can use SQ3R strategy in teaching reading comprehension on narrative text.

1.4.2 The students of the Eleventh Grade IPA 3 Class

The action of this research is expected to give motivation and enthusiasm in learning English especially on reading comprehension on Narrative text. Hopefully, by using SQ3R strategy in learning English, the students can get input to improve their reading comprehension achievement and also their active participation in learning English. They can also think critically by themselves and will not always depend on the explanation of the teacher.

1.4.3 The Future Researchers

The results of this research are expected to be useful for the future researchers as important information in improving students' participation and their reading comprehension achievement in the different level and different design such as experimental research.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the literature review related to the research problems. The discussion is divided into some aspects related to the topics of the study; they are reading comprehension achievement, narrative text, SQ3R Strategy, the Strength and the Weaknesses of SQ3R strategy, the procedure of using SQ3R strategy in teaching reading, and the action hypothesis of the research.

2.1 Reading Comprehension Achievement

Reading is an active skill that constantly involves guessing, predicting, checking, and asking oneself question (Grellet, 1996:8). It is inferred that in reading a text the students do not only read every single word in the written text but also guess and predict what the author wants to deliver, then they try to find out the answer by checking and identifying the reading text in order to get the author's idea in the text. Furthermore, reading is a complex activity (Koda *in Iwai*: 2010). It means that during reading the readers are doing many activities such as guessing, predicting, checking, and asking oneself question. Dealing with this, Carrel, *et al* (1995:1) state that reading has been viewed as an active skill rather than a passive skill. Therefore, it can be concluded that reading is an active skill in which we need to construct a meaning based on our prior knowledge and experience.

Discussing about comprehension, Henning (1997:245) states that comprehension means interacting and constructing meaning with the text. It can be said that the readers should interact with the text in order to construct the meaning of the text. Afterwards, the readers can understand the writer's message or the important information stated in the text after reading the text. It is supported by Grellet, (1996:3) who states that understanding a written text means extracting the required information from it as efficiently as possible. In line with Grellet, Boss and Vaughn (1991:144) state that comprehension is the ultimate goal of the reading process. It can be inferred that reading process is considered successful if the readers are able to understand the information stated explicitly and implicitly

in the text. Therefore, it can be concluded that reading comprehension is an activity that requires the readers to comprehend the text efficiently and also get the idea, important information, and message from the text. Hence, the readers comprehend the text if they can retell the important information of the text.

Hornby (2005:12) defines achievement as how to do things successfully with effort and skill. It can be said that in the reading comprehension achievement, the students need to use their effort, knowledge, and skill in getting the idea from the text. In addition, Hughes (2003:12) defines that achievement is related to the test that is done to discover how successful students have been in achieving the objective of a course. In assessing the students' achievement in reading class, the students have to get an appropriate test after having a course in particular time. There are some types of reading comprehension achievement test. According to Heaton (1991:107-133) reading comprehension test can be done in the form of matching test, true/false reading test, multiple choice items, completion items, rearrangement items, cloze procedure, open-ended and miscellaneous items, and cursory reading. However, in this research the researcher will administer the test in the form of multiple choices because it is simple and easy to score and give the objective score. Finally, the purpose of the test is to measure the students' achievement in reading comprehension.

According to McWhorter (1989:90) there are four aspects dealing with reading comprehension, they are: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. In this research, the researcher administered the test covering the four aspects of reading comprehension in the form of multiple choice. The following section will focus on the discussion of the four aspects of reading comprehension.

2.1.1 Word Comprehension

Comprehending word meaning is the basic step that students have to do in reading comprehension. Grellet (1996:15) states that if the reader does not understand any words of the passage, some of the facts and ideas will probably escape him. It is inferred that understanding the word is very important for the readers when they try to understand the sentence. In addition, Fairbrain and

Winch (1996:9) affirm that if we know the individual words meaning and how they are put together in our language, we know what the sentence means. It can be said that when the readers know the meaning of every single word, it will be easier for them to understand the sentence meaning. Thus, by comprehending the word meaning the readers can easily know the sentence meaning.

In addition, the students will get difficulty in getting the idea of the sentence if they do not know the meaning of every single word in the sentence. In solving this problem, the students should identify the difficult word before they try to read the sentence. Wood (1991:57-58) clarifies that identifying key vocabulary words and terms just before you read, as part of the prereading process, and taking steps to learn them later as you read can improve comprehension dramatically. Further, Wood (1991:58) confirms that an early understanding of the most important words is to the comprehension of any book that students read. It can be said that the students will construct the sentence meaning quickly and easily of what they read if they try to identify the difficult word first before starting reading.

From the explanation above, it can be concluded that comprehending word meaning is important for the students and it can be the key for successful reading compression although it will be very hard to comprehend the text meaning without understanding the word meaning.

For example;

“Finally, a generous woman helped him”

(Taken from: <http://www.englishindo.com/2013/08/narrative-text.html>)

The example question of word comprehension is “what does the same meaning of the underlined word?” and the answer is “Kind”.

2.1.2 Sentence Comprehension

A sentence is a group of words that expresses a complete idea (Wood, 1991:151). It can be said that a sentence has an essential role in comprehending the text. The students need to comprehend sentence if they want to comprehend the passage or the text. Further, Wood (1991:151) also divides sentences into three types, namely:

- (1) A simple sentence expresses one complete thought and contains one subject and one predicate.

Example:

My mother sweeps the floor

S V Complement

- (2) A compound sentences is any sentence contains two or more subjects and predicates since they are made up of two or more simple sentences.

Example:

The girl is smart besides she is diligent and intelligence

S To be Adj Connector S To be Adjective

- (3) A complex sentences contain a simple sentence and several phrases. The phrases may also contain subject and predicates. However, the phrases do not express complete thoughts.

Example:

I am studying because I will have test tomorrow

S To be V-ing Connector S Modal V Complement Adv

The basic forms of English sentence are subjects and verbs. Langan (2004:90) states that every sentence has a subject and a verb. Who or what the sentence speaks about is called the subject; what the sentence says about is called the verb. It can be said that identifying them in the sentence is important in order to comprehend the sentence. In line with Langan, Grellet (1996:15) points out that inability to get an immediate grasp of sentence structures often causes discouragement and apprehension for students in facing a new text. Therefore, the sentence structure is needed to be understood by the students before they try to read the text. They have to know that sentence is at least formed by a subject and a verb.

2.1.3 Paragraph Comprehension

According to Langan (2004:11), a paragraph is a series of sentences about one main idea, or point. A paragraph typically starts with a point, and the rest of the paragraph provides specific details to support and develop that point. Wong (1999:366) defines that a paragraph is a series of sentences that develop one main idea about a specific topic. It can be inferred that in one paragraph there is one main idea. Further, McWhorter (1989:102) states that a paragraph is a group of related sentences that develops one main thought about a single topic. It means that a paragraph contains several related sentences that refer to develop one main idea. Thus, the students should comprehend every sentence in a paragraph in order to construct the idea of the paragraph.

In addition, Wingersky, *et.al.* (1999:31) explain that a paragraph has three parts. They are: (1) a topic sentence; (2) supporting sentences; and (3) a conclusion. The three parts of paragraph are important to comprehend the main idea in a paragraph. The next section will discuss about how to identify the three parts of paragraph.

a. Identifying the topic sentence

Wong (1999:366) defines that a topic sentence is the sentence in a paragraph that states the main idea and answer the question “what is the writing saying about the subject?” it is inferred that the main idea of the paragraph is stated in a topic sentence. In line with Wong, Langan (2004:46) confirms that most paragraph centers on one main idea, which is often expressed in a topic sentence. Further, he states that an effective topic sentence does two things. First, it presents the topic of the paragraph. Second, it expresses the writers’ attitude or opinion or idea about the topic.

McWhorter (1989:107) points out that a topic sentence can be located anywhere in the paragraph. However, there are several positions where it is most likely to be found. Further, it is stated that most often the topic sentence is placed in the first of the paragraph, but the students can find the topic sentence in the last of the paragraph, in the middle of the paragraph, in the first and in the last of paragraph.

For example;

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

(Taken from: <http://www.englishindo.com/2013/08/narrative-text.html>)

The example question is “what is the topic of paragraph above?” the answer is “there was a little poor boy came into a little village”.

b. Identifying the supporting details

McWhorter (1989:113) defines supporting details as those facts and ideas that prove or explain the main idea of a paragraph. In line with this idea, Wingersky, *et al* (1999:34) state that the supporting details are the “proof” given to the reader for the topic sentence; it gives a clear and convincing picture of the main idea suggested by the topic sentence. In short, it can be concluded that the main function of supporting details is to support the main idea in a paragraph. By looking at the supporting detail, the students can draw the main idea of the paragraph and can also get the additional information about the paragraph.

For example;

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

(Taken from: <http://www.englishindo.com/2013/08/narrative-text.html>)

The example question about supporting detail above is “what did the old woman give to the boy in order to help him?” and the answer is “the old woman gave a “lesung”, a big wooden mortar for pounding rice”.

c. Identifying the concluding sentence

Wong (1999:366) defines that concluding sentence is the last sentence in a paragraph, which restates the main idea or summarizes the main idea of the paragraph. Wingersky, *et al* (1999:253) suggests that the conclusion should summarize main points and end with an obvious closure with a sense of completeness. It is inferred that concluding sentence is always at the end of a paragraph and through concluding sentence the students can know the summary of the main idea of the reading text they have read.

For example;

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Taken from: <http://www.englishindo.com/2013/08/narrative-text.html>)

The example of question in identifying concluding sentence from the paragraph above is “How did the little boy and the generous old woman save their life from the flood?” and the answer is “he used the “lesung” as a boat and picked up the old woman”.

2.1.4 Text Comprehension

Wood (1991:125) states that the important of reading is to get a sense of the whole so that finally when finishing reading, the students can look away from the text and answer the two questions: what is text talking about? And what did the author say about text? Further, she says that one way to accomplish this goal is to recognize and understand the parts first, the small units of meaning, and then to combine them to understand the whole. It means that the students have to comprehend all parts of the text from the smallest one till the biggest one. They are words, sentences, and paragraphs. In short, text comprehension deals with the understanding of the whole text. By comprehending the whole text the students will get the idea of the whole text and also the essentials from the text.

For example;

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Taken from: <http://www.englishindo.com/2013/08/narrative-text.html>)

From the text above the example question about text comprehension is “What is the moral value from the text above?” and the answer is “We should help each other even to the stranger”

2.2 Narrative Text

There are several meanings of narrative text based on some experts. Montgomery, et al (2000:211) define that narrative is a story about series of events, usually happen in sequence and often with one causing another. Ploeger (2000:260) confirms that narrative text is a short story taken from personal experience, using a chronological sequence of events. Further, he assumes that narrative usually tells the readers of an event and ends with a revelation, insight, lesson, or understanding. Thus, it is clear that narrative text is a story that happens in sequence and it is arranged in chronological order. The students can also get the moral value after reading narrative text.

According to curriculum for Senior High School and Madrasah Aliyah, narrative text includes some of the following points:

Table 2.1 Narrative Text

Social Function	Generic Structure	Significant Lexico grammatical Features
To amuse, entertain, and to deal with actual or various experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.	<ul style="list-style-type: none"> • Orientation: sets the scene and introduces the participants • Complication: a crisis arises • Resolution: the crisis is resolved, for the better or for worse • Re-orientation: Optional 	<ul style="list-style-type: none"> • Focus on specific and usually individualized participants • Use of material processes land in the text, behavioral and verbal processes • Use of relational processes and mental processes • Use of temporal conjunctions and temporal circumstances • Use of simple past tense

(Taken from English for Senior High School Students, 2008: 94)

The table above gives information about the social function which has could make the reader learns the values of their culture from the stories that stated in the text. They learn about what we consider to be moral, strong, admirable behavior and what is considered villainous, selfish, and vain. They also learn ideas for conflict resolution (most stories contain the resolution of a conflict!) They may learn problem-solving strategies from a resourceful character. They learn hard data about the world, such as what it is like to do certain jobs that characters may hold or facts about the real-world places the characters their live. They learn about history as it filters through the stories that were recorded at different times. They learn to think critically as they interpret the messages of

stories, generic structure, and significant lexical grammatical features of narrative text. First, the social function which has of narrative is to amuse, entertain, and to deal with actual or various experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Second, the point is about generic structure including orientation, complication, resolution, and re-orientation.

The points of generic structure have similarity with the part of the text, namely; introduction, body, and conclusion. Orientation has the same function with introduction. Complication is similar with the body of the text. Resolution can be the conclusion in the text. For re-orientation is a closing remark to story and it is optional, that consist of a moral lesson, advice or teaching from the writer. Third, the point is about the significant lexical grammatical features of narrative text which are indicated by; the first narrative text is focused on specific and usually individualized participant, for example used the first person (I) or the third person (he, she, they or it). The second, narrative text is using material processes land in the text, behavioral, and verbal processes, for example could not move, could not bear, think, walked, found, said, told, shouted, etc. The third, narrative text is using relational processes and mental processes, for example; must be, is, screamed, trembled, felt, etc. The fourth, narrative text is using temporal conjunctions and temporal circumstances, for example one day, one fine, then, when, later, etc. The fifth, narrative text is using simple past tense for example: he was very hungry and weak.

The example of narrative text is described in the following:

The Legend of Rawa Pening

Orientation

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Complication

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Resolution

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Taken from: <http://www.englishindo.com/2013/08/narrative-text.html>)

From the example of narrative text above, it is known that the first paragraph is orientation as introduction of the text because it presents the settings of the story and introduces the characters involved, the time and the place of the story happened (who/what, when, and where): a little poor boy, a generous woman, Once upon a time, a little village. Paragraph 2 is complication that is similar with the body of the text because the story continues here about what happens with the participants that explores the conflict among the participants in the story: People challenged each other to pull out that stick. Everybody tried, but

nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. The last paragraph is resolution as the conclusion because it is phase where the participant solves the problem aroused by the conflict: Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake.

2.3 SQ3R Strategy

In this research, the researcher used SQ3R strategy to improve students’ reading comprehension achievement. The name comes from the first letters of the activities the students are asked to do in this method they are: Survey, Question, Read, Recite and Review. Francis P. Robinson is the first person who develops SQ3R Strategy in 1961. This reading strategy was developed to help students read with purpose and understand complex information. Wood (1996:169) claims that SQ3R is an excellent reading and study strategy. Hence, many teachers have worked with SQ3R reading strategy to modify and try to make it better in teaching reading for years. It can be said that SQ3R strategy is one of the appropriate strategies to help students gain their ability in reading comprehension. The following is a brief description of every step in SQ3R strategy. The steps are Survey, Question, Read, Recite, and Review.

- a. Survey. Hennings (1997:275) defines that survey is an effective strategy for simultaneously teaching SQ3R and the structure of informational texts by talking through a passage before reading. In line with Hennings, Wood (1996:168) suggests that the students should look through the material before they read the whole text in order to be familiar with the content and organization. The students are assigned to read the title, look at the picture and the other visual material. Hennings (1997:275) states that having surveyed the text, students think and talk about what they already know

about the subject. It is inferred that after doing survey the students should think by themselves about what they have just got from the title, picture, or other visual materials. Then, they can predict what the text is going to be about. Thus, it can be concluded that survey is pre-reading activity that has purpose to make the students familiar with the passage. Wood (1996:168) points out that familiar material to the students can encourage them to make questions to react to, and talk back to which is always easier and more enjoyable to read than unfamiliar material.

- b. Questioning. Hennings (1997:275) confirms that the second step in preparing to read narrative text is *questioning*. The students are suggested to ask questions about the title in the text before they read the reading material (Wood, 1996:168). It means that after surveying the text the students are suggested make some questions related to the information which the students want to know. The title and the picture may give some clues in formulating questions. Formulating questions will help the students concentrate and think about the material as they read (Wood, 1996:169). Those questions are expected to be answered while reading the text. Hennings (1997:276) states that questions give purpose to reading; students read to find answer. Finally, it can be said that in questioning, the students are formulating questions after surveying the text then the students can answer the questions while they are reading the text.
- c. Read. Hennings (1997:276) points out that student read the material of reading in order to find answers to their before-reading questions. In line with Hennings, Wood (1996:169) confirms that the students read the material in each section to answer the questions they have posed for themselves. Further, Fairbain and Winch (1996:22) state that in the reading section the students will need to read in detail and make notes on. It is inferred that the students need to concentrate in reading the material in order to get the answers of the question before. In addition, Wood (1996:169) suggests that if the students' questions are misleading, they

may change it. Thus, it can be said that reading is an activity that leads the students to read the whole text or passage in detail in order to find the answers of the questions which have been formulated in the previous step. By reading they can also find the main idea and some important information about the text.

- d. Recite. It is the step where the students have to recall all the main points of the reading text without reading the text. Further, Fairbain and Winch (1996:22) explain that after reading the text the students will wish to recite what they have learned to check whether they have really answered their question. Wood (1996:169) states that when the students have finished reading a section of material, they have to look away and see if they can recite the main points from memory. Hennings (1997:276) states that in reciting, the students' mind talks: they tell themselves answers to the questions devised during the preview survey or retell points from the selection. It is inferred that in recitation the students also answer the questions before reading in their own mind. In answering the questions they may take note on some pieces of paper without looking at the reading text. Bos and Vaughn (1991:242) point out that at the end of each heading, the students have to either write brief notes about the highlights of the reading or got engaged in self-recitation. In addition, Wood (1996:169) confirms that recitation can help the students transfer new material to their long-term memory. Then, they can relearn it later fairly rapidly. In short, it can be said that "recite" is an activity in which the students should recall or remember the main points of reading material from their own memory which is guided by the answer from the question they devised before reading without looking back or reread the reading text and they are also allowed to take note without looking at the reading text.
- e. Review. In this step, the students are allowed to reread the whole reading text. Wood (1996:169) states that if the students cannot remember the important information from the text, they should review the text again.

Further, she adds that by looking back at the text, the students will be familiar with the important information. In line with Wood, Hennings (1997:276) says that if the students cannot do reciting, they may reread the reading material and try again to recite (in their minds) key points about what they have read main ideas, definitions, and so forth. Further, he states that in finishing the selection, the students review again what they have read by mind talking through the main points of the entire selection, again guided by the questions they devised before reading. Thus, it can be said that review is reread activity in order to gain and remember the main information from the text.

2.4 The Strength and the Weaknesses of SQ3R Strategy

SQ3R has some advantages to improve the students' reading comprehension. Hennings (1997:276) affirms that the sequence of every step in SQ3R strategy is powerful because the "surveying" and "questioning" help the readers perceive the structure of a selection, which in turn facilitates comprehension by providing a framework for reading. Further, SQ3R strategy also provides a means through which readers monitor their comprehension. It is inferred that by using SQ3R strategy the students can monitor how far are their reading comprehension on the text that they have read.

In relation to the strength of SQ3R strategy, Wood (1996:169) confirms that SQ3R strategy suggests the students to use what they already know to help them understand new material. Accessing what the students know as they read allows the students to react, compare and add information, evaluate, interpret, and mentally interact with new ideas. It can be concluded that SQ3R strategy is useful for reading comprehension and gain the students' prior knowledge through the sequence of SQ3R strategy which include *survey, question, read, recite, and review*.

Discussing the disadvantages of SQ3R strategy, Bos and Vaughn (1991:242) explain that one of the major difficulties associated with the SQ3R strategy is the complexity of the process, particularly for the students who are

experiencing reading problem. It happens because there are many steps in SQ3R strategy. Moreover, every student has different instructional reading level.

Looking at the disadvantages, to anticipate the problem Fairbain and Winch (1996:27) say that the students have to use this technique for several times to be able to go through it informally without having to consciously remind them of each stage. It can be concluded that in solving the disadvantage of SQ3R strategy is by using every step for several times continuously until the students can apply those steps and remember the important information of the reading text. In addition, to anticipate the above shortage during the implementation of the action, the researcher managed the time properly, gave clear guide of each step in using SQ3R strategy to avoid misunderstanding among the students, asked the students who interfered the teaching learning process to be discipline.

2.5 The Procedures of Using SQ3R Strategy in Teaching Reading

In this research, the researcher used three phase technique. Parrish (2004:139) points out the stages applied in reading class. It begins with pre-reading to activate learners' schema, followed by reading-skills practice, and ending with a follow-up/post-reading activity which allows learners to make use of the knowledge gained from the reading text.

The explanation of the procedures of using SQ3R strategy in teaching reading as follows:

1. Pre-reading

Wood (1996:170) states that the purposes of the pre-reading activities by using SQ3R strategy are; to focus, to link new material to prior knowledge, to predict, to begin to make connection, to improve concentration, and to preview the content and the organization. In this research, pre-reading was conducted by doing the following activities:

- a. Showing a picture related to the topic to attract the students' attention
- b. Asking some leading questions to focus the students to the topic
- c. Delivering the reading text to the students

- d. Asking the students to survey the reading text from the title, look at the picture and the other visual material
- e. Asking the students to make some prediction based on their background knowledge about the topic
- f. Asking the students to make some questions about main point of the text to help them concentrate, they may write the questions on some pieces of paper
- g. Stating the objectives

2. While-reading

Wood (1996:170) confirms that the purposes of the while-reading activities by using SQ3R strategy are; to recognize and understand the important ideas, to organize them in students' mind, to think about them, and to make connections. In this research, while-reading was conducted by doing the following activities:

- a. Asking the students to read the whole text in order to find the answers of their questions about main points they made before reading
- b. Asking the students to determine the important information that they must remember
- c. Asking the students to recognize organization patterns so that they can mentally organize ideas and commit the ideas to their long-term memory
- d. Asking the students to think, make connections, visualize, and monitor their comprehension

3. Post-reading

Wood (1996:170) point outs that the purposes of the post-reading activities by using SQ3R strategy are; to reduce, simplify, and organize the material so that the students can study and learn it more easily, write to learn, create external memory aids for later study, learn, think, make

connection, and remember. In this research, post-reading was conducted by doing the following activities:

- a. Asking the students to answer their questions about the main points of the text by writing the answer on some pieces of paper without looking at the reading text and it can be said as recitation
- b. Asking the students to review all the answer, the main points and the whole reading process that they have done in the previous step
- c. Guiding the students to draw conclusion
- d. Asking the students' problems
- e. Giving solutions to the students' problems

2.6 The Action Hypothesis of the Research

Based on the review of related literature and the research problems, the research action hypothesis can be formulated as follows:

1. The use of SQ3R strategy can improve the eleventh grade IPA 3 students' active participation in the teaching learning process of reading narrative text at MAN 2 Jember.
2. The use of SQ3R Strategy can improve the eleventh grade IPA 3 students' reading comprehension achievement on narrative text at MAN 2 Jember.

CHAPTER 3. RESEARCH METHODS

This chapter presents the discussion about the research methods applied in this research. It covers research design, area determination method, research subject determination method, data collection method, and the research procedure. Each part is presented in the following section respectively.

3.1 Research Design

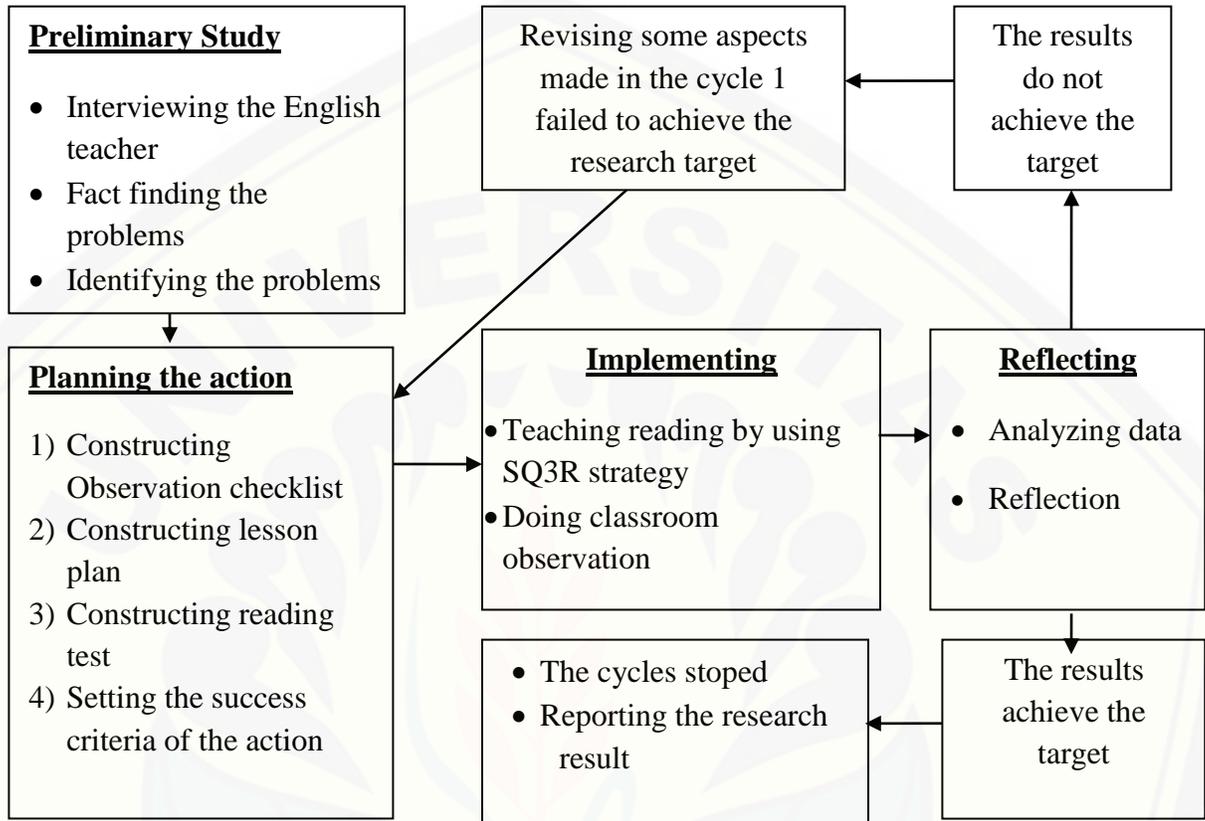
This research was intended to improve the eleventh IPA 3 class students' reading comprehension achievement. Therefore, the design of this research was Classroom Action Research. According to Elliot (1991:69), an action research is the study of a social situation with a view to improve the quality of action within it. In addition, Mills (2003:1) in Hopkins (2008:48) states that an action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn. Further, McMillan (1992:12) argues that a classroom action research is a type of applied research with the purpose to solve a specific problem or to make decision at a single local site. In short, it can be concluded that a classroom action research is an appropriate research design to solve the problem of the teacher and the students in the classroom.

In this research, a classroom action research with cycle was applied. Each cycle covered four activities: planning the action, implementing the action, doing the observation and evaluation, analyzing data and doing reflection (Elliot, 1991:69).

This classroom action research was conducted collaboratively with the English teacher who taught the eleventh grade IPA3 class of MAN 2 Jember. The collaboration was focused on identifying the research problems dealing with the reading comprehension in the classroom, carrying out the action in teaching reading, doing class observation, doing reflection and analyzing the implementation of the

action. The design of this classroom action research was illustrated in the following diagram:

Diagram 3.1 The Design of the Classroom Action Research



(Adapted from Lewin, in Elliot, 1991:70)

The activities of the research used the following procedures:

1. Doing preliminary study through an interview with the English teacher of the eleventh IPA 3 to identify the students' problems in reading class and observed the teaching learning process in the eleventh IPA 3 class of MAN 2 Jember.
2. Finding out the problems based on the interview and class observation.
3. Planning the action by constructing the lesson plan for the first cycle (meeting 1 and meeting 2) collaboratively with the English teacher.
4. Implementing the action of the first cycle of teaching reading narrative text by using SQ3R strategy done by the researcher. The English teacher also took role in this cycle. In the first meeting, the researcher taught the students by

using SQ3R strategy and the English teacher was as the observer. In the second meeting, the English teacher taught the students by using SQ3R strategy and the researcher was as the observer.

5. Administering the reading comprehension test in the first cycle done by the teacher and the researcher.
6. Analyzing the result of the reading comprehension test quantitatively then classify the result of reading comprehension test quantitatively based on the classification of the score levels.
7. Reflecting the results of the observation checklist and reading comprehension test in the first cycle. When the result of the first cycle did not achieve the criteria of the research, the researcher needed to continue the action to the second cycle by revising the lesson plans based on the problems faced in the first cycle. The actions in the second cycle were the same with the first cycle, namely the planning of the action, the implementation of the action, the observation and evaluation, and the reflection of the action. However when the result of the first cycle achieved the criteria of the research, the researcher could stop the cycle and report the result of the research.
8. Drawing a conclusion to answer the research problem based on the results of the data analysis.

3.2 Area Determination Method

In this classroom action research, the area determination was conducted by using purposive method. Arikunto (2006:139) defines purposive method as a method employed in choosing the research area based on a certain purpose or reason such as limited time, energy, and fund. It could be said that consider in the research area could be based on certain purposes. This research was conducted at MAN 2 Jember. This school was chosen to conduct this research based on the following reasons:

- (1) The Eleventh IPA 3 class students at MAN 2 Jember still had problems in reading comprehension.

- (2) The English teacher has never applied SQ3R strategy in teaching reading comprehension.
- (3) The English teacher has agreed to collaborate with the researcher to solve the students' reading problem by conducting a classroom action research
- (4) The English teacher of XI IPA 3 class and the Headmaster of MAN 2 Jember have granted permission to the researcher to conduct this classroom action research.

These considerations ensured that the required data as this research could be obtained.

3.3 Research Subject Determination Method

The subjects of the research were taken from the eleventh grade of MAN 2 Jember. The researcher used purposive sampling method because there were 9 classes of the eleventh grade in that school, consisting of 4 classes from Natural Science program (IPA), 5 classes from Social Science program (IPS). However, only one class was chosen in this classroom action research and it was class XI IPA 3 of MAN 2 Jember in 2013/2014 academic year which consisted of 27 students. The researcher selected this class because based on the interview with the English teacher; this class still had reading comprehension problems indicated by only 37% of the students achieved the standard score of reading comprehension test (75) in the previous reading comprehension test given by the English teacher (see Appendix C).

3.4 The Operational Definitions of the terms

It was important to formulate the operational definition of the key terms used in this research in order to avoid misunderstanding between the writer and the readers about the terms used in the title. The key terms which were important to be defined operationally were as follows:

3.4.1 SQ3R Strategy

SQ3R is a reading strategy that consists of “*Survey, Question, Read, Recite, and Review*”. SQ3R strategy was one of appropriate strategies to help the students gain their ability in reading comprehension. It was used especially on narrative text to improve the students’ reading comprehension achievement. In addition, it was also used to improve the students’ active participation during reading teaching learning process.

3.4.2 Reading Comprehension Achievement

In this research, reading comprehension achievement referred to the students’ score in reading comprehension test after they were taught reading comprehension by using SQ3R strategy. The test measured the students’ ability to comprehend the reading text, covering word, sentence, paragraph, and text comprehension.

3.4.3 Narrative Text

The genre of the text used as the reading material in this research was narrative. The definition of narrative text was a story about a series of events which usually happen in sequence and often with causing another. The main purpose of narrative text was to entertain or to inform the readers. The general structure of narrative text was; Orientation, Complication, and Resolution. In this research, the narrative text was about

3.4.4 Students’ Active Participation

The students’ active participation in this research was dealing with the students’ involvement during the teaching learning process of reading in the classroom. In this research, students’ active participation could be identified by their active role during the teaching learning process of reading narrative text by using SQ3R strategy. The indicators observed were: (1) Surveying the text; (2) Formulating questions; (3) Reading the whole text; (4) Reciting the main points of the text; (5)

Reviewing the whole reading text; (6) Asking questions to the teacher related to the topic; (7) Answering the teacher's questions correctly. The students were categorized active when they fulfilled at least six indicators of the seven indicators.

3.5 Data Collection Method

In this research, the researcher used two kinds of data (primary data and supporting data). The primary data was collected by reading test and observation while supporting data was gained by interview and documentation. The following was the discussion about the data collection.

A. Reading Test

Arikunto (2006:150) defines a test as an instrument which is used to measure skill, intelligence, ability or aptitude possess by individual or group. In addition, McMillan (1992:114) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. In conclusion, test was an instrument or a set of written questions to find how far the quality and the comprehension of respondent to determine a score.

Hughes (2003:11) points out that there are four types of tests. They are (1) Proficiency test, (2) Diagnostic test, (3) Placement test, and (4) Achievement test. In this research, an achievement test was used in reading to measure the students' reading achievement after they were given the action. According to Arikunto (2006:128), an achievement test is a test that is used to measure the students' mastery after being taught a certain lesson. In short, it could be said that the achievement test was administered after the students were taught reading comprehension by using SQ3R strategy.

In this research, the researcher used teacher-made test. Arikunto (2006:223) states that teacher-made test is a test made by the teacher by using certain procedure. In addition, McMillan (1992:118) confirms that teacher-made test is a test that is used for examining classroom learning. The test items consisted of word comprehension, sentence comprehension and text comprehension. It was also consulted to the English

teacher and the research consultants to know whether or not the test items were appropriate to the eleventh grade students.

In giving a good test, the researcher should make a test that has validity and reliability. Fraenkel and Wallen (2006:169) explain that validity refers to appropriateness, meaningfulness, and usefulness of the inferences. Meanwhile, reliability refers to the consistency of the scores. According to Hughes (2003:26) a test is said to be valid if it measures accurately what is supposed to be measured. In short, it can be concluded that a test is considered valid if it measures what should be measured. In addition, Hughes (2003:42) says that to be valid a test must provide consistently accurate measurements, it must therefore be reliable. It infers that a valid test is also reliable.

Hughes (2003:19) classifies that there are two kinds of test based on method of scoring; they are objective and subjective test. It is stated that objective test has no judgment required on the part of the scorer. Thus, scoring is objective. Meanwhile, when there is judgment called for, the scoring is said to be subjective. The objective test in the form of multiple choices was applied in this research. Hughes (2003:143) confirms that this test is more practical and easier to do. In addition, Fisher and Frey (2007:103-104) state that test in the form of multiple choices is easily administered to large numbers of students. It could be concluded that the test in the form of multiple choices was simple and easy to score and also give the objective score.

The reading comprehension test was given after doing an action in the first cycle. There were three narrative texts in one test. The titles of the three narrative texts were “Rabbit and Bear”, “A kind rabbit”, and “The Queen of Arabia and Three Sheiks”. Those three texts were used because the English teacher at MAN 2 Jember did not use the materials to teach the students before. The narrative text entitled “Rabbit and Bear” was taken from <http://understandingtext.blogspot.com/2009/05/reading-narrative.html>, then “A kind rabbit” was taken from <http://www.caramudahbelajarbahasainggris.net/2013/10/5-cerita-fabel-bahasa-inggris-dan-artinya.html>, then “The Queen of Arabia and Three Sheiks” was taken from <http://rezki0910.wordpress.com>.

The total number of the test item was 30 test items in the form of multiple choices. It covered word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The following was the distribution of the test items: word comprehension (12 items), sentence comprehension (9 items), paragraph (6 items) and text comprehension (3 items). Dealing with scoring, each correct item was scored 1 point, so the total score was 30 points. The wrong answer was scored zero. The way to score was the total score divided by 30 after that the result was timed 100 points. If they get score 30 points, they will get score 100. The time allocation for doing the test was 90 minutes. It was the same as the time for English lesson 2x45 minutes. The test items were constructed by the researcher and then they were consulted to the English teacher and the research consultants. The following was the table specification of reading comprehension test:

Table 3.1 Table Specification of the Reading Comprehension Test

No	Indicators	Reading text	Number of items
1.	Word Comprehension	Text 1	1, 5, 7, 9
		Text 2	11, 15, 17, 19
		Text 3	22, 25, 28, 29
2.	Sentence Comprehension	Text 1	2, 4, 6
		Text 2	12, 14, 16
		Text 3	21, 24, 26
3.	Paragraph Comprehension	Text 1	3, 8
		Text 2	13, 18
		Text 3	23, 27
4.	Text Comprehension	Text 1	10
		Text 2	20
		Text 3	30

B. Observation

Observation in this research was used to obtain the primary data about the students' active participation in the teaching learning process of reading comprehension through SQ3R strategy. The students' active participation was observed by the English teacher in the first meeting of cycle one. After that, in the second meeting the teacher taught the students and the researcher was the observer. The observer used the observation guide in the form of the observation checklist. The students were categorized as the active students if they at least fulfill six indicators of the seven indicators. The following was the observation checklist used to observe students' active participation;

Table 3.2 Observation Checklist of Students' Participation

No.	Name	Indicators							Total	Active	Passive
		1	2	3	4	5	6	7			
1.											
2.											

The indicators to be observed were:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher correctly

Active: When the students at least fulfill six indicators of the seven indicators.

Passive: When the students fulfill less than six indicators of the seven indicators.

C. Interview

McMillan (1992:132) defines that interview is a form of data collection method in which questions are asked orally and the subject' responses are recorded. In this research, interview was conducted with the English teacher at the preliminary

study. It was conducted to gain the information about the problems faced by the students in the reading class, the teacher's method in teaching reading, and the class which had the lowest score in reading comprehension achievement. Arikunto (2006:227) divides interview into three categories, namely structured interview, semi structured interview, and unstructured interview. In this research, Semi structure interview was used during the preliminary study. Arikunto (2006:156) states that semi structured interview is done by bringing a guide or a set of questions that functions as the main line about the things which are going to be interviewed. It can be said that the list of questions was prepared (Appendix B).

D. Documentation

Arikunto (2006:158) says that documentation is one of the techniques used to obtain the data from the documents or written materials. Documents can be in the form of records, transcripts, books, newspapers, magazines, etc. In this research, the researcher used documentation to obtain the names of the students who became the research subject taken from the eleventh IPA 3 at MAN 2 Jember and the previous English reading score from the English teacher.

3.6 The Research Procedures

This classroom action research was intended to improve the students' reading comprehension and it was conducted based on the following steps:

1. The planning of the action
2. The implementation of the action
3. Classroom observation and evaluation of the action
4. Reflection of the action

(Adapted from: Lewin, 1980, in Elliot, 1991:70)

3.6.1 The Planning of the Action

In this research, the planning of the action was done by the researcher before the implementation of the action of the research to obtain the best result. The activities were as follows:

- 1) Choosing the themes and sub themes based on curriculum for senior high school especially for the eleventh grade.
- 2) Constructing the lesson plans for the first cycle collaboratively with the English teacher.
- 3) Constructing observation checklist for the first cycle.
- 4) Constructing reading test for the first cycle.
- 5) Setting the criteria of success

3.6.2 The implementation of the action

In this research, the implementation of the action was done during the school hours based on the English lesson schedule. The action was teaching reading narrative text by using SQ3R strategy in two meetings. Then in the third meeting, the researcher gave reading test. In the implementation of the action, the researcher conducted the action collaboratively with the English teacher during reading teaching learning process. On the first meeting, the researcher taught the students by using SQ3R strategy and the English teacher was as the observer. For the second meeting, the english teacher taught the students by using SQ3R strategy and the researcher was as the observer.

3.6.3 Classroom Observation and Evaluation of the Action

Observation was important in Classroom Action Research. The meaning of observation was an activity of observing and writing down systematically about the situation being investigated. Observation was used to monitor or to record the students' active participation during reading class in the form of checklist. It could also guide the researcher to make some correction for the second meeting in the first cycle. The observer was done collaboratively by the researcher and the English

teacher. In the first meeting, the observer was the English teacher and in the second meeting, the observer was the researcher.

Meanwhile, evaluation was conducted to know whether the use of SQ3R strategy can improve the students' active participation and their reading comprehension achievement on narrative text. The evaluations used in this research were process and product evaluation. The process evaluation was done by conducting observation during the reading teaching learning process on narrative text by using SQ3R strategy in every meeting, while the product evaluation was administered at the end of each cycle in the form of reading comprehension test. The following was the criteria used to evaluate the success of the action;

- a. The action was considered as successful if 75% of the students actively participated in the reading teaching learning process by using SQ3R strategy.
- b. The action was considered as successful if at least 75% of the students as the research subject achieved the minimum score that is 75.

3.6.4 Reflection of the Action

Reflection was conducted after analyzing the result of the implementation of the action. The researcher and the English teacher did the reflection collaboratively. The purpose of doing reflection was to know whether the actions given are successful or not. The result of the reflection was used to revise the implementation of the action in cycle one. The revisions from cycle one were used as guidance to construct the action in cycle two. At the end of the research, the researcher who did reflection collaboratively with the English teacher used the result of the reflection to draw a conclusion in order to answer the research problems.

3.7 Data Analysis Method

The result of the observation checklist in each cycle was analyzed quantitatively based on the students' active participation during reading teaching learning process. The data was analyzed by using the following formula:

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

Notes:

E= the percentage of the students' active participation

n= the total number of the students who are categorized as active students

N= the total number of the students

(Adapted from Ali, 1993:186)

The results of the analysis were continued by applying the following formula to find the percentage of the students who get at least ≥ 75 :

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

Notes:

E= the percentage of the total number of the students who get ≥ 75

n= the total number of the students who get ≥ 75

N= the total number of the students doing the test

(Adapted from Ali, 1993:186)

CHAPTER 4 RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the action in Cycle 1 and Cycle 2. Each Cycle consists of the results of observation, the results of reading comprehension achievement test, the result of reflection and the discussion of the research results. The descriptions of each point are presented in the following section.

4.1 The Result of the Action in Cycle 1

The action in Cycle 1 was conducted in three meetings including the time for the test. The first meeting was done on May 9th, 2014, the second meeting was done on May 10th, 2014 and the third meeting that was the reading test was done on May 16th, 2014. The implementation of the action was done by the researcher and the English teacher collaboratively. The stages of activities done in Cycle 1 covered the planning of the action, the implementation of the action, the observation and evaluation, and the data analysis and reflection.

The implementation of the action was based on the Lesson Plans constructed by the researcher collaborated with the English teacher. The first meeting was done based on Lesson Plan 1 (see Appendix D) and the second meeting was done based on Lesson Plan 2 (see Appendix E). The teaching learning materials were based on the 2006 English Curriculum for senior high school level. They were taken from the English textbooks and the other authentic materials, such as internet by making some revisions of the grammatical errors. The reading narrative texts for the first Cycle entitled “Pinocchio” and “Mouse-deer and farmer”. The comprehension covered word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

In the implementation of the action in this Cycle, in the first meeting, the researcher conducted the action while the English teacher was as the observer. In the second meeting, the English teacher conducted the action while the researcher was as

the observer. The time allocation to teach reading on narrative text by using SQ3R strategy was 2 x 45 minutes for each meeting.

There were two kinds of evaluation done in this Cycle. They were process evaluation and product evaluation. The process evaluation was conducted to evaluate the students' active participation in the teaching and learning process. It was done by using the observation guide in the form of checklist. The indicators observed were the students' activities while attending the teaching of reading by using SQ3R strategy covering surveying the text, formulating the questions, reading the text, reciting the main points of the text, reviewing the whole text, asking questions to the teacher related to the topic, and answering questions from the teacher. Meanwhile, the product evaluation was intended to measure the students' reading comprehension achievement in the form of multiple choices after they were taught by using SQ3R strategy. It was done by conducting the reading comprehension test in the third meeting on 16th May 2014 after the implementation of the action in two meetings. The reading test was conducted in 90 minutes.

4.1.1 The Result of the Observation in Cycle 1

Classroom observation was done to get the primary data of the research that was students' participation. Observation was used to record the students' active participation during the teaching and learning process of reading by using SQ3R strategy in each meeting. The observation guide in the form of checklist containing of seven indicators such as surveying the text, formulating questions, reading the text, reciting the main point of the text, reviewing the whole reading text, asking questions to the teacher related to the topic, answering questions from the teacher. The students were considered active if they fulfilled at least six indicators. Otherwise, the students were considered less active if they fulfilled less than six indicators. The research is considered successful if 75% or more of the students were active.

In the first meeting, the teaching learning process covered three activities; set induction, main activities, and closure. In set induction, the researcher introduced the topic and activates the students' prior knowledge. The learning activity was opened

by asking some leading questions. The questions were “do you like reading story?”, “what story did you ever read?”, “Have you ever read “Pinocchio” story?”. Those questions were addressed to the students in order to lead them to the topic to be discussed. After that, the researcher gave motivation to the students by showing some pictures about the topic, to make them interested in the topic.

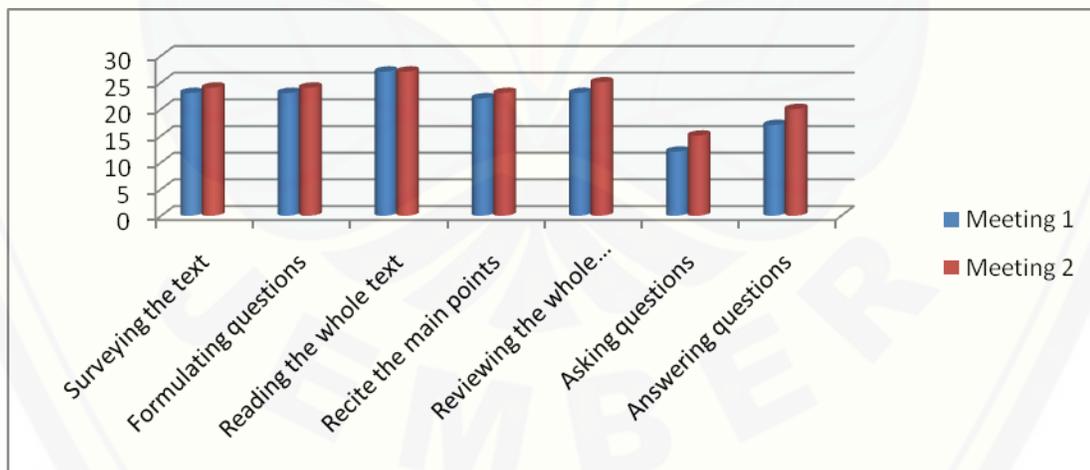
The second activity was the main activities. In this stage, the researcher explained the materials about narrative text. After that, the researcher introduced SQ3R strategy, including the definition of SQ3R strategy, the procedures of SQ3R strategy, and explained every step in SQ3R strategy. Then, the researcher distributed a narrative text to the students. After the students got the material, the researcher asked the students to survey the text. In this step the students were asked to look at glance at the text. Its purpose was to make the students familiar with the material and gained their prior knowledge. After surveying the text, the students were asked to formulate questions based on the text surveyed. Then, the activities were continued by reading the text. By asking the students to read the text the students were asked to find the answer of their questions that had been formulated in the previous step. After they got the answer of their questions then they continued to memorize the main points of the text. The students recited the main points of the text in the written form. Then, the students reviewed the whole reading text and the whole process of reading. After finishing all the steps in SQ3R strategy, the researcher distributed the exercise to train them to comprehend the text. Then, the researcher discussed the exercise with the whole class.

In the closure, the researcher guided the students to review the material that had been taught and drew conclusion of the material. In this meeting, 23 out of 27 students surveyed the text, 23 students formulated questions, 27 students read the text, 22 students recited the main points of the text, 23 students reviewed the whole text, 12 students asked questions to the teacher related to the topic, 17 students answered the teacher’s questions. There were 17 out of 27 students fulfilled at least 6 indicators of the students’ active participation. In other word, there were 17 active students (63%) out of 27 students in the first meeting. However, 10 students (37%)

out of 27 students were less actively involved in teaching and learning process of reading by using SQ3R Strategy.

The second meeting was done on May 10th, 2014 with the same procedure but different topic. In this meeting, there were 21 students who were active during teaching and learning process of reading by using SQ3R strategy. The rest of them that were 6 students were not active in teaching and learning process. There were 24 students surveyed the text, 24 students formulated questions, 27 students read the text, 23 students recited the main points of the text, 25 students reviewed the whole text, 15 students asked questions to the teacher related to the text, and 20 students answered question given by the teacher related to the topic. The observation carried out during the second meeting revealed that 20 students or 74% of 27 students were actively involved in the teaching learning process and 6 students or 26% of 27 students were less active. It means that the active participation of the students improved 11% from 63% in the first meeting to 74% in the second meeting. Both the percentage of students' active participation in the meeting 1 and 2 did not achieve the target requirement that was 75%. The result of the students' active participation is shown in the following chart.

Chart 4.2 Observation Result in Cycle 1



4.1.2 The Results of the Students' Reading Comprehension Test in Cycle 1

The reading comprehension test was administered to measure the students' comprehension in reading a narrative text after the action of the first cycle was conducted. The reading comprehension test was conducted on May 16th, 2014. It consisted of 30 items in the form of multiple choices with three texts. Each text consisted of ten questions. There were 27 students joining the test. The following is the result of the reading test after the students had been taught reading by using SQ3R

Table 4.1 The Result of the Students' Reading Comprehension Test Cycle 1

No	Students' name	Reading score	Achieved	Not achieved
1	MAR	60		√
2	ARS	90	√	
3	CDP	76	√	
4	FS	80	√	
5	SAN	80	√	
6	WRD	56		√
7	AF	63		√
8	AKF	76	√	
9	AAH	76	√	
10	MAS	53		√
11	YRS	86	√	
12	DKR	66		√
13	MAN	70		√
14	MKN	76	√	
15	NQA	83	√	
16	MJ	83	√	
17	NZF	86	√	
18	RI	76	√	
19	AK	80	√	
20	DRS	73		√
21	IK	83	√	
22	JFR	76	√	
23	QR	83	√	
24	TNP	66		√
25	HIM	70		√
26	IH	76	√	
27	ES	76	√	
			18	9
	$M = \frac{\sum x}{n}$	74.7		
	$E = \frac{n}{N} \times 100\%$		66 %	34 %

$$M = \frac{\sum x}{N}$$

M= Mean

$\sum x$ = the total score of the students' reading comprehension test

N= the total number of the students (research subject)

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

Notes:

E= the percentage of the students' active participation

n= the total number of the students who are categorized as active students

N= the total number of the students

(Adapted from Ali, 1993:186)

Based on Table 4.1 above, it was found out that the mean score of the students' reading comprehension test was 74,7 and the percentage of the students gaining the score of at least 75% on reading comprehension test was 66 %. In this research, the action was considered to be successful if 75% of the total students achieved the minimum standard score that was 75 of the reading test. In fact, there was only 66% or 18 students who could achieve the target while the rest, 34% or 9 students, could not achieve the target score. In conclusion, the action in Cycle 1 was not fully successful yet. Therefore, it was necessary for the researcher to continue the action to Cycle 2 by revising some weak aspects related to the use of SQ3R strategy in reading narrative learning process.

4.1.3 The Result of Reflection in Cycle 1

The reflection was done by the English teacher and the researcher after analyzing the results of observation and the results of reading comprehension test. The teacher and the researcher did the reflection by doing discussion to find out the weaknesses or problems of the action in the first Cycle. In this research, the results of observation in the first meeting showed that there were 17 students (63%) of 27 students who were categorized as active students in reading teaching learning process

by using SQ3R strategy. In the second meeting, 20 students (74%) out of 27 students were categorized as active students in the reading teaching learning process by using SQ3R. It means that the requirement of 75% of the students' active participation in the reading teaching learning process had not been fulfilled in both meetings of cycle 1. Meanwhile, the results of the reading test in Cycle 1 showed that there were 18 students (66.6%) out of 27 students who got scores ≥ 75 . It means that the result of the reading test in the first Cycle had not achieved the target score that was 75% of the 27 students should get at least 75. Therefore, the actions of Cycle 2 were needed to improve the students' active participation and their reading comprehension achievement.

Based on the reflection conducted by the researcher and the English teacher, it was found that there were some problems that influenced the results of the observation and the students' reading test in Cycle 1. Therefore, it was needed to solve the problems which caused the failure in Cycle 1 by revising some aspects in the implementation of the action in Cycle 2. The researcher and the English teacher did some revisions in the teaching learning process. The revisions were highlighted in the following explanations.

In the first cycle, there were some factors that affected the results of the observation and the reading test. They were as follows:

1. When the students were asked to use five steps of SQ3R strategy in reading a text, they felt inconfidence. It was the first time for the students to use SQ3R as the reading strategy. They usually read the reading text without using a certain strategy. To solve the problem, the researcher explained clearly and more slowly about the procedures of SQ3R strategy. The reseacher also gave them the example of every step. For example, when the sudents did survey, they did know what must to do in this step.
2. When the students were asked to formulate some questions based on the text that they have surveyed, some students were confused because they did not know how to formulate questions. As a result, many students made grammatical error in formulating questions and the rest of them didn't formulate questions

and they made a small crowd with their friend. To solve the problem, the researcher guided the students who could not express their idea in formulating questions. For example, “what pinocchio doing in the circus?” it should be “what did pinocchio do in the circus?”.

3. When the students were asked to recite the main points of the text in written form, they felt confused in writing a correct sentence. Many students made grammatical errors. To solve the problem the researcher guided the students in reciting the main points of the text. The researcher corrected the students' sentence. For example, they wrote the main point “Gappeto and Pinocchio live happy”. It should be “Gappeto and Pinocchio live happily”.
4. In doing the exercises, the students should do it individually. However, some students did it with the partner or their friends. They were worried that they would get punishment or having low score if their answers were wrong. To solve this problem, the researcher and the English teacher told them that they would not be punished if they answered incorrectly. The answer would be discussed together after they tried to do it first independently. She also said that the aim was to make them work independently in the test.

Therefore, the next cycle was needed to solve the problems found in Cycle 1. It was conducted by revising some aspects that made Cycle 1 did not reach the research target. The revisions were intended to improve the students' participation as well as the students' reading comprehension achievement.

4.2 The Result of Action in Cycle 2

The action in Cycle 2 was conducted in three meetings including the test. The second cycle was done on 17th and 23rd May 2014 while the reading test was conducted on 24th May 2014. The stages of the activities in the second cycle were the same as those in the first cycle, namely the planning of the action, the implementation of the action, the observation and evaluation, and the reflection of the action.

The implementation of the actions was based on the revised lessons plans of Cycle 1 and was consulted with the English teacher as well as the consultants. It was expected that by revising the way of doing the activities, the students could do the activities in Cycle 2 better than in the first cycle. The students could also improve their reading comprehension achievement by using SQ3R strategy. The genre used in Cycle 2 was the same as that in the first cycle, which was narrative text. The titles were different with the first cycle. They were “Ugly Duckling” and “Jonah”. The narrative text entitled “Ugly Duckling” was taken from <http://www.story24.us/2013/07/the-story-of-ugly-duckling-narrative.html>, and “Jonah” was taken from <http://understandingtext.blogspot.com.html>.

The table below shows the revision of the actions in Cycle 1.

Table 4.2 The Revisions of the Implementation of Actions in Cycle 1

No.	Cycle 1	Cycle 2
1.	In Cycle 1, when the students were asked to use five steps of SQ3R strategy in reading a text, they felt confused about how to apply every steps. It was the first time for the students to use SQ3R as the reading strategy.	In Cycle 2, the researcher explained more clearly and more slowly about the procedures of SQ3R strategy. This action was done in order to make them understand how to use SQ3R strategy in reading text.
2.	In Cycle 1, when the students were asked to formulate some questions based on the text that they have surveyed, some students were confused because they did not know how to formulate questions. As a result, many students made grammatical errors in formulating questions and the rest of them didn't formulate questions and they made a small crowd with their friend.	In Cycle 2, the researcher guided the students who could not express their idea in formulating questions. The researcher also guided them when they experienced difficulty in grammar.
3.	In Cycle 1, when the students were asked to recite the main points of the text in written form, they felt confused in writing a correct sentence. Many students made grammatical errors.	In Cycle 2, the researcher guided the students in reciting the main points of the text. The researcher corrected the students' sentence.

There were also two kinds of data obtained in Cycle 2. The first data was process evaluation that was gained through classroom observation. The second data was product evaluation that was gained through reading comprehension test. The observation was done in each meeting during the teaching learning process. Meanwhile, the students' reading comprehension test was done in the third meeting on May 24th 2014. The reading comprehension test covered word comprehension, sentence comprehension, and text comprehension. The time allocation was 90 minutes.

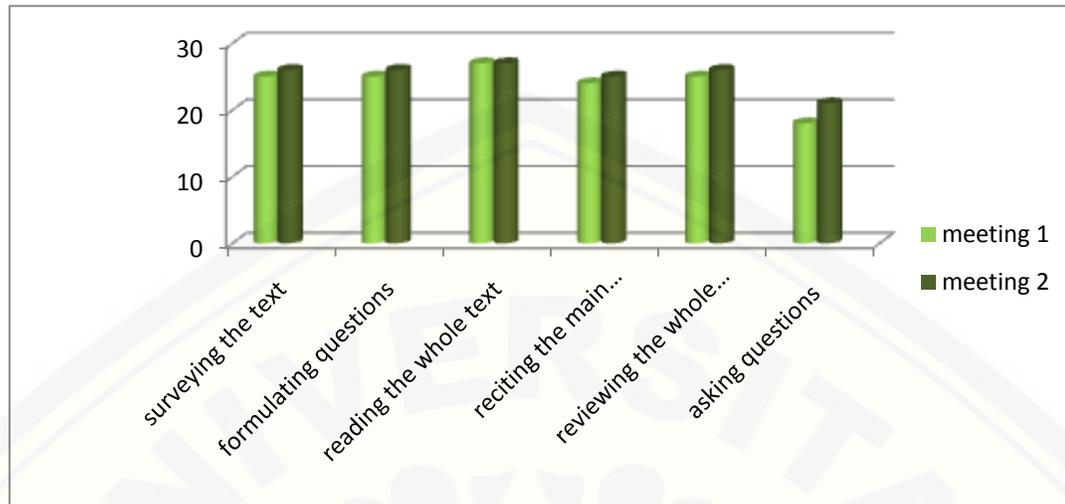
4.2.1 The Result of the Observations in Cycle 2

The observation of students' participation in the second cycle was done during teaching learning process of reading. Class observation in the first meeting was done by the English teacher while in the second meeting was done by the researcher. The first meeting was conducted on May 17th 2014 and the second meeting was on May 23rd 2014. The indicators observed were the same as those in the first meeting. They were (1) Surveying the text; (2) Formulating questions; (3) Reading the whole text; (4) Reciting the main points of the text; (5) Reviewing the whole reading text; (6) Asking questions to the teacher related to the topic; (7) Answering the teacher's questions correctly

In the first meeting, the researcher did to the main activities. In this stage, the researcher did not introduced SQ3R strategy, because in the Cycle 1 the researcher has taught them about it. For the first, the researcher distributed a narrative text to the students. After the students got the material, the researcher asked the students to survey the text. In this step the students were asked to look at glance to the text for about 5 minutes. Its purpose was to make the students familiar with the material and activated their prior knowledge. After surveying the text, the students were asked to formulate questions based on the text surveyed. In this step, the researcher guided them in writing some questions. The researcher also guided the students in making good questions without grammatical errors. Then, the activities were continued by reading the text. In which the students were asked to find the answer of their

questions that had been formulated in the previous step. After they got the answers of their questions, then they continued to memorize the main points of the text. The students recited the main points of the text in the written form. Then, the students reviewed reading the whole text and the whole process of reading. After finishing all the steps in SQ3R strategy, the researcher distributed the exercise to train them to comprehend the text. When the students did the exercise, the researcher gave information that they would not be punished when their answer was not correct. Then, the researcher discussed the exercise with the whole class.

The result of the observation in the second cycle indicated an improvement on the students' active participation during the teaching learning process of reading by using SQ3R strategy. In the first meeting, there were 22 out of 27 students (81.47%) who were active in taking part in the teaching learning process, whereas 5 of 27 students (18.61%) were passive in taking part in the teaching learning process. In detailed, 25 students were surveying the text, 25 students formulating the questions, all students were reading the text, 24 students were reciting the main points of the text, text, 25 students were reviewing the whole text and 18 students were asking questions to the teacher related with the topic. The students' participation improved in the second meeting. There were 26 students surveyed the text, 21 students formulated questions, all students read the text, 25 students recited the main points of the text, 26 students reviewed the whole text, 21 students asked questions to the teacher related with the topic; and 24 students answered the teacher's questions. Totally, there were 24 of 27 students (89%) who fulfilled at least 6 of 7 indicators. The rest of students (11%) were passive in joining the teaching learning process. In conclusion, teaching reading on narrative text by using SQ3R strategy was successful to make the students actively participated in the teaching learning process. The observation result in Cycle 2 was presented in the following chart.

Chart 4.2 Observation Result in Cycle 2

4.2.2 The Results of the Students' Reading Comprehension Test in Cycle 2

The reading comprehension test was done at the end of Cycle 2 that was on May 24th 2014. The reading comprehension test consisted of word, sentence, and text comprehension. There were 30 test items with four different texts. The result of reading comprehension test is presented in the following table.

Table 4.3 The Result of the Students' Reading Comprehension Test in Cycle 2

No	Students' name	Reading score	Achieved	Not achieved
1	MAR	70		√
2	ARS	96	√	
3	CDP	80	√	
4	FS	83	√	
5	SAN	86	√	
6	WRD	70		√
7	AF	73		√
8	AKF	83	√	
9	AAH	80	√	
10	MAS	66		√
11	YRS	86	√	
12	DKR	80	√	
13	MAN	76	√	
14	MKN	76	√	
15	NQA	86	√	
16	MJ	83	√	
17	NZF	90	√	
18	RI	80	√	
19	AK	80	√	
20	DRS	83	√	
21	IK	86	√	
22	JFR	76	√	
23	QR	83	√	
24	TNP	73		√
25	HIM	86	√	
26	IH	76	√	
27	ES	83	√	
			22	5
	$M = \frac{\sum x}{n}$	80.4		
	$E = \frac{n}{N} \times 100\%$		81.5 %	18.5 %

$$M = \frac{\sum x}{N}$$

M= Mean

$\sum x$ = the total score of the students' reading comprehension test

N= the total number of the students (research subject)

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

E = the percentage of the total number of the students whose score was ≥ 75

n = the total number of the students whose score was ≥ 75

N = the total number of the students

(Adapted from Ali, 1993:186)

Based on table 4.2 above, it is found out that the percentage of the students who got the score of at least 75 on the reading comprehension test was 81.4%. In this research, Cycle 2 was considered to be successful if 75% of the total students achieved the minimum standar score that was 75. In fact, there were 22 or 81.4% students who achieved the target score. Meanwhile, 5 or 18.6% students could not achieve the target score. It means that the target percentage of the students who got the score of the minimum standard score 75 had been achieved.

4.2.3 The Result of Reflection in Cycle 2

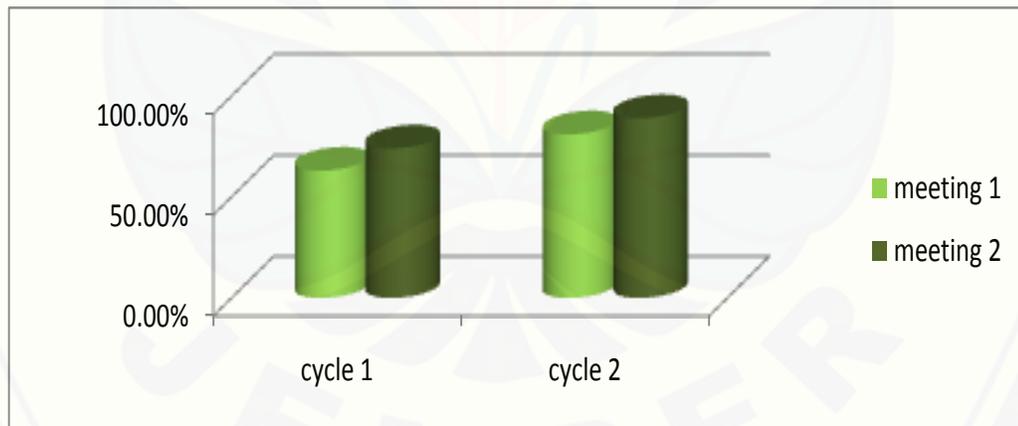
The reflection in the second cycle was done after gaining the results of the students' participation and the reading test. From the results of the students' participation, it was revealed that 22 of 27 students (81%) were active participants in the first meeting. In the second meeting, there were 24 of 27 students (89%) were actively involved in teaching learning process. From those outcomes, it could be concluded that the results of observation had achieved the successful criteria of the research that was at least 75% of the students actively participated during the teaching learning process of reading by using SQ3R strategy.

Furthermore, from the result of reading comprehension test in Cycle 2, there were improvement of the students who gained score at least 75. There were 22 of 27 students or 81.4% of the students were able to get the score of at least 75. It showed that the results of reading test in the second cycle had achieved the target of the percentage of the research. There were some factors that influenced the results of the students' active participation and the reading comprehension test in the second cycle. They were as follows:

1. The students enjoyed and familiar with SQ3R strategy because they used the strategy for several times. They did not get difficulty in using the strategy in reading the text.
2. The researcher guided the students in formulating some questions. They could make the correct questions after the researcher guided them in formulating some questions.
3. SQ3R strategy helps the students in gaining their prior knowledge in order to guide them understand the content of the text easily. Besides, it enables the students to look for the information that they want to know from the text in order to make them memorize the main points longer than just reading.
4. In doing the exercises, the students were asked to do it independently. They were told that they would not be punished or get low score if their answers were wrong.

The following chart gives clearer information about the improvement of the students' active participation in reading classes in the first and second cycle.

Chart 4.3 The Improvement of the Students' Active Participation during the Teaching Learning Process of Reading



Based on the chart, it can be seen that the result of the students' active participation increased from 63% in the first cycle to 74% in the second cycle. In cycle 1, the result of observation on students' active participation had not achieved the target of the research. The result of observation in the first meeting recorded as

many as 63% of 27 students were active in joining the teaching learning process and it increased in the second meeting that was 74% of 27 students. The result showed that the number of active students increased but it had not achieved the research target yet. The research is considered to be successful if 75% of the students were actively involved in the teaching and learning process of reading by using SQ3R strategy.

In the second cycle, the result increased. In the first meeting, there were 81% of 27 students who were actively involved during the teaching learning process and increased 89% of 27 students in the second meeting. From the data, it was known that the students became more active in the teaching learning process of reading in the second cycle than that in the first cycle. Therefore, the result of observation not only showed the raise of the active students, but also had achieved the target of the research.

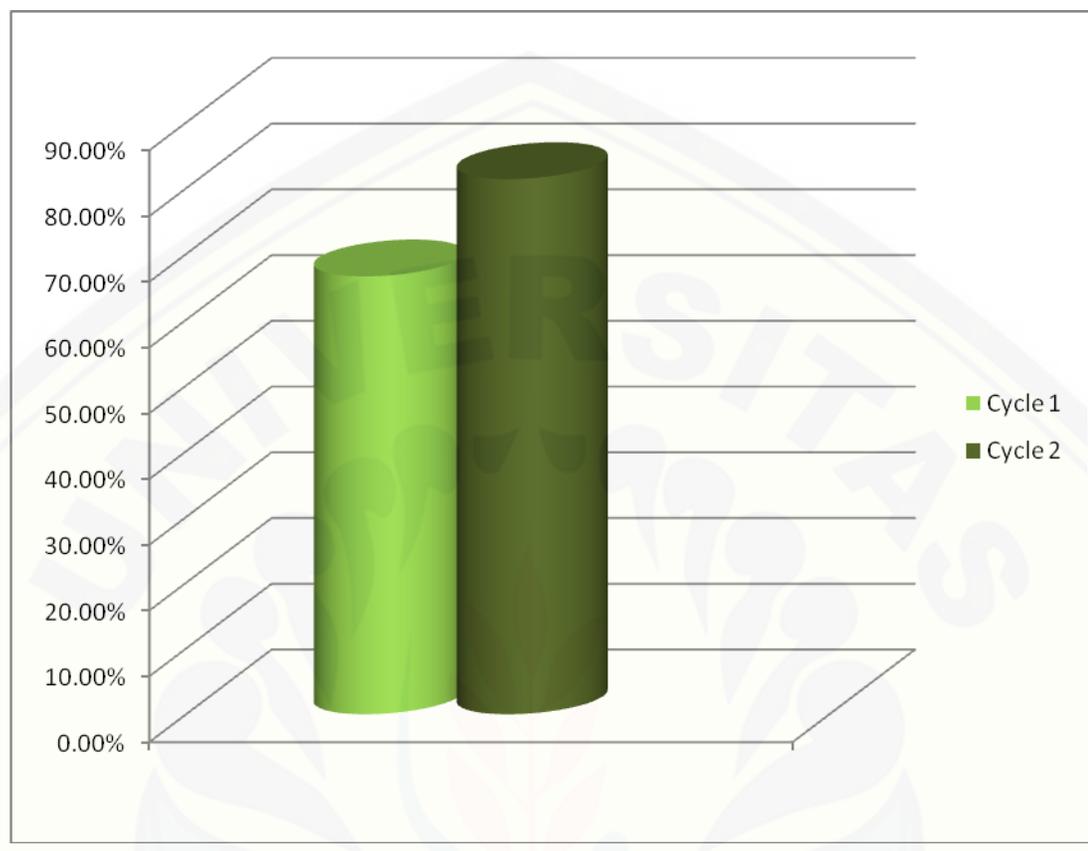
In particular, the students' active participation was evaluated from seven indicators namely surveying the text, formulating questions, reading the whole text, reciting main points of the text, reviewing the whole text, asking questions to the teacher related to the topic, and answering the teacher's questions correctly. The results were as follows. The students surveyed the text was continually improved from the first cycle (85% in the first meeting and 89% in the second meeting) to the second cycle (93% in the first meeting and 96% in the second meeting). For the number of students who formulated questions, it increased in the first cycle (85% in the first meeting and 93% in the second meeting) to the second cycle (93% in the first meeting and 96% in the second meeting). Meanwhile, the percentage of the students who read the whole text also showed the continuity from the first cycle (100% both in the first meeting and the second meeting) to the second cycle (100% both in the first meeting and the second meeting). Then, in the first cycle, the percentage of the students who recited the main points was 81% in the first meeting and 85% in the second meeting. It increased in the second cycle that was 89% in the first meeting and 93% in the second meeting. Further, the percentage of the students who reviewed the whole text in the first cycle was 85% in the first meeting and 93% in the second

meeting. It improved in the second cycle that was 93% in the first meeting and 96% in the second meeting. The students who answered teacher's questions also improved. In the first cycle, as many as 44% in the first meeting and 55% in the second meeting. In the second cycle, it improved from 67% in the first meeting to 78% in the second meeting. Meanwhile, in the first cycle, the percentage of students who answered the teacher's questions was 63% in the first meeting and 74% in the second meeting. In the second cycle, it improved from 78% in the first meeting to 89% in the second meeting.

Based on the indicators of process evaluation, it was known that each of indicators in the observation improved in each meeting. From all those indicators, the lowest indicator was the indicator of the students' activity in asking the questions. It happened because the students were afraid of asking questions in English. They said that they could not ask questions in English, but they wanted to ask if they were allowed to ask in Bahasa Indonesia. Meanwhile, the highest indicators were the students' activity of reading the text by using SQ3R strategy.

The result of reading comprehension test also showed that there was an improvement of students' reading comprehension in each cycle. The improvement of the students' percentage that got score at least 75 were presented in the following chart and table.

Chart 4.4 The Improvement of the Students' Reading Comprehension from the First Cycle to the Second Cycle



**Table 4.4 The Result of the Students' Reading Comprehension Test
in Cycle 1 and Cycle 2**

No	The Students' Initial	Cycle 1			Cycle 2		
		Score	Achieved	Not Achieved	Score	Achieved	Not Achieved
1.	MAR	60		√	70		√
2.	ARS	90	√		96	√	
3.	CDP	76	√		80	√	
4.	FS	80	√		83	√	
5.	SAN	80	√		86	√	
6.	WRD	56		√	70		√
7.	AF	63		√	73		√
8.	AKF	76	√		83	√	
9.	AAH	76	√		80	√	
10.	MAS	53		√	66		√
11.	YRS	86	√		86	√	
12.	DKR	66		√	80	√	
13.	MAN	70		√	76	√	
14.	MKN	76	√		76	√	
15.	NQA	83	√		86	√	
16.	MJ	83	√		83	√	
17.	NZF	86	√		90	√	
18.	RI	76	√		80	√	
19.	AK	80	√		80	√	
20.	DRS	73		√	83	√	
21.	IK	83	√		86	√	
22.	JFR	76	√		76	√	
23.	QR	83	√		83	√	
24.	TNP	66		√	73		√
25.	HIM	70		√	86	√	
26.	IH	76	√		76	√	
27.	EV	76	√		83	√	
			18	9		22	5
	$E = \frac{n}{N} \times 100\%$		66.6%	33.3%		81.4%	18.6%

From the chart and the table above, the results of students' reading comprehension test improved from Cycle 1 to Cycle 2. The results of the percentage of students who got 75 or higher in reading comprehension test increased from 66.6% to 81.4%. In Cycle 1, the percentage of the students who gained the reading test score at least 75 had not fulfilled the standard requirement of the research that was 75%. There was only 66.6% who got score of at least 75. It meant that the criteria of this research were not reached yet. Therefore, the action was proceed to Cycle 2 after having revised some of necessary aspects that caused failure in Cycle 1.

The second cycle was implemented with some revisions to get better result because the first cycle had not fulfilled the objective of the research. After the action in the second cycle, the result of the reading comprehension test showed an improvement. It was proven by the percentage score of the students' reading comprehension test that was 81.4% of the students got score 75 or higher.

There were the examples of the highest and the lowest scores of the students' reading test (see Appendices P and Q). In the first cycle, the highest score was reached by student number 2. His score was 90. During the teaching learning process, this student was categorized as an active participant. He could fulfill the indicators of active participation both in meeting 1 as well as in meeting 2. Student number 10 got the lowest score. His score was 53. This student was categorized as passive participant during the teaching learning process. He only fulfilled 4 to 5 indicators of active participants.

In the second cycle, student number 2 also got the highest score that was 96. He was also categorized as an active participant during the teaching learning process. He fulfilled six to seven indicators of active participants in meeting 1 and meeting 2. Meanwhile, the student who got the lowest score was also the same as the one in the first cycle. He was student number 10. His score was also 66. During the teaching learning process, he still could not fulfill the indicators of active participation. He only fulfilled 4 to 5 of 7 indicators.

From the result of observation in both cycles, it could be seen that the number of students who actively participated in the teaching learning process of reading increased from 74% to 89%. It was followed by the improvement of the students' score in reading test. The students who got 75 or higher of reading comprehension test had improved from 66.6% to 81.4%. There was an improvement 14.8% from the first Cycle to the second Cycle. The percentage of the students' participation and their score on reading test had met the research target. Finally, the action was stopped.

4.3 Discussion

After conducting two cycles in this classroom action research, the evaluation revealed that the use of SQ3R strategy was able to improve the students' active participation in joining the teaching learning process. This finding was based on the observation data. It was also showed that the students' reading comprehension achievement also improved from Cycle 1 to Cycle 2. In Cycle I, the percentage of the students' active participation increased from 63% of the students in meeting 1 to 74% of the students in meeting 2. There was an improvement as much as 11%. The average of the student's active participation was 73.5%. However, the result of the observation in Cycle I had not achieved the criteria of success required in this research yet. Then, the percentage of the students' active participation in Cycle 2 increased from 81% of the students in meeting 1 to 89% of the students in meeting 2. There was an improvement 8%. The average of the student's active participation was 85%. Based on the results of the observation in Cycle 2, it could be said that the use of SQ3R strategy was able to improve the students' active participation in the teaching learning process.

Based on the results of the students' reading comprehension test, it could be concluded that the results of the students' reading comprehension achievement test in Cycle 1 had not achieved the criteria of success required in this research that was the percentage of the students whose score ≥ 75 was 75%. It was because the percentage of the students who got score ≥ 75 was still below the criteria required in this research that was 66%.

There were some factors that hindered the results in this research. Firstly, the students had difficulty in applying SQ3R strategy when they read a text because they were unfamiliar with such strategy. For example, when the students did survey, they did not know what must be done in this step. Secondly, in the question step of SQ3R the students had difficulty in formulating some questions in correct form. For example, “what pinocchio doing in the circus?” it should be “what did pinocchio do in the circus?”. Thirdly, the students had difficulty in reciting the main points of the text in the written form. They were confused of which part would be the main points of the text. For example, they wrote the main point “Gappeto and Pinocchio live happy”. It should be “Gappeto and Pinocchio live happily”. Fourthly, the students were afraid of doing exercise in every meeting in Cycle 1. They were worried that they would get punishment or having low score if their answers were wrong.

In order to overcome those problems, the researcher and the English teacher did some revisions in the teaching learning process of Cycle 2. Firstly, the teacher and the researcher explained more clearly and more slowly about the procedures of SQ3R strategy. This action is done in order to make them better understand how to use SQ3R strategy in reading text. Secondly, the researcher and the English teacher guided the students who could not express their idea in formulating questions and got difficulty in grammar. Thirdly, the researcher and the English teacher guided the students in reciting the main points of the text and also in correcting the students' sentence. Fourthly, the researcher and the English teacher told the students that they would not be punished if they answered incorrectly. The answer would be discussed together after they tried to do it first independently. The researcher also said that the aim was to make them work independently in the test. From those problems, the researcher proposed suggestions to the future researcher when they conduct the same research design with the same strategy, they should pay more attention to every step of SQ3R strategy. They should give explanation more clear and more slow to the students. So, the students could apply the strategy successfully in the teaching learning process.

After revising some factors that caused the action in Cycle 1 unsuccessful, the students were able to improve their scores on reading comprehension achievement test and also their active participation in Cycle 2. The percentage of the students who got score ≥ 75 in Cycle 2 that was 81.4% was higher than that in Cycle 1 that was 66.6%. Besides, the students' active participation was 81% in meeting 1 and 89% in meeting 2. It proved that by revising some factors in this action could help the students improve their reading comprehension achievement and active participation optimally. In conclusion, it showed that the use of SQ3R strategy could improve the students' active participation and their reading comprehension achievement in Cycle 2. Therefore, the action was stopped.

There were the examples of the highest and the lowest scores of the students' reading test (see Appendices P and Q). In the first cycle, the highest score was reached by student number 2. His score was 90. During the teaching learning process, this student was categorized as an active participant. He could fulfill the indicators of active participation both in meeting 1 as well as in meeting 2. Student number 10 got the lowest score. His score was 53. This student was categorized as passive participant during the teaching learning process. He only fulfilled 4 to 5 indicators of active participants.

In the second cycle, student number 2 also got the highest score that was 96. He was also categorized as an active participant during the teaching learning process. He fulfilled six to seven indicators of active participants in meeting 1 and meeting 2. Meanwhile, the student who got the lowest score was also the same as the one in the first cycle. He was student number 10. His score was also 66. During the teaching learning process, he still could not fulfill the indicators of active participation. He only fulfilled 4 to 5 of 7 indicators.

There were some students who were not achieved the target research in the Cycle 2 but their score were improved from Cycle 1 to Cycle 2. They were students with number 1, 6, 7, 10, 24, and 25. For example, the student number 1, he got score 60 in Cycle 1 and it was improved into 70 in Cycle 2. Then, the student number 24, she got score 66 in Cycle 1 and it was improved into 73 in Cycle 2. Therefore, it

could be inferred that those students actually did not failed in Cycle 2 but they still could improve the score from Cycle 1 to Cycle 2 even their score were below the minimum score.

Finally, from the result of observation in both cycles, it can be seen that the number of students who actively participated in the teaching and learning process of reading increased in each meeting. In Cycle 1 from 63% in the first meeting to 74% in the second meeting of the students were active participation in teaching and learning process. In Cycle 2 from 81% in the first meeting to 89% in the second meeting of the students were active participation in teaching and learning process. The finding is relevant to what Wood (1996:6) says that the key to be more effective reader is to use active strategies you can organize the readers into an active reading process and SQ3R strategy can be one of the best reading strategies to make reading more effective.

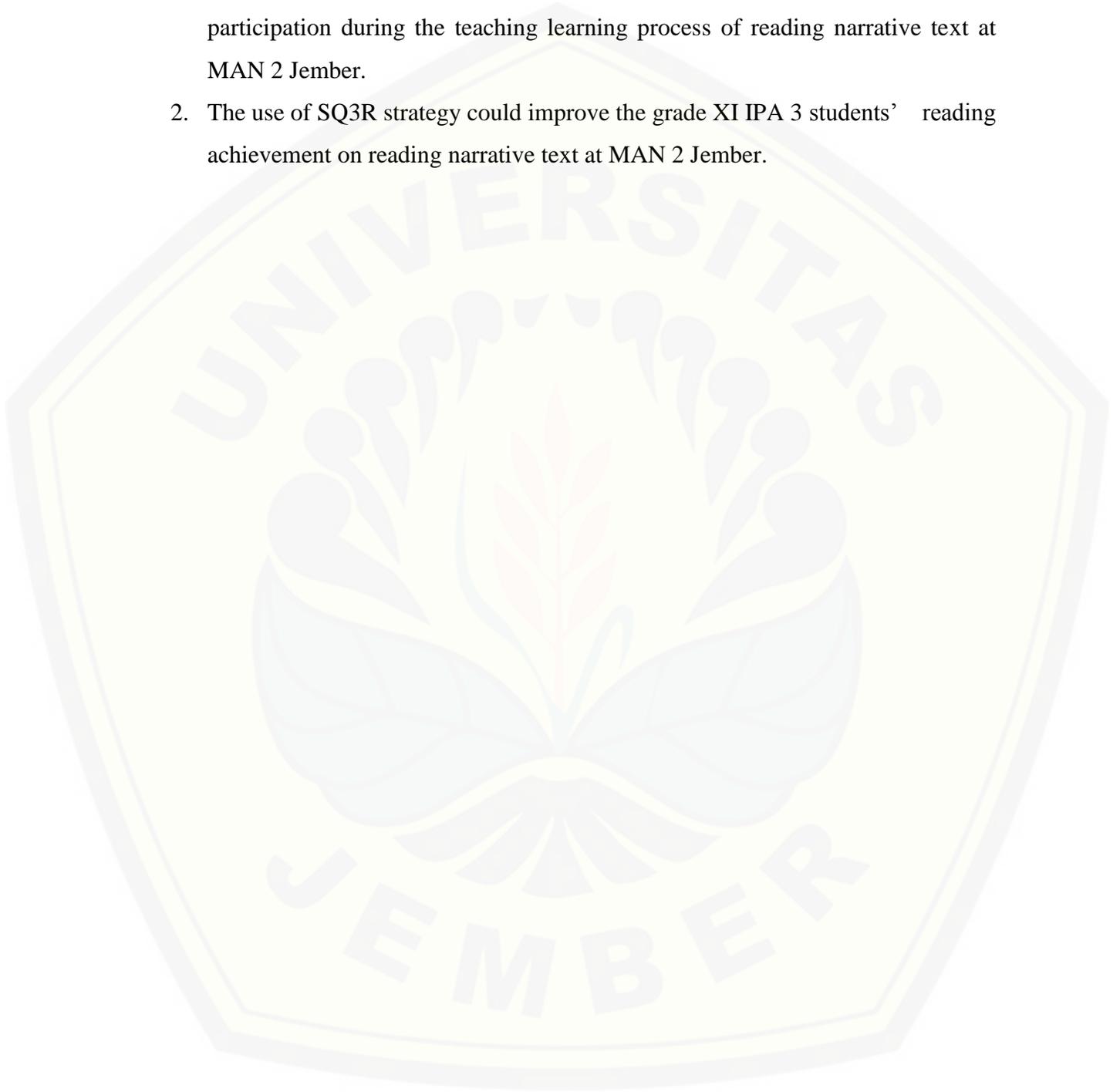
In addition, Hennings (1997:276) states that the sequence of every step in SQ3R strategy is powerful because the surveying and questioning help the readers perceive the structure of a selection, which in turn facilitates comprehension by providing a framework for reading. The result of this research showed that by surveying and questioning step, the students could gain their prior knowledge because those two steps provide a framework for reading. Meanwhile, Fairbairn and Winch (1996:26) state that by applying the stages in SQ3R strategy the students will have employed a variety of different strategies of reading: organizational searching of contents, bibliographies, indexes, and chapter subheading, skimming, scanning, for the word, streaming search reading of the subsection on other criteria for the allocation of pupils to classes. The other advantages was through reciting and reviewing the students could remember the content of the text better than just reading and it was relevant to what Wood (1991:92) says that recite and review help the students remember 70 to 80 percent and sometimes even more of the material that the students learn.

The results of this action research supported the previous research finding conducted by Oktanawati in 2012. She found out that SQ3R Strategy could improve student's reading comprehension achievement and their participation of grade XI Language class at SMA Muhamadiyah 3 Jember. She used 31 students as the research subject. She found out that in Cycle 1, there were 21 students (68%) achieved the target score. In Cycle 2, there were 23 students (77%) achieved the target score. It was similar with the result of this research which needed 2 Cycles to improve the students reading comprehension achievement. The difference between the result of Oktanawatis's research and the present research was the percentage of the students who achieved the target research. Another research supporting the use of SQ3R strategy was conducted by Baier (2011) entitled "The Effects of SQ3R Strategy on Fifth Grade Students' Comprehension Levels" there is available in [Http://ohiolink.edu/etdc/](http://ohiolink.edu/etdc/). It was found that there was an improvement on the students' reading score achievement after using this strategy. The result of the study indicated that SQ3R strategy could improve the Fifth Grade students' students' overall comprehension achievement of expository texts. The study also indicated that 46.9% of the students attended the study had a better reading comprehension as compared to the students who were taught without using SQ3R strategy. In other words, the findings of this Baier's research strength the theory of the use of SQ3R strategy in teaching reading comprehension. Baier's research was different with the present research in the design of the research. It used the Experimental Research and the present research used Classroom Action Research. However, there was similarity with the present research that SQ3R strategy could improve the students' reading comprehension achievement.

Based on the results of the present research, it can be said that the use of SQ3R strategy could improve the students' active participation as well as their achievement on reading narrative text. The findings of this research strengthened the theory that SQ3R strategy can be used as an alternative teaching strategy for reading skill by the English teacher. It is due to the fact that SQ3R strategy can improve the students' active participation as well as their reading comprehension achievement.

Concerning this present research, the results of this action research verified the action hypotheses as follows:

1. The use of SQ3R strategy could improve the grade XI IPA 3 students' participation during the teaching learning process of reading narrative text at MAN 2 Jember.
2. The use of SQ3R strategy could improve the grade XI IPA 3 students' reading achievement on reading narrative text at MAN 2 Jember.



CHAPTER 5 CONCLUSION AND SUGGESTIONS

The fifth chapter presents the conclusion of the research and some suggestions proposed to the English teacher, the students, and the future researchers

5.1 Conclusion

Based on the results of the data analysis and discussion, it could be concluded that the use of SQ3R strategy could improve the eleventh grade IPA 3 students' active participation and their reading comprehension achievement at MAN 2 Jember.

The improvement of the students' active participation could be seen from the percentage of the students' active participation in Cycle 1 and Cycle 2. The results showed that the students' active participation in the reading teaching learning process in Cycle 1 increased from 63% in meeting 1 to 74% in meeting 2 or there was an improvement 11% from meeting 1 to meeting 2. Then, in Cycle 2, the percentage of the students' active participation also improved from 81% in meeting 1 to 89% in meeting 2 or there was an improvement 8% from meeting 1 to meeting 2. It means that the use of SQ3R strategy could improve the students' active participation in the reading teaching learning process.

From the reading comprehension test, it was found that the use of SQ3R strategy could improve the students' reading comprehension achievement in the reading teaching learning process. The percentage of the students who got score ≥ 75 in the vocabulary test in Cycle 1 was 66.6% and 81.4% in Cycle 2. There was an improvement 14.8% from Cycle 1 to Cycle 2. It means that the use of SQ3R strategy in the reading teaching learning process was useful to improve the students' reading comprehension achievement.

5.2 Suggestions

By considering the results of this research, some suggestions are given to the English teacher, the students, and the future researchers. The suggestions are as follows:

5.2.1 The English teacher

Based on the research results, it is suggested to the English teacher to apply SQ3R strategy in teaching reading on narrative text. It is due to the result that SQ3R strategy could improve the students' reading comprehension achievement.

5.2.2 The Students

The students are suggested to be actively involved in the teaching learning process of reading on narrative text and they are suggested to improve their reading comprehension achievement by using SQ3R strategy for other topics with their friends.

5.2.3 The Future Researchers

The future researchers who have the same problems in teaching reading on narrative text are suggested to use this research result as a reference and a source of information to conduct a further research dealing with the use of SQ3R with the same or different aspects of the English components, research area, or research design to develop the quality of the teaching learning process.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTESIS
<p>Improving the Eleventh Grade IA3 Class Students' Active Participation and Their Reading Comprehension Achievement on Narrative Text By Using SQ3R Strategy At MA Negeri 2 Jember</p>	<p>1. Can the use of SQ3R Strategy improve the Eleventh Grade IA3 Class Students' Active Participation in the Teaching Learning Process of Reading Narrative Text at MA Negeri 2 Jember?</p> <p>2. Can the use of SQ3R Strategy improve the Eleventh Grade IA3 Class Students' Reading Comprehension Achievement On Narrative Text at MA Negeri 2 Jember?</p>	<p>3. Independent variable:</p> <ul style="list-style-type: none"> • Teaching Reading by using SQ3R Strategy. <p>4. Dependent variable:</p> <ul style="list-style-type: none"> • Students' Reading Comprehension Achievement 	<p>1. The Use Of SQ3R Strategy Consists of Five Steps</p> <ul style="list-style-type: none"> • Survey • Question • Read • Recite • Review <p>2. The indicators to be observed are:</p> <ol style="list-style-type: none"> 1. Surveying the narrative text given individually confidently 2. Formulating some questions individually carefully 3. Reading the whole text in pairs collaboratively 4. Reciting the main points of the text in pairs collaboratively 5. Reviewing the whole reading text in pairs collaboratively 6. Asking questions to the teacher related to the topic confidently 7. Answering questions from the teacher confidently 	<p>Research subjects: The eleventh Grade IA3 Class students of MA Negeri 2 Jember in 2013-2014 academic Year.</p> <p>Informant and Collaborator: The English Teacher of the Eleventh Grade IA3 Class Students of MA Negeri 2 Jember</p> <p>School Document;</p> <ol style="list-style-type: none"> 1. The names of the research respondents 2. The score of the reading achievement 	<p>1. Research Design: Classroom Action Research with the cycle model that each cycle contains:</p> <ol style="list-style-type: none"> a) Planning of the action b) The implementation of the action c) Classroom observation and evaluation d) Data analysis and reflection of the action <i>(Adapted from: Lewin, 1980, in Elliot, 1991:70)</i> <p>2. Area Determination Method: Purposive Method</p> <p>3. Subject Determination Method: Purposive Method</p> <p>4. Data collection Methods:</p> <ol style="list-style-type: none"> a) Primary Data <ul style="list-style-type: none"> • Reading Comprehension test • Observation b) Supporting Data <ul style="list-style-type: none"> • Observation • Interview • Documentation 	<ul style="list-style-type: none"> • The use of SQ3R Strategy can improve the eleventh grade IA 3 students Active Participation in the Teaching Learning Process of Reading Narrative Text at MA Negeri 2 Jember . • The use of SQ3R Strategy can improve the eleventh grade IA 3 students' reading comprehension achievement On Narrative Text at MA Negeri 2 Jember

			<p>3. Reading Comprehension Achievement</p> <ul style="list-style-type: none"> • Word Comprehension • Sentence Comprehension • Paragraph Comprehension • Text Comprehension <p>4. The students' reading comprehension achievement can improve:</p> <ul style="list-style-type: none"> • 75% of the students are actively participated in the reading teaching learning process. • 75% of students get score at least 75. 		<p>5. Data analysis method:</p> <p>The data collected from observation will be analyzed by using the following formula:</p> $E = n/N \times 100 \%$ <p>Notes:</p> <p>E: The percentage of the students who are actively involved in the classroom activity</p> <p>n: The total number of the students who are categorized as active students</p> <p>N: The total number of the students (Ali, 1993:186)</p> <p>Then, to find 75% of the students who get reading score of 75 or more, the result of the reading test will be analyzed using the following formula:</p> $E = n/N \times 100 \%$ <p>Notes:</p> <p>E: The percentage of the students who get reading score ≥ 75</p> <p>n: The total number of students who get reading score ≥ 75</p> <p>N: The total number of students. (Ali, 1993:186)</p>	
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PRELIMINARY STUDY

This preliminary study was conducted on Monday, September 16th 2013. It was in the Teacher Room of MAN 2 Jember. This preliminary study was done by asking some questions related to English teaching process in MAN 2 Jember. The interview was as follows:

No.	Questions	Answers
1.	How many classes are there in MAN 2 Jember?	There are 9 classes, each class consists of around 30 students.
2.	How many classes do you teach?	I teach 4 classes for grade eleventh (IPA 1- IPA 4) and 2 classes for grade tenth.
3.	Who teaches the other 5 classes of grade eleventh?	Mrs. Riski does.
4.	From class eleven IPA1- IPA4, which class has the most problem in English?	IPA3 class. The students of this class often gets the lowest score in English daily test.
5.	Have you ever asked Mrs. Riski about her classes? I mean, which class has the most problem in English?	I've ever asked her about it and she said that class generally could pass the passing grade of English in their English daily test. Then, I thought that class IPA3 is the class that has the most problem in English.
6.	What kind of problems are faced by the students?	I think it's about reading comprehension. They have difficulties in comprehending the text. And most of the students were passive during teaching learning process.
7.	How do you overcome the problem?	During teaching learning process, I asked the students to be silent, to pay attention, and I tried to ask some questions that make them active.
8.	How do you teach English?	I use a handbook and a workbook.
9.	What curriculum do you use in teaching English this semester?	I use curriculum 2006 (KTSP).

10.	What kinds of books do you use in teaching English for the eleventh grade?	BSE Handbook written by Joko Priyana, Riandi, Anita Prasetyo Mumpuni and workbook.
11.	How do you teach reading?	I ask the students to read the text then ask them to do the exercise
12.	Have you ever used certain strategy in your English teaching?	I only used silent reading. After they read the text by themselves, I asked them to do the exercise.
13.	How do you teach reading?	I ask students to read the text in the handbook. Then, ask them to do exercises.
14.	Have you ever used certain technique in teaching reading?	I only used those books. If there is certain technique in those books, I used it.
15.	What is the schedule of English for The Eleventh IPA 3?	It's on Tuesday and Wednesday.
16.	Is it alright if I come to your English class?	Ok. No problem.

**KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 2 JEMBER**

JL. Manggar No. 72 (0331) 485255 Jember 68117

The Previous Score of the English Test

No	Students' name	Reading score	Achieved	Not achieved
1	MUH ATHO'IL ROHMAN	69		✓
2	ANAS ROBITH SABHARA	83	✓	
3	CHOIRIKA DINDA P.	76	✓	
4	FITRIATUS SHOLEHAH	94	✓	
5	SITI AZIZATUN NISA	96	✓	
6	WINDA RISKA DEWI	48		✓
7	AHMAD FATHOI	63		✓
8	AHMAD KAMAL FRASE	71		✓
9	ALFIN ASIATUL H	71		✓
10	MOH. AJI SANTOSO	56		✓
11	YULIA RETNO SARI	96	✓	
12	DEVI KHOIRUL R.	61		✓
13	MITA ACHNEZ N.	67		✓
14	MOH. KHOIRUDIN N.	71		✓
15	NUZUL QUROTA A'YUN	83	✓	
16	MIFTAHUL JANNAH	79	✓	
17	NADYA ZAHROTUL FITRI	86	✓	
18	ROQI IHLASI	69		✓
19	AHMAD KAMIL	82	✓	
20	DEWI RUSDIANA S.	59		✓
21	IZZATUL KARIMAH	77	✓	
22	JEVI FAJAR ROHMAN	67		✓
23	QONITA RAMADHANI	55		✓
24	TIARA NANDIKA PUTRI	61		✓
25	HARRIZAH IZZATI M.	58		✓
26	IRFAUL HASANAH	65		✓
27	EVI SUSANTI	70		✓
			10	17
	Rata-rata= 71.5	$E = \frac{n}{N} \times 100\%$	37 %	63%

LESSON PLAN MEETING ONE

Cycle 1

Subject : English
Level/Semester: XI / II
Skill : Reading
Genre : Narrative Text
Time : 2 x 45 minutes

I. Standard Competence

11. Memahami makna teks fungsional pendek dan esei pendek berbentuk *narrative*, *spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Basic Competence

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahan tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

III. Indicators:

3.1.1 Cognitive Product

Finding the meaning of a written text in the form of narrative by using SQ3R Strategy

3.2 Cognitive Process

1. Identifying the word meaning of a written text in the form of narrative
2. Identifying the sentence meaning of a written text in the form of narrative
3. Identifying the paragraph meaning of written text in the form of narrative
4. Identifying the text meaning of written text in the form of narrative

3.3 Affective

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher confidently

IV. Learning Objectives

4.1 Cognitive Product

The students are able to find the meaning of a written text in the form of narrative by using SQ3R strategy

4.2 Cognitive Process

1. The students are able to identify the word meaning of a written text in the form of narrative
2. The students are able to identify the sentence meaning of a written text in the form of narrative
3. The students are able to identify the paragraph meaning of written text in the form of narrative
4. The students are able to identify the text meaning of written text in the form of narrative

4.3 Affective

1. The students are able to survey the narrative text given individually confidently
2. The students are able to formulate some questions individually carefully
3. The students are able to read the main points of the text in pairs collaboratively
4. The students are able to recite the main points of the text in pairs collaboratively
5. The students are able to review the whole reading text in pairs collaboratively

6. The students are able to ask questions to the teacher related to the topic confidently
7. The students are able to answer questions from the teacher confidently

V. Materials: Enclosed

VI. Teaching Learning Activities

1. **Approach:** Contextual teaching learning
2. **Strategy:** Teaching reading by using SQ3R strategy

No.	Teacher's activities	Students' activities	Time
1.	Pre- instructional activities		10'
	a. Greeting	a. Responding to the teacher greeting	
	b. Checking the students' attendance list	b. Responding	
	c. Showing a picture about Narrative text entitled " Pinocchio "	c. Paying attention to the picture	
	d. Asking some leading questions	d. Responding to the questions	
	e. Stating the objectives	e. Paying attention	
2.	Main activities		70'
	a. Explaining the materials about narrative text	a. Paying attention to teacher explanation	10'
	b. Introducing the SQ3R strategy to the students.	b. Paying attention to the explanation about SQ3R	10'
	c. Asking the students to <i>survey</i> the text given by using the main point such as picture, title, and other important visual information individually confidently	c. Surveying the text given by the teacher individually carefully	5'
	d. Asking the students to make <i>questions</i> based on the prediction from the text that they have surveyed individually carefully	d. Making questions based on the text that have been surveyed individually carefully	5'
	e. Asking the students to <i>read</i> the material	e. Reading the text to find	10'

	<p>to find out the answers of their questions in pairs collaboratively</p> <p>f. Evaluating the students' comprehension about the material through <i>recite</i> and <i>review</i> stages.</p> <p>a. Reciting (the main points of the text) their comprehension about the material with closed book through taking note.</p> <p>b. Reviewing all the answers, the main points and the whole reading process of SQ3R that the students have done in the previous steps.</p> <p>g. Asking the students to do Exercise 1 given</p> <p>h. Discussing Exercise 1 with the whole class to find out the correct answer</p>	<p>out the answers in pairs collaboratively</p> <p>f. Reciting and reviewing the main points of the text in pairs collaboratively</p> <p>g. Doing Exercise 1 given</p> <p>h. Discussing Exercise 1 with the teacher</p>	<p>10'</p> <p>15'</p> <p>5'</p>
3.	<p>Closure</p> <p>i. Asking the students orally to make a conclusion about the text that has been discussed</p> <p>j. Parting the students</p>	<p>i. Drawing the conclusion orally</p> <p>j. Responding to the teacher's greeting parting</p>	<p>8'</p> <p>2'</p>

VII. Media and Sources

1. Media:

- a. English reading text
- b. Picture
- c. Worksheet

2. Sources:

- a. <http://blogpetang.blogspot.com/2013/01/narrative-text.html>
- b. Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMA/MA. Jakarta: Pusat Kurikulum Balitbang, Depdiknas.

VII. Evaluation

Process and product evaluation

1. The process evaluation will be conducted during the teaching learning process

Instrument: Observation checklist containing some indicators that will be measured:

No.	Name	Indicators							Total	Active	Passive
		1	2	3	4	5	6	7			
1.											
2.											

The indicators to be observed are:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher confidently

Note:

The students are categorized as the active students if they at least fulfill the six indicators of the seven indicators.

2. The product evaluation would be conducted at the end of the cycle:
Instrument: reading comprehension test in the form of objective test with multiple choice format.

Jember, April 2014

Collaborator

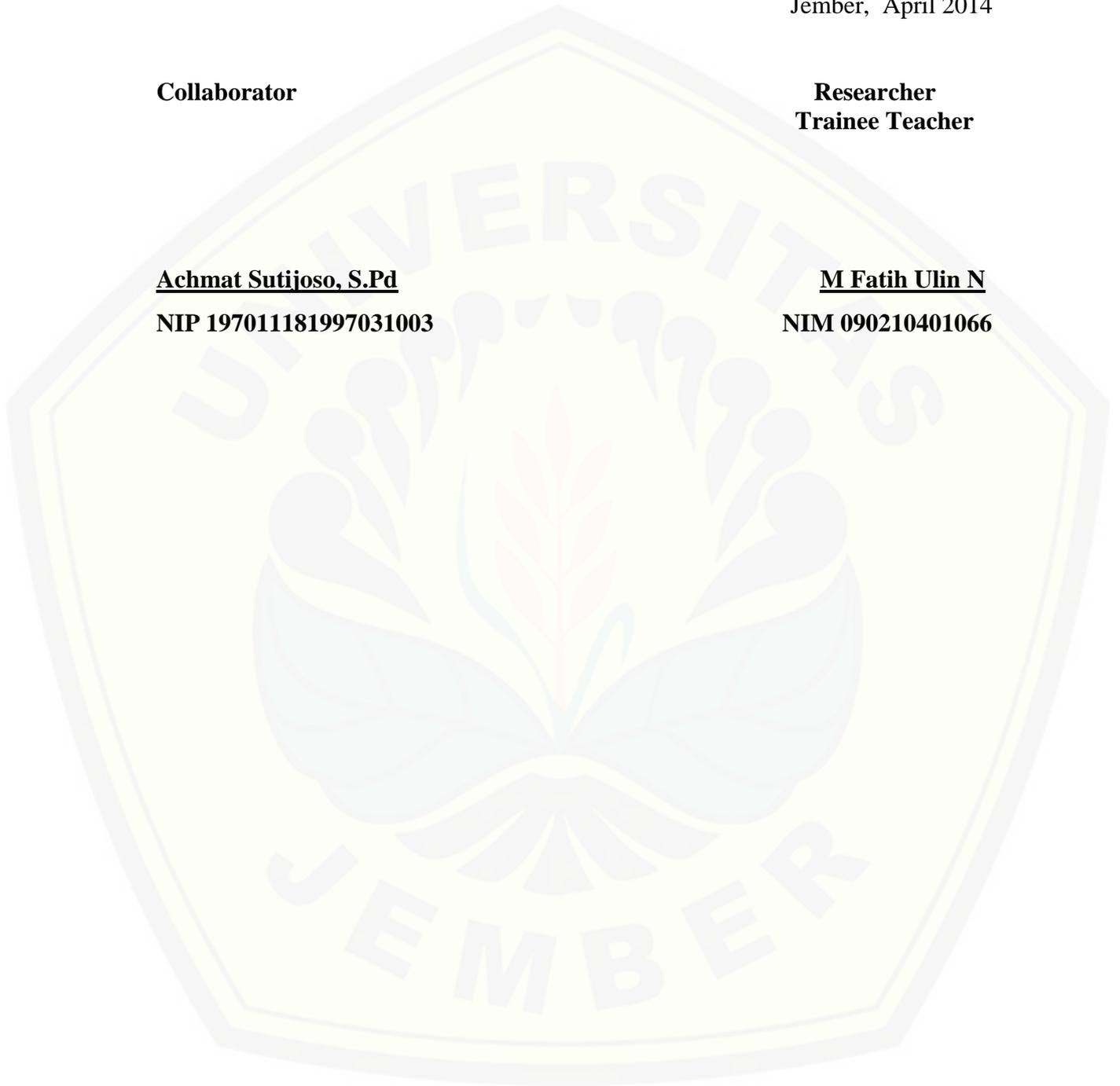
**Researcher
Trainee Teacher**

Achmat Sutijoso, S.Pd

NIP 197011181997031003

M Fatih Ulin N

NIM 090210401066



MATERIALS

PRE-INSTRUCTIONAL ACTIVITIES

Leading questions:

1. Do you like reading a story?
2. What story did you ever read?
3. Have you ever read “**Pinocchio**” story?



Main Activities

Narrative text

Narrative text is a text that has social function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The generic structure of narrative text is as follows:

- a. Orientation: sets the scene and introduces the participants
- b. Complication: a crisis arises
- c. Resolution: the crisis is resolved, for the better or for worse
- d. Re-orientation: Optional

Narrative text also has significant lexico grammatical features which are listed as follows:

- a. Focusing on specific and usually individualized participants
- b. Using of material processes land in the text, behavioral and verbal processes
- c. Using of relational processes and mentalprocesses
- d. Using of temporal conjunctions and temporal circumstances
- e. Using of simple past tense

Activity 1. Survey the narrative text below individually confidently by using important information such as picture, title, and other important visual information!

Line	Narrative text
	<p style="text-align: center;">Pinocchio</p> 
1	<p>Once upon a time, there was a puppeteer named Gappetto. He lived alone in his small home after his wife had died a long time ago.</p>
3	<p>One day, he had an idea. He really wanted to have a boy to loose his loneliness. He would make a small puppet. He needed one day to make a perfect puppet. He named the puppet, Pinocchio. In the middle of the night, before Gappetto went to sleep, he prayed to God. In his wish, Pinocchio became a real boy. In the next early morning, for his surprise <i>Pinocchio</i> was alive. Gappetto was really happy. He taught Pinocchio everything. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored with his daily habit. So, he decided to go for a walk and went home late. Gappetto was worried about him. When Pinocchio came home, Gappetto asked him. He said that he was on school but actually he didn't go to school. Suddenly, Pinocchio's nose grew longer. It meant that Pinocchio lied.</p>
9	<p>The next day, Pinocchio got caught by thieves. The thieves were the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Gappetto was worried about him. Pinocchio didn't come home for 2 days. He tried to find Pinocchio everywhere. When he discovered the sea, the big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.</p>
13	<p>In different place, Pinocchio finally could get out from the circus.</p>
17	
21	

25	<p>He went home but Gappetto wasn't there. He found Gappetto's hat at sea. He had the same accident like Gappetto. He met Gappetto in whale's stomach. They got out from its stomach by lighting a fire. They went home back together. In the end, they lived happily forever after.</p> <p>(Taken from: http://blogpetang.blogspot.com/2013/01/narrative-text.html)</p>
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Activity 2. Formulate some questions based on the prediction from the text that you have surveyed individually carefully!

Activity 3. Read the narrative text above to find out the answers of your questions in pairs collaboratively!

Activity 4. Recite (the main points of the text) your comprehension about the material with closed book through taking note in pairs collaboratively!

Activity 5. Review all the answers, the main points and the whole reading process that the students have done in the previous step in pairs collaboratively!

Answer the following questions by crossing a, b, c, or d based on the text above correctly on the answer sheet provided.

1. How many characters are there in the story?
 - a. One
 - b. Two
 - c. Three
 - d. Four
2. What did Gappeto do in order to reduce his loneliness?
 - a. He made a small puppet.
 - b. He made a new home.
 - c. He made a wish.
 - d. He made a new family.
3. What is the main idea of the first paragraph?
 - a. Gappeto wanted to have a son.
 - b. Gappeto wanted to be a wise man.
 - c. Gappeto wanted to have a new wife.
 - d. Gappeto wanted to have a new home.
4. “He was **famous** because he was a talking puppet.” (Line 18). What is the same meaning of the underlined word?
 - a. Well-known
 - b. Diligent
 - c. Powerful
 - d. Smart
5. “Gappeto was worried about **him**” (Line 18) the word “him” refers to..
 - a. Gappeto
 - b. Pinocchio
 - c. One of Thieves
 - d. Whale

6. Where did Gappeto disappear?
 - a. In the market
 - b. In the elementary school
 - c. In the sea
 - d. In the circus
7. Why was Pinocchio caught by thieves?
 - a. Because the thieves wanted to get money from Gappeto.
 - b. Because the thieves wanted to release Pinocchio's boredom.
 - c. Because the thieves wanted to have Pinocchio become his son.
 - d. Because the thieves wanted to make Pinocchio become circus's player.
8. What does the second paragraph mostly talk about?
 - a. Pinocchio became a real boy.
 - b. Pinocchio became a stranger.
 - c. Gappeto became a good father.
 - d. Gappeto became a rich man.
9. Which statement is NOT TRUE based on the text?
 - a. Gappeto was a puppeteer.
 - b. Gappeto had a small family.
 - c. Pinocchio was a brilliant boy.
 - d. Pinocchio had a long nose.
10. "When he discovered the sea, the **big** wave smashed him" (Line 20). What is the opposite meaning of the underlined word?
 - a. Wide
 - b. High
 - c. Small
 - d. Large
11. "**They** got out from its stomach by lighting a fire". (Line 25) The word "they" refers to..
 - a. The thieves and Pinocchio
 - b. Whales and Pinocchio
 - c. Gappeto and Pinocchio
 - d. The thieves and Gappeto

12. What happened to Gappeto when he was awoke after being smashed by a big wave?
- He was in the sea.
 - He was in his dream.
 - He was in whales' stomach.
 - He was in the circus.
13. How did Pinocchio and Gappeto finally get out from whales' stomach?
- By lighting a fire
 - By moving a big stone
 - By hitting whales' stomach
 - By shooting whales' throat
14. What is the main idea of the last paragraph?
- Pinocchio and Gappeto lived in the sea happily.
 - Pinocchio and Gappeto lived in whales' stomach happily.
 - Pinocchio and Gappeto lived in their home happily.
 - Pinocchio and Gappeto lived in the circus happily.
15. What can you learn from this story?
- Family is the peaceful place in the world.
 - Family is the boring place in the world.
 - Family is the frightened place in the world.
 - Family is the funniest place in the world.

Answer Key

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

Item Distribution

Kinds of comprehension	Number of items
Word Comprehension	4, 5, 10, 11
Sentence Comprehension	2, 6, 7, 12, 13
Paragraph Comprehension	3, 8, 14
Text Comprehension	1, 9, 15

LESSON PLAN MEETING TWO

Cycle 1

Subject : English
Level/Semester: XI / II
Skill : Reading
Genre : Narrative Text
Time : 2 x 45 minutes

I. Standard Competence

11. Memahami makna teks fungsional pendek dan esei pendek berbentuk *narrative*, *spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Basic Competence

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahan tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

III. Indicators:

3.1 Cognitive Product

Finding the meaning of a written text in the form of narrative by using SQ3R Strategy

3.2 Cognitive Process

1. Identifying the word meaning of a written text in the form of narrative
2. Identifying the sentence meaning of a written text in the form of narrative
3. Identifying the paragraph meaning of written text in the form of narrative
4. Identifying the text meaning of written text in the form of narrative

3.3 Affective

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively

5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher confidently

IV. Learning Objectives

4.1 Cognitive Product

The students are able to find the meaning of a written text in the form of narrative by using SQ3R strategy

4.2 Cognitive Process

1. The students are able to identify the word meaning of a written text in the form of narrative
2. The students are able to identify the sentence meaning of a written text in the form of narrative
3. The students are able to identify the paragraph meaning of written text in the form of narrative
4. The students are able to identify the text meaning of written text in the form of narrative

4.3 Affective

1. The students are able to survey the narrative text given individually confidently
2. The students are able to formulate some questions individually carefully
3. The students are able to read the main points of the text in pairs collaboratively
4. The students are able to recite the main points of the text in pairs collaboratively
5. The students are able to review the whole reading text in pairs collaboratively
6. The students are able to ask questions to the teacher related to the topic confidently
7. The students are able to answer questions from the teacher related to the topic confidently

V. Materials: Enclosed**VI. Teaching Learning Activities**

1. **Approach:** Contextual teaching learning
2. **Strategy:** Teaching reading by using SQ3R strategy

No	Teacher's activities	Students' activities	Time
1.	Pre- instructional activities		10'
	a. Greeting	a. Responding to the teacher greeting	
	b. Checking the students' attendance list	b. Responding	
	c. Showing a picture about Narrative text entitled " Mouse-deer and Farmer "	c. Paying attention to the picture	
	d. Asking some leading questions	d. Responding to the questions	
	e. Stating the objectives	e. Paying attention	
2.	Main activities		70'
	a. Reviewing the explanation about narrative text	a. Paying attention to the teacher's explanation	5'
	b. Asking the students to <i>survey</i> the text given by using the main point such as picture, title, and other important visual information individually confidently	b. Surveying the text given by the teacher	5'
	c. Asking the students to make <i>questions</i> based on the prediction from the text that they have surveyed individually carefully	c. Making <i>questions</i> based on the prediction from the text that they have surveyed	5'
	d. Asking the students to <i>read</i> the material to find out the answers of their questions in pairs collaboratively	d. Reading the text to find out the answers	15'
	e. Evaluating the students' comprehension about the material through <i>recite</i> and <i>review</i> stages.	e. Reciting and reviewing the main points of the text	15'
	a. Reciting (the main points of the text)		

	<p>their comprehension about the material with closed book through taking note in pairs collaboratively.</p> <p>b. Reviewing all the answers, the main points and the whole reading process that the students have done in the previous steps in pairs collaboratively.</p> <p>f. Asking the students to do Exercise 1 given individually</p> <p>g. Discussing Exercise 1 with the whole class to find out the correct answer</p>	<p>f. Doing Exercise 1 given individually</p> <p>g. Discussing Exercise 1 with the teacher</p>	<p>15'</p> <p>10'</p>
3.	<p>Closure</p> <p>h. Asking the students orally to make a conclusion about the text that has been discussed</p> <p>i. Parting the students</p>	<p>h. Drawing the conclusion orally</p> <p>i. Responding to the teacher greeting</p>	<p>8'</p> <p>2'</p>

VII. Media and Sources

1. Media:

- a. English reading text
- b. Picture
- c. Worksheet

2. Sources:

- a. <http://www.englishdirection.com/>
- b. Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMA/MA. Jakarta: Pusat Kurikulum Balitbang, Depdiknas.

VII. Evaluation

Process and product evaluation

1. The process evaluation will be conducted during the teaching learning process

Instrument: Observation checklist containing some indicators that will be measured:

No.	Name	Indicators							Total	Active	Passive
		1	2	3	4	5	6	7			
1.											
2.											

The indicators to be observed are:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully\
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher confidently

Note: The students are categorized as the active students if they at least fulfill the six indicators of the seven indicators.

2. The product evaluation would be conducted at the end of the cycle:
Instrument: reading comprehension test in the form of objective test with multiple choice format.

Jember, April 2014

Collaborator

**Researcher
Trainee Teacher**

Achmat Sutijoso, S.Pd

NIP 197011181997031003

M Fatih Ulin N

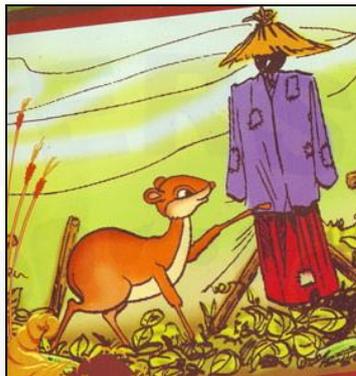
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MATERIALS

PRE-INSTRUCTIONAL ACTIVITIES

Leading questions:

1. What have we learned in the previous meeting?
2. What story did we read in the previous meeting?
3. Have you ever read “**Mouse-deer and Farmer**” story?



Main Activities

Narrative text

Narrative text is a text that has social function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The generic structure of narrative text is as follows:

- a. Orientation: sets the scene and introduces the participants
- b. Complication: a crisis arises
- c. Resolution: the crisis is resolved, for the better or for worse
- d. Re-orientation: Optional

Narrative text also has significant lexico grammatical features that are listed as follows:

- a. Focusing on specific and usually individualized participants
- b. Using material processes and in the text, behavioral and verbal processes
- c. Using relational processes and mental processes
- d. Using temporal conjunctions and temporal circumstances
- e. Using simple past tense

Activity 1. Survey the narrative text below individually confidently by using important information such as picture, title, and other important visual information!

Line	Narrative text
	<p data-bbox="710 398 1046 432" style="text-align: center;">Mouse-deer and Farmer</p>  <p data-bbox="403 781 1326 920">1 Once there were a mouse deer and a farmer. The farmer planted cucumber in his farm. In the same time the mouse deer was trying to steal the cucumbers.</p> <p data-bbox="403 947 1356 1254">5 One day, when the mouse deer wanted to steal the cucumber, he saw a scarecrow in the farmer's field. He was frightened in the first time but soon found that the scarecrow could not scare off him. Even he punched the scarecrow with his front leg. Unluckily his front leg got stuck in the scarecrow because the farmer had filled it with strong adhesive glue.</p> <p data-bbox="403 1279 1356 1476">9 The mouse deer forcefully tried to pull out his leg, but it did not work. The glue was too strong for him to set free. Not long after that, the farmer came. The farmer was satisfied to his work. The mouse deer was finally trapped. Then the farmer put the mouse deer in a cage.</p> <p data-bbox="403 1500 1356 1971">13 The mouse deer was really in a big trouble as the farmer's dog came approaching him. The dog said that the mouse deer would be cut and cooked in the following morning. In such dangerous situation, the mouse deer kept calm even relaxed. Of course it made the dog confused and asked the mouse deer why he was not scared. So the mouse deer answered, " I'll not be cooked but I'll be a prince". Hearing the answer, the dog became more confused after that the mouse deer continued. "I'm going to marry the farmer's daughter so I'm going to be a prince. I am sad about you. You have loyalties but they paid just like this". The mouse</p> <p data-bbox="403 1888 1356 1971">17 </p> <p data-bbox="403 1888 1356 1971">21 </p>

25	deer knew that the dog felt unhappy and continued proudly, "Now, look at me! I'll become a prince in this house tomorrow"
27	<p>The dog felt discriminated and asked the mouse deer to switch place. The dog thought that by switching place with the mouse deer in the cage, he would become a prince. The mouse deer agreed. Soon the dog opened the cage and let the mouse deer free.</p> <p>(Taken from http://www.englishdirection.com/)</p>

Activity 2. Formulate some questions based on the prediction from the text that you have surveyed individually carefully!

Activity 3. Read the narrative text above to find out the answers of your questions in pairs collaboratively!

Activity 4. Recite (the main points of the text) your comprehension about the material with closed book through taking note in pairs collaboratively!

Activity 5. Review all the answers, the main points and the whole reading process that the students have done in the previous step in pairs collaboratively!

Task 1

Answer the following questions by crossing a, b, c, or d based on the text above correctly on the answer sheet provided.

1. How many characters are there in the story?
 - a. One
 - b. Two
 - c. Three
 - d. Four
2. What did the mouse deer want to take from the farm?
 - a. Tomato
 - b. Cucumber
 - c. Water melon
 - d. Papaya
3. What does the second paragraph mostly talk about?
 - a. The mouse deer's front leg got stuck in the scarecrow.
 - b. The mouse deer's back leg got stuck in the scarecrow.
 - c. The mouse deer's body was kicked by the farmer.
 - d. The mouse deer's head was hit by the farmer.
4. "...because the farmer had filled it with strong adhesive glue." (line 8) What is the opposite meaning of the underlined word?
 - a. Weak
 - b. Famous
 - c. Clever
 - d. Powerful
5. "He was frightened in the first time." (Line 5). The word "He" refers to...
 - a. The farmer
 - b. The dog
 - c. The mouse deer
 - d. The scarecrow

6. What happened to the mouse deer after he punched the scarecrow with his front leg?
 - a. The farmer gave the mouse deer to dog.
 - b. The farmer put the mouse deer in a cage.
 - c. The farmer threw the mouse deer to the valley.
 - d. The farmer released the mouse deer in the forest.
7. Why did the mouse deer keep calm and relaxed?
 - a. Because the mouse-deer want to make the dog interested in the mouse deer's condition.
 - b. Because the mouse-deer want to prepare himself in facing tomorrow morning.
 - c. Because the mouse-deer want to show that he was the gentle animal.
 - d. Because the mouse-deer want to get the farmer's forgiveness.
8. What is the main idea of the third paragraph?
 - a. The mouse deer tried to persuade the dog.
 - b. The mouse deer tried to damage the lock.
 - c. The dog tried to save the mouse deer.
 - d. The dog tried to give solution the mouse deer.
9. Which statement is **NOT TRUE** based on the text?
 - a. The mouse deer scared with the scarecrow.
 - b. The farmer keep the mouse deer in the cage.
 - c. The dog wanted to switch place with the mouse deer.
 - d. The prince married to the farmer's daughter.
10. "I am sad about you." (Line 22). What is the opposite meaning of the word "sad"?
 - a. Angry
 - b. Disappointed
 - c. Glad
 - d. Regret

11. “The mouse deer was really in a **big** trouble.....” (Line 14). What is the same meaning of the underlined word?
- Cheerful
 - Powerful
 - Serious
 - Crowded
12. How did the mouse deer finally get out from the cage?
- By persuading the dog
 - By kicking the dog
 - By giving some money to the dog
 - By damaging the lock of the cage
13. What did the mouse deer do in facing the problem in the following morning?
- Relaxed
 - Bored
 - Afraid
 - Excited
14. What is the main idea of the last paragraph?
- The mouse deer thought that he was going to die in tomorrow morning.
 - There was the mouse deer that was afraid of the dog.
 - Finally the clever mouse deer could save his life.
 - The dog was so happy to see the mouse deer.
15. What can you learn from the text?
- We have to be clever one in solving every problem in this life.
 - If we face the dangerous situation, we should call the police.
 - We can save our life by praying to our God.
 - If we want to save our life we have to be an honest one.

Answer Key

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

Item Distribution

Kinds of comprehension	Number of items
Word Comprehension	4, 5, 10, 11
Sentence Comprehension	2, 6, 7, 12, 13
Paragraph Comprehension	3, 8, 14
Text Comprehension	1, 9, 15

READING COMPREHENSION TEST CYCLE I

Subject	: English
Level/Semester	: XI/II
Skill	: Reading
Genre	: Narrative
Time	: 90 minutes

**Read the text carefully then answer the following questions based on the text.
Number 1 to 10.**

Rabbit and Bear

Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit was a good shooter. On contrary, the bear was always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear. Then he shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many buffalos, he didn't get any meat. The bear and his family packed all meat they could carry home.

The bear was very gluttonous and did not want to give any of the meat to the rabbit. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was a very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. Finally, the poor rabbit could taste the meat from his hard work.

(Taken from: <http://understandingtext.blogspot.com/2009/05/reading-narrative.html>)

1. "...so he could not refuse it" (paragraph 2). What does the underlined word refer to?
 - a. The youngest child of the bear
 - b. The bear
 - c. The rabbit
 - d. The buffalo
2. Where did the rabbit and the bear hunt the meat for their family?
 - a. In the other side of the hill
 - b. In the same side of the hill
 - c. In the same side of nearest sea
 - d. In the other side of nearest sea
3. What does the first paragraph mostly talk about?
 - a. The bear and the rabbit lived nearby
 - b. The bear and the rabbit lived as enemy
 - c. The bear and the rabbit lived long distance
 - d. The bear and the rabbit lived peacefully
4. What animal did the bear and the rabbit hunt?
 - a. Goat
 - b. Buffalo
 - c. Chicken
 - d. Cow
5. "The bear was very gluttonous" (paragraph 3) What is the similar meaning of the underlined word?
 - a. Greedy
 - b. Impolite
 - c. Liar
 - d. Lazy
6. How did the poor rabbit finally get the meat?
 - a. The poor rabbit stole from the bear family
 - b. The poor rabbit hunted the buffalo by him self
 - c. The youngest child of the bear kicked the meat to his house
 - d. The youngest child of the bear hunt the buffalo then gave the meat to him

7. “The rabbit feared to arouse the bear's anger so he could not refuse it” (paragraph 2). What does the underlined word mean?
- The meat
 - The information
 - The money
 - The invitation
8. What does the last paragraph mostly talk about?
- The bear gave the poor rabbit a piece of meat
 - The poor rabbit got the meat at the end
 - The youngest bear child played the meat in front of his house
 - The bear mother gave the youngest bear an extra ball
9. “The youngest child was very kind to the rabbit”. What is the opposite of the underlined word?
- Oldest
 - Fastest
 - Longest
 - Fattest
10. Which statement is **NOT TRUE** based on the text?
- The bear asked the poor rabbit to help him in hunting the buffalo
 - The bear did not give the meat to the poor rabbit
 - The bear was very greedy with the meat
 - The bear gave the meat to the poor rabbit

*Read the text carefully then answer the following questions based on the text.
Number 11 to 20.*

A Kind Rabbit

Rabbit is an animal that is very funny and also has a smooth and very beautiful hair. However, there was a rabbit that was so different in this story, because she had a rough and a dirty hair. Her name was Charlita. Although she frequently cleaned it, her hair was dirty again easily. She was miserable and lived alone. She lived near the river and separated from the others because no one else would make her as friend. When she passed a group of rabbits, no one approached

her or just say hello. However, they even taunted and threw dirt on her. But she was never angry and kept to be steadfast in facing those humiliations. She believed that someday the goodness would surely come to her.

One day, there was a handsome rabbit who became a wanderer. His name was John. He was being hurt by tree branch that punctured his stomach. She saw it and helped him immediately. She brought the wanderer into her home to take care of him with a traditional medicine. The wanderer initially felt disgusted with her because of the bad smell and her dirty hair. But the disgust was lost and the wanderer was amazed and very grateful to her because of the treatment.

The rabbit was so excited because the wanderer had recovered. She was asked by the wanderer, the wanderers said “Excuse me, why is your hair rough and dirty?” She replied, “It is a disease that I have and so far, I have not found the right medication, yet”. Then, she was asked by the wanderer to follow him and visit a kingdom. In that kingdom, there was a doctor who could cure all ills. She agreed and went with wanderer. Several days later, they managed to meet the physician and she was successfully cured. Apparently, after she recovered, she became very beautiful and made the wanderer felt in love. They married and lived happily.

(Taken from: <http://www.caramudahbelajarbahasainggris.net/2013/10/5-cerita-fabel-bahasa-inggris-dan-artinya.html>)

11. “They even **taunted** and threw dirt on her” (paragraph 1). What is the similar meaning of the underlined word?
 - a. Love
 - b. Kind
 - c. Ridicule
 - d. Rude
12. Why did Charlita live alone and miserable?
 - a. Because she had a dirty hair
 - b. Because she had a beautiful hair
 - c. Because she had an ugly face
 - d. Because she had a bad smell

13. What does the first paragraph mostly talk about?
- There lived a different rabbit, Charlita
 - All rabbits had a beautiful hair
 - Charlita was loved by all rabbits
 - A group of rabbit had their own characteristics
14. Why did John accept Charlita who had bad smell and dirty hair?
- Because he was grateful for her treatment
 - Because he got money from Charlita
 - Because he was a liar
 - Because he wanted to get Charlita's love
15. "...has a smooth and very **beautiful** hair" (paragraph 1). What is the similar meaning of the underlined word?
- Handsome
 - Ugly
 - Pretty
 - Terrify
16. Where did Charlita get her hair cured?
- In the forest
 - In John's kingdom
 - In near the river
 - In the beach
17. "...very **grateful** to her because of the treatment" (paragraph 2). What is the similar meaning of the underlined word?
- Thanks
 - Hateful
 - Betrayal
 - Disgust
18. What does the last paragraph tell us about?
- Charlita got cured from all her illness
 - John was angry to his doctor
 - Charlita could not be cured from her illness
 - John gave Charlita a traditional treatment

19. “Apparently, after she **recovered**, she became very beautiful and made the wanderer felt in love” What is the similar meaning of the underlined word?
- Heal
 - Sore
 - Injury
 - Hurt
20. Which statement is **TRUE** based on the last paragraph?
- Charlita became a beautiful rabbit
 - Charlita had a dirty hair and a bad smell
 - Charlita gave John a traditional treatment
 - Charlita was a different rabbit

Read the text carefully then answer the following questions based on the text. Number 21 to 30.

The Queen of Arabia and Three Sheiks

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some leftover food. The second Sheik gave her some unappetizing camel’s tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik’s camp.

The following day, the queen invited the three Sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him. This Sheik Hakim’s act finally convinced Queen Maura that he was the man for her. “Without question, Hakim is the most generous of you” she announced her choice to the sheiks. “So it is Hakim I will marry”.

(Taken from: <http://rezki0910.wordpress.com>)

21. Where did the Queen of Arabia have dinner?
- In her palace
 - In the camp of the three sheiks
 - In front of the camp
 - In the beautiful place
22. “One by one she discarded **them..**” (Paragraph 1). The word “them” refers to..
- The three sheiks
 - The suitors
 - Maura and her servant
 - The Queen and her suitors
23. “Maura, who like to be thought of as the most beautiful and **powerful** queen of Arabia” (paragraph 1). What is the similar meaning of the underlined word?
- Weak
 - Strong
 - Smooth
 - Fast
24. What did the Queen do in choosing the one who will be her husband?
- She disguised and went to the camp of the three Sheiks
 - She tried to give present to each sheiks in her palace
 - She selected one of the three sheiks by looking at their appearance
 - She gave them some delicious food in her palace
25. “The third sheik, who was called Hakim, offered her some of the most tender and **tasty** meat”. What is the similar meaning with the underlined word?
- Delicious
 - Disgusted
 - Fragrant
 - Tasteless

26. Finally, who was chosen by the Queen to be her husband?
- The sheik who offered her some delicious beverage
 - The sheik who offered her some leftover food
 - The sheik who offered her some unappetizing camel's tail
 - The sheik who offered her some of the most tender and tasty meat
27. Which statement is **TRUE** based on the last paragraph?
- The Queen invited the three sheiks to dinner at her beautiful palace
 - Hakim received a plate of delicious meat and eats it without refusing it
 - Maura's servant gave each one different with what they had given to Maura in the evening before
 - Maura's servant gave each one exactly the same with what they had given to Maura in the evening before
28. "...that **he** was the man for her" (the last paragraph). The word "he" refers to?
- The servant of Maura
 - The sheik who offered her some leftover food
 - The sheik who offered her some unappetizing camel's tail
 - The sheik who offered her some of the most tender and tasty meat
29. "Without question, Hakim is the most **generous** of you" What does similiar meaning of the underlined word?
- An extravagant person
 - A greedy person
 - A kind person
 - A liar
30. Why did Maura choose Hakim as her husband in the end?
- Hakim had a biggest palace than other sheiks
 - Hakim gave Maura a diliciuous food
 - Hakim gave Maura the most beautiful diamond than other sheiks
 - Hakim wanted to share Maura's gift to other sheiks

Answer Key

1. C	11. C	21. B
2. A	12. A	22. B
3. A	13. A	23. B
4. B	14. A	24. A
5. A	15. C	25. A
6. C	16. B	26. D
7. D	17. A	27. D
8. B	18. A	28. D
9. A	19. A	29. C
10. D	20. A	30. D

No	Indicators	Reading text	Number of items
1.	Word Comprehension	Text 1	1, 5, 7, 9
		Text 2	11, 15, 17, 19
		Text 3	22, 25, 28, 29
2.	Sentence Comprehension	Text 1	2, 4, 6
		Text 2	12, 14, 16
		Text 3	21, 24, 26
3.	Paragraph Comprehension	Text 1	3, 8
		Text 2	13, 18
		Text 3	23, 27
4.	Text Comprehension	Text 1	10
		Text 2	20
		Text 3	30

LESSON PLAN MEETING ONE

Cycle 2

Subject : English
Level/Semester: XI / II
Skill : Reading
Genre : Narrative Text
Time : 2 x 45 minutes

I. Standard Competence

11. Memahami makna teks fungsional pendek dan esei pendek berbentuk *narrative*, *spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Basic Competence

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahan tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

III. Indicators:

3.1.1 Cognitive Product

Finding the meaning of a written text in the form of narrative by using SQ3R Strategy

3.2 Cognitive Process

1. Identifying the word meaning of a written text in the form of narrative
2. Identifying the sentence meaning of a written text in the form of narrative
3. Identifying the paragraph meaning of written text in the form of narrative
4. Identifying the text meaning of written text in the form of narrative

3.3 Affective

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher confidently

IV. Learning Objectives

4.1 Cognitive Product

The students are able to find the meaning of a written text in the form of narrative by using SQ3R strategy

4.2 Cognitive Process

1. The students are able to identify the word meaning of a written text in the form of narrative
2. The students are able to identify the sentence meaning of a written text in the form of narrative
3. The students are able to identify the paragraph meaning of written text in the form of narrative
4. The students are able to identify the text meaning of written text in the form of narrative

4.3 Affective

1. The students are able to survey the narrative text given individually confidently
2. The students are able to formulate some questions individually carefully
3. The students are able to read the main points of the text in pairs collaboratively
4. The students are able to recite the main points of the text in pairs collaboratively

5. The students are able to review the whole reading text in pairs collaboratively
6. The students are able to ask questions to the teacher related to the topic confidently
7. The students are able to answer questions from the teacher confidently

V. Materials: Enclosed

VI. Teaching Learning Activities

1. **Approach:** Contextual teaching learning
2. **Strategy:** Teaching reading by using SQ3R strategy

No	Teacher's activities	Students' activities	Time
1.	Pre- instructional activities		10'
	a. Greeting	a. Responding to teacher's greeting	
	b. Checking the students' attendance list	b. Responding	
	c. Showing a picture about Narrative text entitled " Ugly duckling "	c. Paying attention to the picture	
	d. Asking some leading questions	d. Responding to the questions	
	e. Stating the objectives	e. Paying attention the objective	
2.	Main activities		70'
	a. Reviewing the explanation about narrative text	a. Paying attention to the teacher's explanation	5'
	b. Asking the students to <i>survey</i> the text given by using the main point such as picture, title, and other important visual information individually confidently	b. Surveying the text given by the teacher	5'
	c. Asking the students to make <i>questions</i>	c. Making <i>questions</i> based	5'

	<p>based on the prediction from the text that they have surveyed individually carefully</p> <p>d. Asking the students to <i>read</i> the material to find out the answers of their questions in pairs collaboratively</p> <p>e. Evaluating the students' comprehension about the material through <i>recite</i> and <i>review</i> stages.</p> <p>a. Reciting (the main points of the text) their comprehension about the material with closed book through taking note in pairs collaboratively.</p> <p>b. Reviewing all the answers, the main points and the whole reading process that the students have done in the previous steps in pairs collaboratively.</p> <p>f. Asking the students to do Exercise 1 given individually</p> <p>g. Discussing Exercise 1 with the whole class to find out the correct answer</p>	<p>on the prediction from the text that they have surveyed</p> <p>d. Reading the text to find out the answers</p> <p>e. Reciting and reviewing the main points of the text</p> <p>f. Doing Exercise 1 given individually</p> <p>g. Paying attention</p>	<p>15'</p> <p>15'</p> <p>15'</p> <p>10'</p>
3.	Closure		
	<p>h. Asking the students orally to make a conclusion about the text that has been discussed</p> <p>i. Parting the students</p>	<p>h. Drawing the conclusion orally</p> <p>i. Responding to the teacher's greeting</p>	<p>8'</p> <p>2'</p>

VII. Media and Sources

1. Media:

- a. English reading text
- b. Picture
- c. Worksheet

2. Sources:

- a. <http://www.story24.us/2013/07/the-story-of-ugly-duckling-narrative.html>
- b. Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMA/MA. Jakarta:Pusat Kurikulum Balitbang, Depdiknas.

VII. Evaluation

Process and product evaluation

1. The process evaluation will be conducted during the teaching learning process
Instrument: Observation checklist containing some indicators that will be measured:

No.	Name	Indicators							Total	Active	Passive
		1	2	3	4	5	6	7			
1.											
2.											

The indicators to be observed are:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher confidently

Note:

The students are categorized as the active students if they at least fulfill the six indicators of the seven indicators.

2. The product evaluation would be conducted at the end of the cycle:

Instrument: reading comprehension test in the form of objective test with multiple choice format.

Jember, May 2014

Collaborator

**Researcher
Trainee Teacher**

Achmat Sutijoso, S.Pd

NIP 197011181997031003

M Fatih Ulin N

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MATERIALS

PRE-INSTRUCTIONAL ACTIVITIES

Leading questions:

1. Do you like reading a story?
2. What story did you ever read?
3. Have you ever read “Ugly Duckling” story?



Main Activities

Narrative text

Narrative text is a text that has social function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The generic structure of narrative text is as follows:

- a. Orientation: sets the scene and introduces the participants
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- c. Resolution: the crisis is resolved, for the better or for worse
- d. Re-orientation: Optional

Narrative text also has significant lexico grammatical features that are listed as follows:

- a. Focusing on specific and usually individualized participants
- b. Using of material processes land in the text, behavioral and verbal processes
- c. Using of relational processes and mental processes
- d. Using of temporal conjunctions and temporal circumstances
- e. Using of simple past tense

Activity 1. Survey the narrative text below individually confidently by using important information such as picture, title, and other important visual information!

Line	Narrative text
	<p style="text-align: center;">Ugly Duckling</p>  <p>1 One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return. However, the largest egg had not cracked. The</p> <p>6 mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.</p> <p>10 When the mother duck brought the children to the pond for their first swimming lesson, the huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by</p> <p>15 day. Even his sisters and brothers were very unkind. "You are very ugly" they quacked. The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling ran away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.</p> <p style="text-align: center;">Finally, the spring flowers began to bloom. While he was</p>

20	swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear.. These beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his
25	eyes. "I am not an ugly duckling but a beautiful swan" he exclaimed. He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been. (takenfrom: http://www.story24.us/2013/07/the-story-of-ugly-ducklingnarrative.html)

Activity 2. Formulate some questions based on the prediction from the text that you have surveyed individually carefully!

Activity 3. Read the narrative text above to find out the answers of your questions in pairs collaboratively!

Activity 4. Recite (the main points of the text) your comprehension about the material with closed book through taking note in pairs collaboratively!

Activity 5. Review all the answers, the main points and the whole reading process that the students have done in the previous step in pairs collaboratively!

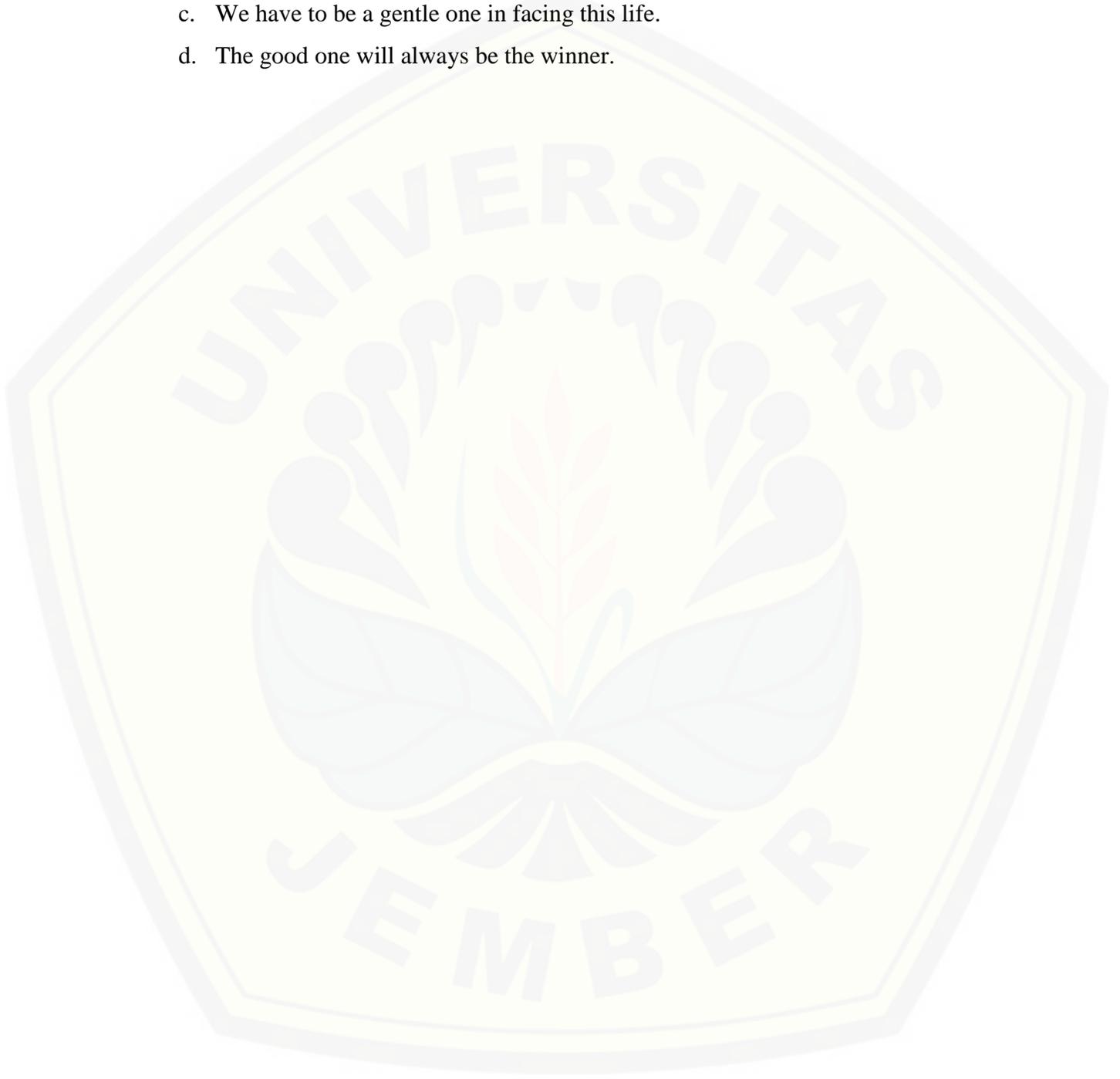
Answer the following questions by crossing a, b, c, and d based on the text above correctly on the answer sheet provided!

1. How many characters are there in the story?
 - a. Two
 - b. Three
 - c. Four
 - d. Five
2. Which egg did not crack yet when the others cracked?
 - a. The smallest egg
 - b. The oval egg
 - c. The largest egg
 - d. The white egg
3. What does the second paragraph mostly talk about?
 - a. The capability of others ducks swim as quick as their mother.
 - b. The admiration of others animal to the gray duckling.
 - c. The sadness of mother of duck with the gray duckling.
 - d. The strangeness of the gray duckling.
4. “Finally, it cracked and a **huge** ugly duckling waddled out.” (line 6) What is the opposite meaning of the underlined word?
 - a. Big
 - b. Small
 - c. Short
 - d. Long
5. “**They** hissed and made fun of him day by day.” (line 14). The word “They” refers to..
 - a. The other animals
 - b. The three beautiful swans
 - c. The eggs of the mother duck
 - d. The swans and the ugly duckling

6. What happened to the gray ugly duckling when he swam for the first time in the pond?
 - a. The other animals were envy with him.
 - b. The other animals were proud of him.
 - c. The mother of duck was proud of him.
 - d. The mother of duck laughed at him.
7. Why did the other animals laugh at the gray ugly duckling when he swam for the first time?
 - a. Because they knew that the gray ugly duckling was not a real duck.
 - b. Because they felt amused with the children of the duck family.
 - c. Because they were shocked with the color of the ugly duck.
 - d. Because they loved the gray ugly duckling.
8. What is the main idea of the third paragraph?
 - a. The gray ugly duckling was very happy after having new friend.
 - b. The gray ugly duckling was very shocked that he was a beautiful swan.
 - c. The gray ugly duckling was very shy when looking at three beautiful swan.
 - d. The gray ugly duckling was very depressed when three beautiful swan swim.
9. Which statement is NOT TRUE based on the text?
 - a. The mother was proud of her huge ugly duckling.
 - b. The gray ugly duckling was accepted by the other ducks.
 - c. The other little ducks were rude to the huge ugly duckling.
 - d. The other animals felt amused when the mother brought her children swimming in the pond.
10. “The little **poor** duckling was very unhappy.” (Line 16). What is the opposite meaning of the word “poor”?
 - a. Wise
 - b. Rich
 - c. Generous
 - d. Greedy

11. “While he was swimming in the pond, he saw three large white swans swimming toward him” (Line 21). What is the same meaning of the underlined word?
- Long
 - High
 - Tiny
 - Spacious
12. How did the grey ugly duckling know that he was a beautiful swan?
- By asking to his new friends.
 - By meeting a beautiful princess.
 - By running away from the duck family.
 - By looking at his reflection in the water.
13. What did the gray ugly duckling do after getting embracement from the other animals and his brothers and sisters?
- He got a new motivation to stay in the duck family
 - He run away from the duck family in the bushes
 - He felt happy living with the duck family.
 - He kept stay in the duck family patiently.
14. What is the main idea of the last paragraph?
- The grey ugly duckling felt depressed when three beautiful swan came to him in the pond.
 - The grey ugly duckling was happy with the fact that he was not an ugly duckling any more but he was a real beautiful swan.
 - The grey ugly duckling could not accept the fact that he was a grey ugly duckling.
 - The grey ugly duckling was afraid of the three beautiful swan that came to him in the pond.

15. What can we learn from the text?
- a. The inner beauty will always appear in the outer appearance.
 - b. We need to be a patient one in facing this cruelty life.
 - c. We have to be a gentle one in facing this life.
 - d. The good one will always be the winner.



Answer Key

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

Kinds of comprehension	Number of items
Word Comprehension	4, 5, 10, 11
Sentence Comprehension	2, 6, 7, 12, 13
Paragraph Comprehension	3, 8, 14
Text Comprehension	1,9, 15

LESSON PLAN MEETING ONE

Cycle 2

Subject : English
Level/Semester: XI / II
Skill : Reading
Genre : Narrative Text
Time : 2 x 45 minutes

I. Standard Competence

11. Memahami makna teks fungsional pendek dan esei pendek berbentuk *narrative*, *spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Basic Competence

- 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahan tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*.

III. Indicators:

3.1.1 Cognitive Product

Finding the meaning of a written text in the form of narrative by using SQ3R Strategy

3.2 Cognitive Process

1. Identifying the word meaning of a written text in the form of narrative
2. Identifying the sentence meaning of a written text in the form of narrative
3. Identifying the paragraph meaning of written text in the form of narrative
4. Identifying the text meaning of written text in the form of narrative

3.3 Affective

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher confidently

IV. Learning Objectives

4.1 Cognitive Product

The students are able to find the meaning of a written text in the form of narrative by using SQ3R strategy

4.2 Cognitive Process

1. The students are able to identify the word meaning of a written text in the form of narrative
2. The students are able to identify the sentence meaning of a written text in the form of narrative
3. The students are able to identify the paragraph meaning of written text in the form of narrative
4. The students are able to identify the text meaning of written text in the form of narrative

4.3 Affective

1. The students are able to survey the narrative text given individually confidently
2. The students are able to formulate some questions individually carefully
3. The students are able to read the main points of the text in pairs collaboratively
4. The students are able to recite the main points of the text in pairs collaboratively

5. The students are able to review the whole reading text in pairs collaboratively
6. The students are able to ask questions to the teacher related to the topic confidently
7. The students are able to answer questions from the teacher confidently

V. Materials: Enclosed

VI. Teaching Learning Activities

1. **Approach:** Contextual teaching learning
2. **Strategy:** Teaching reading by using SQ3R strategy

No	Teacher's activities	Students' activities	Time
1.	Pre- instructional activities		10'
	a. Greeting	a. Responding to the teacher greeting	
	b. Checking the students' attendance list	b. Responding	
	c. Showing a picture about Narrative text entitled " The Thirsty Crow "	c. Paying attention to the picture	
	d. Asking some leading questions	d. Responding to the questions	
	e. Stating the objectives	e. Paying attention	
2.	Main activities		70'
	a. Reviewing the explanation about narrative text	a. Paying attention to the explanation	5'
	b. Asking the students to <i>survey</i> the text given by using the main point such as picture, title, and other important visual information individually confidently	b. Surveying the text given by the teacher	5'
	c. Asking the students to make <i>questions</i> based on the prediction from the text that they have surveyed individually carefully	c. Making <i>questions</i> based on the prediction from the text that they have surveyed	5'

	<p>d. Asking the students to <i>read</i> the material to find out the answers of their questions in pairs collaboratively</p> <p>e. Evaluating the students' comprehension about the material through <i>recite</i> and <i>review</i> stages.</p> <p>a. Reciting (the main points of the text) their comprehension about the material with closed book through taking note in pairs collaboratively.</p> <p>b. Reviewing all the answers, the main points and the whole reading process of SQ3R that the students have done in the previous steps in pairs collaboratively.</p> <p>f. Asking the students to do Exercise 1 given individually</p> <p>g. Discussing Exercise 1 with the whole class to find out the correct answer</p>	<p>d. Reading the text to find out the answers</p> <p>e. Reciting and reviewing the main points of the text</p> <p>f. Doing Exercise 1 given individually</p> <p>g. Paying attention</p>	<p>15'</p> <p>15'</p> <p>15'</p> <p>10'</p>
<p>3.</p>	<p>Closure</p> <p>h. Asking the students orally to make a conclusion about the text that has been discussed</p> <p>i. Parting the students</p>	<p>h. Drawing the conclusion orally</p> <p>i. Responding to the teacher's greeting</p>	<p>8'</p> <p>2'</p>

VII. Media and Sources

1. Media:

- a. English reading text
- b. Picture
- c. Worksheet

2. Sources:

- a. <http://understandingtext.blogspot.com>
- b. Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMA/MA. Jakarta:Pusat Kurikulum Balitbang, Depdiknas.

VII. Evaluation

Process and product evaluation

1. The process evaluation will be conducted during the teaching learning process
Instrument: Observation checklist containing some indicators that will be measured:

No.	Name	Indicators							Total	Active	Passive
		1	2	3	4	5	6	7			
1.											
2.											

The indicators to be observed are:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher confidently

Note:

The students are categorized as the active students if they at least fulfill the six indicators of the seven indicators.

2. The product evaluation would be conducted at the end of the cycle:

Instrument: reading comprehension test in the form of objective test with multiple choice format.

Jember, May 2014

Collaborator

**Researcher
Trainee Teacher**

Achmat Sutijoso, S.Pd

NIP 197011181997031003

M Fatih Ulin N

NIM 090210401066

MATERIALS

PRE-INSTRUCTIONAL ACTIVITIES

Leading questions:

1. Do you like reading a story?
2. What story did you ever read?
3. Have you ever read “**Jonah**” story?



Main Activities

Narrative text

Narrative text is a text that has social function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The generic structure of narrative text is as follows:

- a. Orientation: sets the scene and introduces the participants
- b. Complication: a crisis arises
- c. Resolution: the crisis is resolved, for the better or for worse
- d. Re-orientation: Optional

Narrative text also has significant lexico grammatical features that are listed as follows:

- a. Focusing on specific and usually individualized participants
- b. Using of material processes land in the text, behavioral and verbal processes
- c. Using of relational processes and mental processes
- d. Using of temporal conjunctions and temporal circumstances
- e. Using of simple past tense

Activity 1. Survey the narrative text below individually confidently by using important information such as picture, title, and other important visual information!

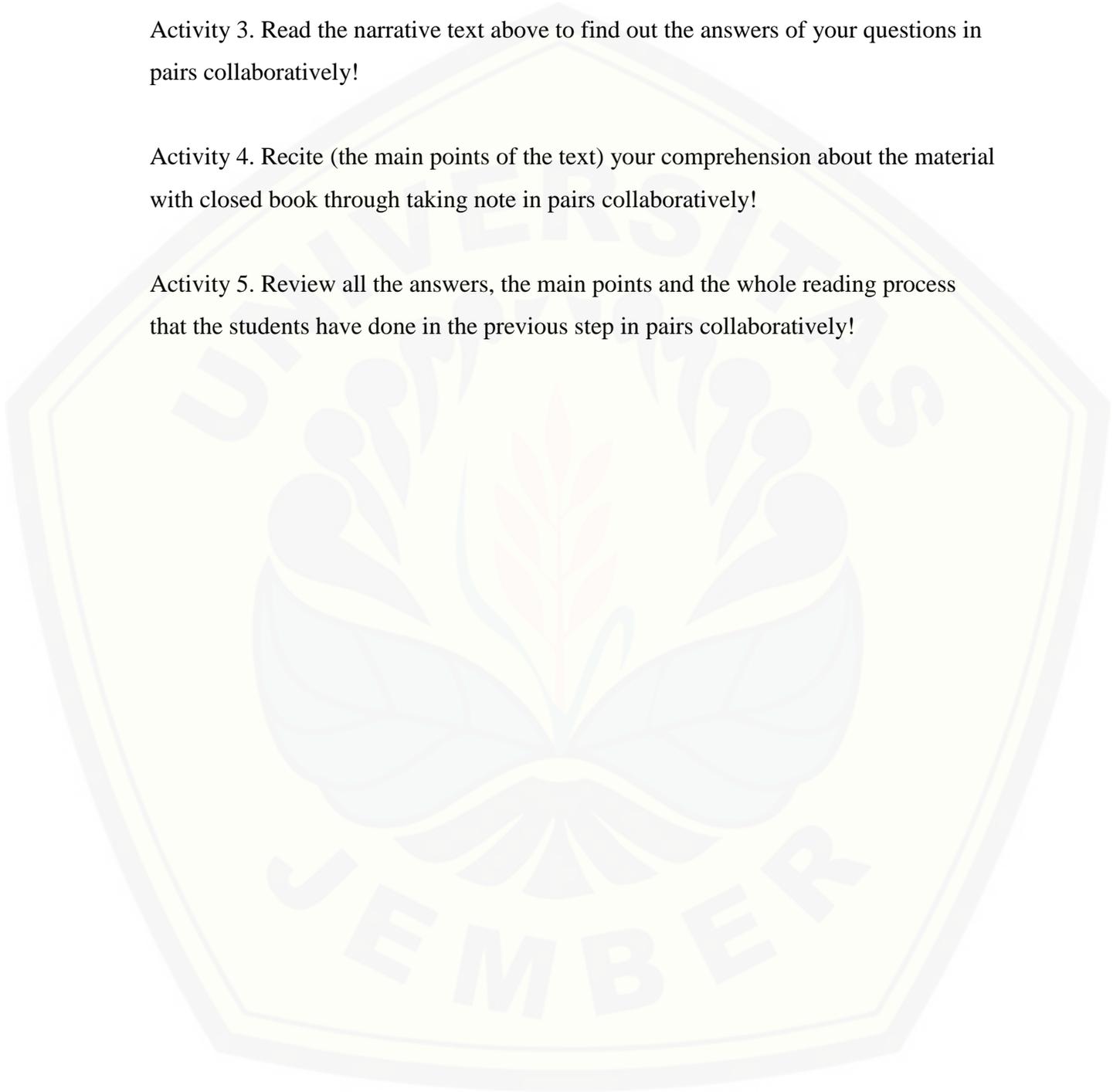
Line	Narrative text
	<p style="text-align: center;">Jonah</p>  <p>1 One hot day, there was a thirsty crow who wanted to slurp water. It was a long way to the river and she was very tired to fly there. She could not see a pool of water everywhere. She flew around. Then, she saw a big jug outside the house. The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug. The crow flew down to the jug, but she could not reach the water with her beak. She climbed onto the</p> <p>6 jug. She almost fell into it, but she could not put her beak into the water.</p> <p>The crow flew into the air, and she flew down at the jug and tried to peak it with her beak. But the jug was strong. It would not break. The crow flew at the jug, flapping her wings. She tried to knock it over, so that the</p> <p>10 water would run out onto the ground. But the jug was very heavy. It did not fall onto the ground. The crow was very tired to fly anymore. She thought that she was going to die thirsty. The crow sat down to take rest. She thought deeply. She did not want to die in thirst.</p> <p>15 She saw small stones lying on the ground. She had an idea. She picked up a stone in her beak and dropped it into the jug. Then another and another, the water rose higher every time a stone fell into the jug. Finally, the jug was nearly full of stones. The water came to the top. The clever crow put her beak into at least, and had a slurp. Where there is a will, there</p> <p>19 is a way. (takenfrom:http://understandingtext.blogspot.com.html)</p>

Activity 2. Formulate some questions based on the prediction from the text that you have surveyed individually carefully!

Activity 3. Read the narrative text above to find out the answers of your questions in pairs collaboratively!

Activity 4. Recite (the main points of the text) your comprehension about the material with closed book through taking note in pairs collaboratively!

Activity 5. Review all the answers, the main points and the whole reading process that the students have done in the previous step in pairs collaboratively!



Task 1

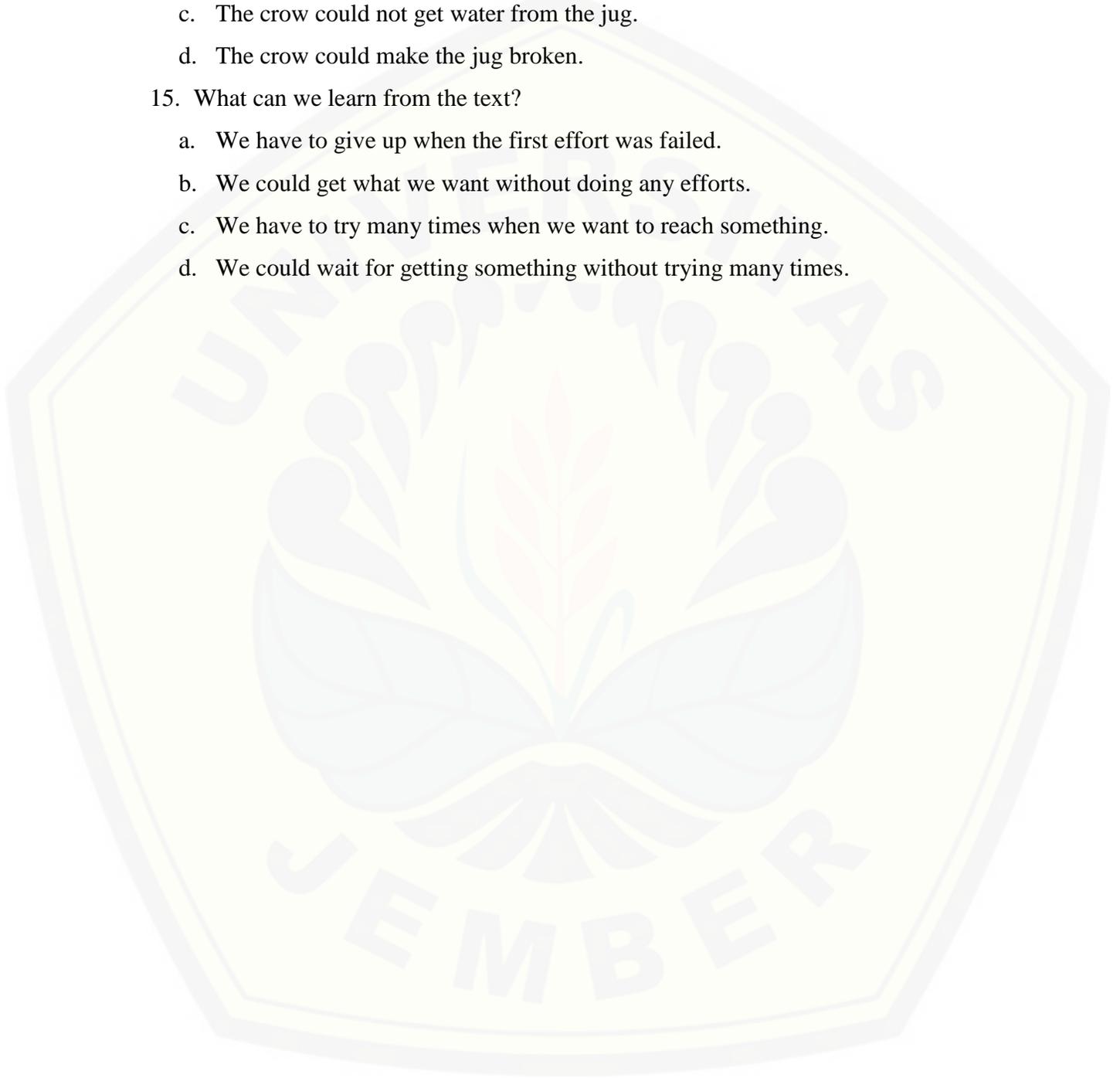
Answer the following questions by crossing a, b, c, and d based on the text above correctly on the answer sheet provided!

1. How many characters are there in the story?
 - a. One
 - b. Two
 - c. Three
 - d. Four
2. Why did the crow wanted to fly to the far river?
 - a. Because she was thirsty.
 - b. Because she was hungry.
 - c. Because she wanted to hunt.
 - d. Because she wanted to fresh her mind.
3. What does the second paragraph mostly talk about?
 - a. The admiration of the thirty crow to the jug.
 - b. The laziness of the thirsty crow in getting the water.
 - c. The effort of the thirty crow to break down the jug.
 - d. The powerful of the thirty crow in looking for water.
4. “One hot day, there was a thirsty crow who wanted to slurp water.” (line 1) what is the opposite meaning of the underlined word?
 - a. Cold
 - b. Humid
 - c. Dry
 - d. Warm
5. “She almost fell into it, but she could not put her beak into the water.” (line 14).
The word “**it**” refers to..
 - a. The crow
 - b. The jug
 - c. The water
 - d. The house

6. What happened to the crow when she tries to fly down to the jug?
 - a. She almost fell into the jug.
 - b. She almost reached the water.
 - c. She almost got the water in the jug.
 - d. She almost broke her beak in the jug.
7. Why did the crow drop stones into the jug?
 - a. Because she wanted to break down the jug.
 - b. Because she wanted to make the jug full of stones.
 - c. Because she wanted to know that there was water in the jug.
 - d. Because she wanted to make the water run onto the ground.
8. What is the main idea of the first paragraph?
 - a. There was a crow that was going to die.
 - b. There was a thirsty crow that looked for water.
 - c. There was a crow that reached water with her beak.
 - d. There was a thirsty crow that flew a far way to get jug.
9. Which statement is NOT TRUE based on the text?
 - a. The thirsty crow saw a big stones lying on the grass.
 - b. The thirsty crow finally could have water to drink.
 - c. The thirsty crow was able to break down the jug.
 - d. The thirsty crow saw a little water in the jug.
10. “It was a **long** way to the river and she was very tired to fly there.” (Line 16).
What is the opposite meaning of the word “**Long**”?
 - a. Heavy
 - b. Far
 - c. Near
 - d. Large

11. “She saw small stones lying on the ground.” (Line 21). What is the similar meaning of the underlined word?
- Long
 - Big
 - Tiny
 - Large
12. How did the thirsty crow finally get the water from the jug?
- The crow called her friends to help her getting the water in the jug then she asked her friends to break the jug so the water could run out from the jug.
 - The crow tried to knock the jug by using her beak so the jug would be broken then the water could run out to the ground.
 - The crow asked for her friends to bring the jug up to the sky then they should drop it into the ground so the water could run out from the jug.
 - The crow picked up stone in her beak and dropped it into the jug to make the jug full of stones then the water come into the top finally she could drink it.
13. “Where there is a will, there is a way” (the last sentence from the last paragraph). What does it means?
- If we really want something, actually we have many ways to get it.
 - We should try the only way that we have believed before.
 - There are many ways to make our dream come true.
 - There is no problem that cannot be solved.

14. What is the main idea of the last paragraph?
- a. Finally the clever crow could get the water to drink.
 - b. Finally the clever crow flied to the other village.
 - c. The crow could not get water from the jug.
 - d. The crow could make the jug broken.
15. What can we learn from the text?
- a. We have to give up when the first effort was failed.
 - b. We could get what we want without doing any efforts.
 - c. We have to try many times when we want to reach something.
 - d. We could wait for getting something without trying many times.



Answer Key

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

Kinds of comprehension	Number of items
Word Comprehension	4, 5, 10, 11
Sentence Comprehension	2, 6, 7, 12, 13
Paragraph Comprehension	3, 8, 14
Text Comprehension	1,9, 15

READING COMPREHENSION TEST CYCLE II

Subject	: English
Level/Semester	: XI/II
Skill	: Reading
Genre	: Narrative
Time	: 90 minutes

Read the text carefully then answer the following questions based on the text.
Number 1 to 10.

The Rats and the Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then, the king of rats decided to approach the elephant's chief and requested him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. So, the rats lived safely.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then, the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the net in order to open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thanked the rats.

(Taken from: <http://akhyar1989-wordpres.blogspot.com/2013/10/soal-ulangan-harian-kelas-xi-sma.html>)

1. “Many of **them** were even crushed to death” (paragraph 1). What does the underlined word refers to?
 - a. A group of mice
 - b. A group of elephants
 - c. A group of elephants hunters
 - d. The king of elephant and the king of the rats

2. Where did the group of rats live in peace?
 - a. Beside a tree
 - b. Among the tree
 - c. Beneath the tree
 - d. On the top of the tree
3. What does the second paragraph mostly talk about?
 - a. The king of the rats asked forgiveness for his mistake
 - b. The king of the rats challenged the king of the elephant
 - c. The king of the rats decided to move his herd to another safely place
 - d. The king of the rats asked the king of the elephant to change their track
4. What animal did the elephant herd cross on and damage their home?
 - a. A group of worms
 - b. A group of mice
 - c. A group of hunters
 - d. A group of ants
5. "...and trapped a group of elephants in huge nets" (paragraph 3), What is the opposite meaning of the underlined word?
 - a. Large
 - b. Big
 - c. Tiny
 - d. Medium
6. How did the elephant finally get free from the trap?
 - a. The elephant used their ivory to cut the nets
 - b. The rat herd helped the elephant herd by cutting the nets
 - c. The king of the rats used his power to save the elephants' life
 - d. The huge nets was not strong so the elephants could easily get free
7. "They danced with joy and thanked the rats." (paragraph 4). What does the underlined word refers to?
 - a. The elephant herd
 - b. The elephant-hunters
 - c. A group of mice
 - d. The king of the elephant and the king of the rat

8. What does the last paragraph mostly talk about?
 - a. The king of the rats gave the hunters a group of elephants
 - b. The group of the rats were singing and dance together
 - c. The hunters gave the elephant herd a freedom
 - d. The elephant herd got free from the huge nets
9. "He **summoned** one of the elephants of his herd," (paragraph 3) What is the similar meaning of the underlined word?
 - a. Permit
 - b. Admit
 - c. Inform
 - d. Order
10. Which statement is NOT TRUE based on the text?
 - a. The elephant herd and the rat herd helped each other
 - b. The elephant herd had power to get free from the huge nets
 - c. The rat herd could open the huge nets that trapped the elephant herd
 - d. The rat herd could live safely because of the king of elephants' kindness

Read the text carefully then answer the following questions based on the text. Number 11 to 20.

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

“Children, I have come to save you,” she said, hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

(taken from: <http://akhyar1989-wordpres.blogspot.com/2013/10/soal-ulangan-harian-kelas-xi-sma.html>)

11. “Her heart **cried out** when she saw the two children.” (paragraph 2). What is the similar meaning of the underlined word?
 - a. Amazed
 - b. Cheerful
 - c. Upset
 - d. Starve
12. Why did the old witch catch Hansel and Gretel in her house?
 - a. Because she felt upset in her loneliness
 - b. Because she had a big deal with the step mother
 - c. Because she wanted to make both of them as her food
 - d. Because she were envy to the step mother happiness
13. What does the first paragraph mostly talk about?
 - a. Hansel and Gretel were in the old witch house
 - b. The step mother did not pay attention to her son
 - c. The old witch gave the step mother freedom to take her son
 - d. The old witch and the step mother had bad motive to the two children
14. Why can the step mother be the best mother for Hansel and Gretel?
 - a. Because the step mother was the only one that they have
 - b. Because the step mother could save their life
 - c. Because the step mother always gave them money
 - d. Because the step mother could make a delicious food

15. “I have done a **dreadful** thing” (paragraph 3). What does the opposite meaning of the underlined word?
- Cheerful
 - Awful
 - Terrible
 - Horrible
16. How did the witch die?
- She was burnt in the oven
 - She was trapped in a cage
 - She was hit with a broom
 - She was pushed against the wall
17. “ They lived **happily** ever after” (paragraph 3). What is the similar meaning of the underlined word?
- Beggarly
 - Suffer
 - Struggle
 - Peaceful
18. What is the name of the first paragraph? The first paragraph is called...
- Orientation
 - Event
 - Complication
 - Resolution
19. “Each night the children cried and **begged** the witch to let them go”? what is the similar meaning of the underlined word?
- Granted
 - Scrounged
 - Helped
 - Managed

20. Which statement is TRUE based on second paragraph?
- The witch would make Hansel and Gretel as her son
 - The step mother gave permission to the old witch to cook her son
 - The step mother could kill the witch by pushing her into the oven
 - The witch and the step mother had the same intention cooking Hansel and Gretel

Read the text carefully then answer the following questions based on the text. Number 21 to 30.

Poor Boy

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However, he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked. "How much do I owe you?". "You don't owe me anything," she replied, "Mother has taught us never to accept pay for a kindness." He said, "Thank you from my heart." As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from, he went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman. After a long struggle, the woman could be cured. The poor boy paid all the bills. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed, "thank you God that your love has spread abroad through human hearts and hands."

(taken from: <http://akhyar1989-wordpres.blogspot.com/2013/10/soal-ulangan-harian-kelas-xi-sma.html>)

21. What did a poor boy ask in the first time when he met the woman?
- A glass of milk
 - A glass of water
 - Some food
 - A large glass of milk
22. “**she** gave him a large glass of milk” (paragraph 1). The word “she” refers to..
- The mother of a young woman
 - A lovely young woman
 - The step mother of a young woman
 - A beautiful old woman
23. “His faith in God was getting **stronger** too” (paragraph 1). What is the similar meaning of the word ‘**strong**’?
- Weak
 - Smooth
 - Fast
 - Powerful
24. Why did the poor boy want to save the woman’s life?
- Because he had a mother who had the same ill with the woman
 - Because he wanted to give the best service to every one
 - Because he wanted to reply the woman’s kindness
 - Because he was a good doctor
25. “After a long struggle, the woman could be **cured**” What is the same meaning of the underlined word?
- Sore
 - Heal
 - Injury
 - Hurt
26. Who paid all bill after the woman was cured?
- The mother of the woman
 - The doctor who was a poor boy
 - The government in the city
 - The woman health insurance

27. Which statement is **TRUE** based on the second paragraph?
- The poor boy asked the woman for food
 - The woman came to the town where the boy lived
 - The poor boy cured the woman and repaid her kindness
 - The woman gave a large of milk to the poor boy
28. “She was sent to the big city to cure her disease” (paragraph 2). What is the similar meaning of the underlined word?
- Happiness
 - Illness
 - Wealth
 - Profit
29. “When the woman opened the bill, tears of joy flooded her eyes”. (paragraph 2) What is the similar meaning of the underlined word?
- Happiness
 - Miserable
 - Sadness
 - Frightened
30. What can we learn after reading the story above?
- Kindness won't be forgotten
 - Poverty is the source of misery
 - Help is needed to be successful
 - Health is important in our life

Answer Key

1. A	11. C	21. B
2. C	12. C	22. B
3. D	13. A	23. D
4. B	14. B	24. C
5. C	15. A	25. B
6. B	16. A	26. B
7. A	17. D	27. C
8. D	18. A	28. B
9. D	19. B	29. A
10. B	20. C	30. A

No	Indicators	Reading text	Number of items
1.	Word Comprehension	Text 1	1, 5, 7, 9
		Text 2	11, 15, 17, 19
		Text 3	22, 25, 28, 29
2.	Sentence Comprehension	Text 1	2, 4, 6
		Text 2	12, 14, 16
		Text 3	21, 24, 26
3.	Paragraph Comprehension	Text 1	3, 8
		Text 2	13, 18
		Text 3	23, 27
4.	Text Comprehension	Text 1	10
		Text 2	20
		Text 3	30

Observation Check List Meeting 1 Cycle 1

No	Students' Name	Indicators							Total	A	P
		1	2	3	4	5	6	7			
1	MAR	√		√	√	√			4		√
2	ARS	√	√	√	√	√		√	6	√	
3	CDP		√	√	√	√	√		5		√
4	FS	√	√	√		√	√	√	6	√	
5	SAN	√	√	√	√	√		√	6	√	
6	WRD	√	√	√	√			√	5		√
7	AF	√	√	√	√			√	5		√
8	AKF		√	√	√	√	√	√	6	√	
9	AAH	√	√	√		√	√	√	6	√	
10	MAS	√		√		√		√	4		√
11	YRS	√	√	√		√	√	√	6	√	
12	DKR	√	√	√	√	√			5		
13	MAN		√	√	√		√		4		√
14	MKN	√	√	√	√	√		√	6	√	
15	NQA	√	√	√	√	√		√	6	√	
16	MJ	√	√	√	√	√		√	6	√	
17	NZF	√	√	√	√	√		√	6	√	
18	RI	√	√	√	√	√	√		6	√	
19	AK	√	√	√	√	√		√	6	√	
20	DRS	√		√	√	√	√		5		√
21	IK	√	√	√	√	√	√		6	√	
22	JFR	√	√	√	√	√	√		6	√	
23	QR	√	√	√	√	√		√	6	√	
24	TNP	√		√	√		√		4		√
25	HIM		√	√	√	√			4		√
26	IH	√	√	√		√	√	√	6	√	
27	ES	√	√	√	√	√		√	6	√	
		23	23	27	22	23	12	17		17	10

The indicators to be observed are:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher correctly

Active: When the students at least fulfill six indicators of the seven indicators.

Passive: When the students fulfill less than six indicators of the seven indicators.

Observation Check List Meeting 2 Cycle 1

No	Students' Name	Indicators							Total	A	P
		1	2	3	4	5	6	7			
1	M. ATHO'IL R.		√	√	√	√			4		√
2	ANAS ROBITH S.	√	√	√	√	√	√	√	7	√	
3	CHOIRIKA DINDA	√	√	√		√	√	√	6	√	
4	FITRIATUS S.	√	√	√		√	√	√	6	√	
5	SITI AZIZATUN N.	√	√	√	√		√	√	6	√	
6	WINDA RISKA D.	√		√	√	√	√		5		√
7	AHMAD FATHOI		√	√	√	√	√		5		√
8	A. KAMAL FRASE	√	√	√	√		√	√	6	√	
9	ALFIN ASIATUL H	√	√	√	√	√		√	6	√	
10	M. AJI SANTOSO	√	√	√		√	√		5		√
11	YULIA RETNO	√	√	√	√	√	√	√	7	√	
12	DEVI KHOIRUL R.	√		√	√	√		√	5		
13	MITA ACHNEZ N.	√	√	√	√	√	√		6	√	
14	M. KHOIRUDIN N.	√	√	√	√	√		√	6	√	
15	NUZUL QUROTA A.	√	√	√	√	√	√	√	6	√	
16	MIFTAHUL J.	√	√	√	√	√		√	6	√	
17	NADYA ZAHRO	√	√	√	√	√		√	6	√	
18	ROQI IHLASI	√	√	√		√	√	√	6	√	
19	AHMAD KAMIL	√		√	√	√	√	√	6	√	
20	DEWI RUSDIANA S.	√	√	√	√	√			5		√
21	IZZATUL K.	√	√	√	√	√		√	6	√	
22	JEVI FAJAR R.	√	√	√	√	√		√	6	√	
23	QONITA R.	√	√	√	√	√		√	6	√	
24	TIARA NANDIKA P.	√	√	√	√	√			5		√
25	HARRIZAH IZZATI		√	√	√	√	√	√	6	√	
26	IRFAUL HASANAH	√	√	√	√	√		√	6	√	
27	EVI SUSANTI	√		√	√	√	√	√	6	√	
		24	24	27	23	25	15	20		20	7

The indicators to be observed are:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher correctly
8. Active: When the students at least fulfill six indicators of the seven indicators.
9. Passive: When the students fulfill less than six indicators of the seven indicators.

Observation Check List Meeting 1 Cycle 2

No	Students' Name	Indicators							Total	A	P
		1	2	3	4	5	6	7			
1	MAR		√	√	√	√	√		5		√
2	ARS	√	√	√	√	√	√	√	7	√	
3	CDP	√	√	√	√	√		√	6	√	
4	FS	√	√	√	√	√	√	√	7	√	
5	SAN	√	√	√	√	√	√	√	7	√	
6	WRD	√	√	√	√	√		√	6	√	
7	AF		√	√	√	√	√		5		√
8	AKF	√	√	√	√	√	√	√	7	√	
9	AAH	√	√	√		√	√	√	6	√	
10	MAS	√	√	√		√	√		5		√
11	YRS	√	√	√	√	√	√	√	7	√	
12	DKR	√	√	√		√	√	√	6	√	
13	MAN	√	√	√	√	√			5		√
14	MKN	√	√	√	√	√	√	√	7	√	
15	NQA	√	√	√	√	√		√	6	√	
16	MJ	√	√	√	√	√		√	6	√	
17	NZF	√	√	√	√	√	√	√	7	√	
18	RI	√	√	√	√		√	√	6	√	
19	AK	√		√	√	√	√	√	6	√	
20	DRS	√	√	√	√	√			5		√
21	IK	√	√	√	√	√		√	6	√	
22	JFR	√	√	√	√	√		√	6	√	
23	QR	√	√	√	√	√	√	√	7	√	
24	TNP	√	√	√	√	√			5	√	
25	HIM	√	√	√	√		√	√	6	√	
26	IH	√	√	√	√	√	√	√	7	√	
27	ES	√		√	√	√	√	√	6	√	
		25	25	27	24	25	18	21		22	5

The indicators to be observed are:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher correctly

Active: When the students at least fulfill six indicators of the seven indicators.

Passive: When the students fulfill less than six indicators of the seven indicators.

Observation Check List Meeting 2 Cycle 2

No	Students' Name	Indicators							Total	A	P
		1	2	3	4	5	6	7			
1	M. ATHO'IL R.	√	√	√	√	√			5		√
2	ANAS ROBITH S.	√	√	√	√	√	√	√	7	√	
3	CHOIRIKA DINDA	√	√	√	√	√		√	6	√	
4	FITRIATUS S.	√	√	√	√	√		√	6	√	
5	SITI AZIZATUN N.	√	√	√	√	√	√	√	7	√	
6	WINDA RISKA D.	√	√	√	√	√	√	√	7	√	
7	AHMAD FATHOI	√	√	√	√	√			5		√
8	A. KAMAL FRASE	√	√	√		√	√	√	6	√	
9	ALFIN ASIATUL H	√	√	√	√	√	√	√	7	√	
10	M. AJI SANTOSO	√	√	√		√	√		5		√
11	YULIA RETNO	√	√	√	√	√	√	√	7	√	
12	DEVI KHOIRUL R.	√	√	√	√	√	√	√	7	√	
13	MITA ACHNEZ N.	√	√	√	√	√	√	√	7	√	
14	M. KHOIRUDIN N.	√	√	√	√	√	√	√	7	√	
15	NUZUL QUROTA A.	√	√	√	√	√	√	√	7	√	
16	MIFTAHUL J.	√	√	√	√	√	√	√	7	√	
17	NADYA ZAHRO	√	√	√	√	√	√	√	7	√	
18	ROQI IHLASI	√	√	√	√		√	√	6	√	
19	AHMAD KAMIL		√	√	√	√	√	√	6	√	
20	DEWI RUSDIANA S.	√	√	√	√	√	√	√	7	√	
21	IZZATUL K.	√	√	√	√	√	√	√	7	√	
22	JEVI FAJAR R.	√	√	√	√	√		√	6	√	
23	QONITA R.	√	√	√	√	√	√	√	7	√	
24	TIARA NANDIKA P.	√	√	√	√	√		√	6	√	
25	HARRIZAH IZZATI	√	√	√	√	√	√	√	7	√	
26	IRFAUL HASANAH	√	√	√	√	√	√	√	7	√	
27	EVI SUSANTI	√		√	√	√	√	√	6	√	
		26	26	27	25	26	21	24		24	3

The indicators to be observed are:

1. Surveying the narrative text given individually confidently
2. Formulating some questions individually carefully
3. Reading the whole text in pairs collaboratively
4. Reciting the main points of the text in pairs collaboratively
5. Reviewing the whole reading text in pairs collaboratively
6. Asking questions to the teacher related to the topic confidently
7. Answering questions from the teacher correctly
8. Active: When the students at least fulfill six indicators of the seven indicators.
9. Passive: When the students fulfill less than six indicators of the seven indicators.

The Result of the Reading Comprehension Test I

No	Students' name	Reading score	Achieved	Not achieved
1	MAR	60		√
2	ARS	90	√	
3	CDP	76	√	
4	FS	80	√	
5	SAN	80	√	
6	WRD	56		√
7	AF	63		√
8	AKF	76	√	
9	AAH	76	√	
10	MAS	53		√
11	YRS	86	√	
12	DKR	66		√
13	MAN	70		√
14	MKN	76	√	
15	NQA	83	√	
16	MJ	83	√	
17	NZF	86	√	
18	RI	76	√	
19	AK	80	√	
20	DRS	73		√
21	IK	83	√	
22	JFR	76	√	
23	QR	83	√	
24	TNP	66		√
25	HIM	70		√
26	IH	76	√	
27	ES	76	√	
			18	9
	$M = \frac{\sum x}{n}$	74,7		
	$E = \frac{n}{N} \times 100\%$		66 %	34 %

The Result of the Reading Comprehension Test II

No	Students' name	Reading score	Achieved	Not achieved
1	MAR	70		√
2	ARS	96	√	
3	CDP	80	√	
4	FS	83	√	
5	SAN	86	√	
6	WRD	70		√
7	AF	73		√
8	AKF	83	√	
9	AAH	80	√	
10	MAS	66		√
11	YRS	86	√	
12	DKR	80	√	
13	MAN	76	√	
14	MKN	76	√	
15	NQA	86	√	
16	MJ	83	√	
17	NZF	90	√	
18	RI	80	√	
19	AK	80	√	
20	DRS	83	√	
21	IK	86	√	
22	JFR	76	√	
23	QR	83	√	
24	TNP	73		√
25	HIM	86	√	
26	IH	76	√	
27	ES	83	√	
			22	5
	$M = \sum x/n$	80.4		
	$E = \frac{n}{N} \times 100\%$		81.4 %	18.6%

Name : ANAS ROBITH -~~s~~

No : 02

90

Answer Sheet

Reading Test 1

- | | | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|------------------------------------|
| 1. a | b | <input checked="" type="radio"/> c | d | 16. a | <input checked="" type="radio"/> b | c | d |
| 2. <input checked="" type="radio"/> a | b | c | d | 17. <input checked="" type="radio"/> a | b | c | d |
| 3. <input checked="" type="radio"/> a | b | c | d | 18. <input checked="" type="radio"/> a | b | c | d |
| 4. a | <input checked="" type="radio"/> b | c | d | 19. <input checked="" type="radio"/> a | b | c | d |
| 5. <input checked="" type="radio"/> a | b | c | d | 20. <input checked="" type="radio"/> a | b | c | d |
| 6. a | b | <input checked="" type="radio"/> c | d | 21. <input checked="" type="radio"/> a | b | c | d |
| 7. a | b | c | <input checked="" type="radio"/> d | 22. a | <input checked="" type="radio"/> b | c | d |
| 8. a | <input checked="" type="radio"/> b | c | d | 23. a | <input checked="" type="radio"/> b | c | d |
| 9. <input checked="" type="radio"/> a | b | c | d | 24. a | b | <input checked="" type="radio"/> c | d |
| 10. a | b | c | <input checked="" type="radio"/> d | 25. <input checked="" type="radio"/> a | b | c | d |
| 11. a | b | <input checked="" type="radio"/> c | d | 26. a | b | c | <input checked="" type="radio"/> d |
| 12. a | <input checked="" type="radio"/> b | c | d | 27. a | <input checked="" type="radio"/> b | c | d |
| 13. <input checked="" type="radio"/> a | b | c | d | 28. a | b | c | <input checked="" type="radio"/> d |
| 14. <input checked="" type="radio"/> a | b | c | d | 29. a | b | <input checked="" type="radio"/> c | d |
| 15. a | b | <input checked="" type="radio"/> c | d | 30. a | b | c | <input checked="" type="radio"/> d |

B = 27

Name : Moh Aji Santoso

No : 10

53

Answer Sheet

Reading Test 1

- | | | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|------------------------------------|
| 1. a | b | <input checked="" type="radio"/> c | d | 16. <input checked="" type="radio"/> a | b | c | d |
| 2. <input checked="" type="radio"/> a | b | c | d | 17. <input checked="" type="radio"/> a | b | c | d |
| 3. a | <input checked="" type="radio"/> b | c | d | 18. a | b | c | <input checked="" type="radio"/> d |
| 4. a | <input checked="" type="radio"/> b | c | d | 19. <input checked="" type="radio"/> a | b | c | d |
| 5. a | b | <input checked="" type="radio"/> c | d | 20. a | b | <input checked="" type="radio"/> c | d |
| 6. a | <input checked="" type="radio"/> b | c | d | 21. <input checked="" type="radio"/> a | b | c | d |
| 7. a | b | c | <input checked="" type="radio"/> d | 22. a | <input checked="" type="radio"/> b | c | d |
| 8. a | <input checked="" type="radio"/> b | c | d | 23. a | <input checked="" type="radio"/> b | c | d |
| 9. <input checked="" type="radio"/> a | b | c | d | 24. <input checked="" type="radio"/> a | b | c | d |
| 10. a | b | <input checked="" type="radio"/> c | d | 25. a | <input checked="" type="radio"/> b | c | d |
| 11. a | b | <input checked="" type="radio"/> c | d | 26. a | b | c | <input checked="" type="radio"/> d |
| 12. <input checked="" type="radio"/> a | b | c | d | 27. a | <input checked="" type="radio"/> b | c | d |
| 13. a | <input checked="" type="radio"/> b | c | d | 28. <input checked="" type="radio"/> a | b | c | d |
| 14. a | b | c | <input checked="" type="radio"/> d | 29. a | b | <input checked="" type="radio"/> c | d |
| 15. <input checked="" type="radio"/> a | b | c | d | 30. a | <input checked="" type="radio"/> b | c | d |

B = 16

Name : ANAS ROBITH

No. : 02

96

Answer Sheet

Reading Test 2

- | | | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|--|------------------------------------|------------------------------------|------------------------------------|
| 1. <input checked="" type="radio"/> a | b | c | d | 16. <input checked="" type="radio"/> a | b | c | d |
| 2. a | b | <input checked="" type="radio"/> c | d | 17. a | b | c | <input checked="" type="radio"/> d |
| 3. a | b | c | <input checked="" type="radio"/> d | 18. <input checked="" type="radio"/> a | b | c | d |
| 4. a | <input checked="" type="radio"/> b | c | d | 19. a | <input checked="" type="radio"/> b | c | d |
| 5. a | b | <input checked="" type="radio"/> c | d | 20. a | b | <input checked="" type="radio"/> c | d |
| 6. a | <input checked="" type="radio"/> b | c | d | 21. a | <input checked="" type="radio"/> b | c | d |
| 7. <input checked="" type="radio"/> a | b | c | d | 22. a | <input checked="" type="radio"/> b | c | d |
| 8. a | b | c | <input checked="" type="radio"/> d | 23. a | b | c | <input checked="" type="radio"/> d |
| 9. a | b | c | <input checked="" type="radio"/> d | 24. a | b | <input checked="" type="radio"/> c | d |
| 10. a | <input checked="" type="radio"/> b | c | d | 25. a | <input checked="" type="radio"/> b | c | d |
| 11. a | b | <input checked="" type="radio"/> c | d | 26. a | <input checked="" type="radio"/> b | c | d |
| 12. a | b | <input checked="" type="radio"/> c | d | 27. a | b | <input checked="" type="radio"/> c | d |
| 13. <input checked="" type="radio"/> a | b | c | d | 28. a | <input checked="" type="radio"/> b | c | d |
| 14. a | <input checked="" type="radio"/> b | c | d | 29. <input checked="" type="radio"/> a | b | c | d |
| 15. <input checked="" type="radio"/> a | b | c | d | 30. a | <input checked="" type="radio"/> b | c | d |

B = 29

Name : Moh Aji Santoso

No. : 10

66

Answer Sheet

Reading Test 2

- | | | | | | | | |
|-------|---|---|---|-------|---|---|---|
| 1. a | b | c | d | 16. a | b | c | d |
| 2. a | b | c | d | 17. a | b | c | d |
| 3. a | b | c | d | 18. a | b | c | d |
| 4. a | b | c | d | 19. a | b | c | d |
| 5. a | b | c | d | 20. a | b | c | d |
| 6. a | b | c | d | 21. a | b | c | d |
| 7. a | b | c | d | 22. a | b | c | d |
| 8. a | b | c | d | 23. a | b | c | d |
| 9. a | b | c | d | 24. a | b | c | d |
| 10. a | b | c | d | 25. a | b | c | d |
| 11. a | b | c | d | 26. a | b | c | d |
| 12. a | b | c | d | 27. a | b | c | d |
| 13. a | b | c | d | 28. a | b | c | d |
| 14. a | b | c | d | 29. a | b | c | d |
| 15. a | b | c | d | 30. a | b | c | d |

B = 20



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-334988
Laman: www.fkip.unej.ac.id

Nomor : **3388** /UN25.1.5/LL/2014
Lampiran : -
Perihal : Permohonan Izin Penelitian

30 APR 2014

Yth. Kepala MAN 2 Jember
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember tersebut di bawah ini:

Nama : M Fatih Ulin N
NIM : 090210401066
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "Improving the Eleventh Grade IA3 Class Students' Active Participation and Their Reading Comprehension Acnievement on Narrative Text By Using SQ3R Strategy At MA Negeri 2 Jember" di Sekolah yang Saudara pimpin.

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

Demikian atas perhatian dan kerjasama yang baik disan paikan terimakasih.



Dekan
Pembantu Dekan I,
[Signature]
Sulatman, M.Pd
NIP. 19640123 199512 1001



KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 2 JEMBER
Jl. Manggar No. 72 ☎(0331) 485255 Jember 68117

SURAT – KETERANGAN

Nomor : Ma.15.74/PP.00.10/ 3502014

Kepala Madrasah Aliyah Negeri 2 Jember Menerangkan :

Nama : M FATIH ULIN N
NIM : 090210401066
Tempat/Tgl Lahir : Kediri, 09 April 1989
Program Studi : Pendidikan Bahasa Inggris
Fakultas : FKIP Pendidikan Bahasa dan Seni UNEJ
Alamat : Jl. Kalimntan No. 24 Jember

Yang bersangkutan telah selesai mengadakan Penelitian di MAN 2 Jember pada tanggal 08 Mei 2014 sampai dengan Tanggal 24 Mei 2014 dengan judul : “**Improving Students Reading Comprehension Achievement and Their Participation in Teaching Learning Process By Using SQ3R Strategy Of Grade XI At MAN 2 Jember in 2012/2013 Academic Year**”.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 26 Mei 2014

Kepala



[Handwritten Signature]
Dr. H. MUSTHOFA
NIP. 19560408 198503 1 004