



**ENHANCING THE JUNIOR HIGH SCHOOL STUDENTS' READING  
COMPREHENSION ACHIEVEMENT BY USING SQ3R STRATEGY**

**THESIS**

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**PROPOSAL THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at  
the English Education Program, Language and Arts Department,  
the Faculty of Teacher Training and Education,  
Jember University

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**2019**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, *Ponijan, S.Pd.* and *Risma Iriani (Almh)* and all my big family members. Thank you very much for your great affection, never ending love, pray and support.
2. My beloved brother, *Moh.Ghozali Fatkhurrahman Putra*, thank you for being a good and sweet brother.
3. The one and only *Yogie Asmi Tekhnisi*, Thank you for your prayer, support, love and laugh.
4. My beloved friends, *Solfiyatuzzahro, Linda Anggraeni, Siti Yuliani, Zhenita Deliany, Siti Komariah, Alfi Fatimatus, Yesy Widia, Lutfi Anggraini, Nadya Adinda, Hesty M. Sofa, Maulidya Puspita, Dwi Setya, Siti Arifah Likalimatillah* and all my friends in this University who always support and help me. Thank you for all the kindness.
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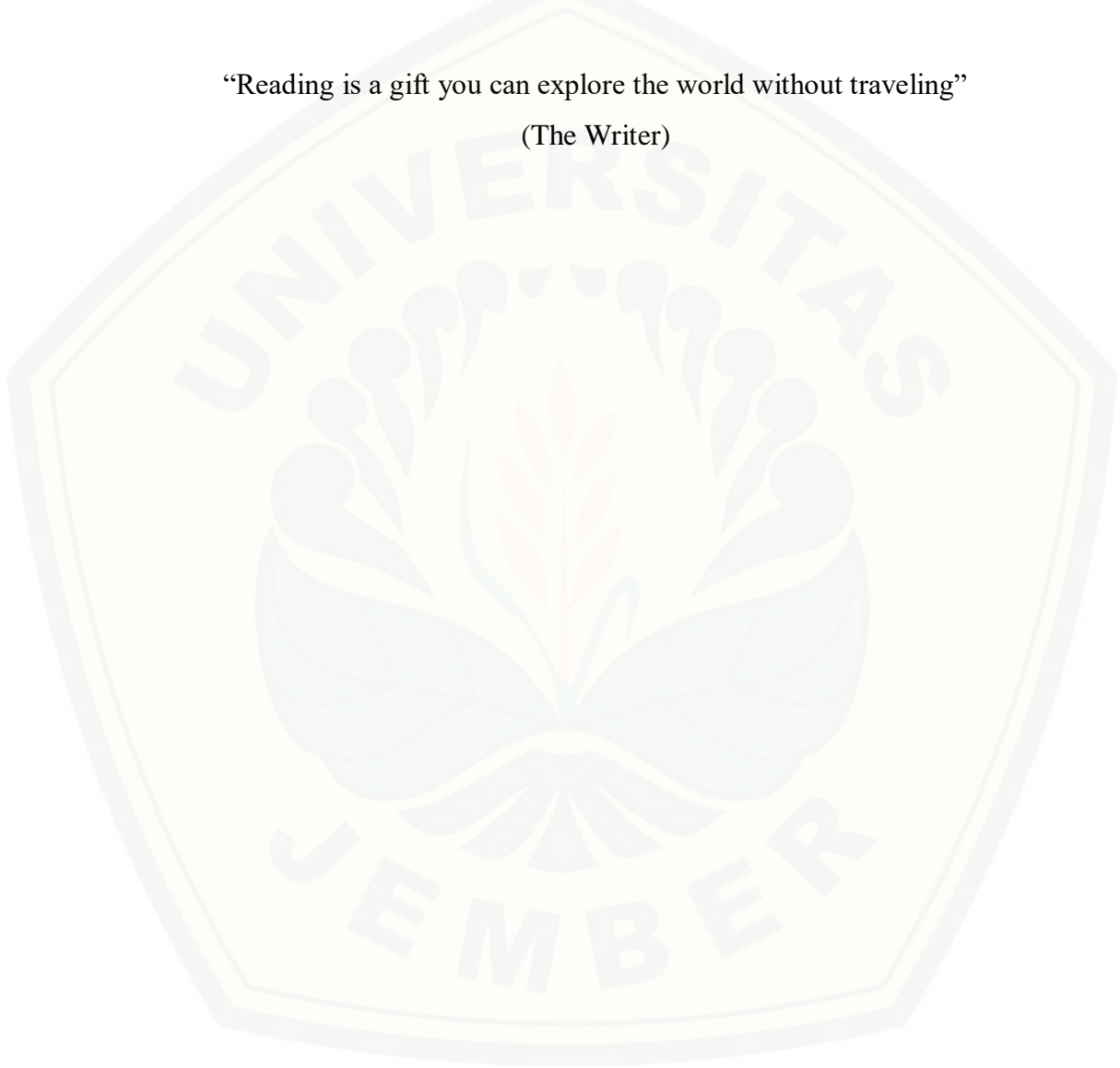
**MOTTO**

“A reader lives a thousand lives before he dies. The man who never reads lives only one.”

(George R.R. Martin)

“Reading is a gift you can explore the world without traveling”

(The Writer)



### STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by my self. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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**CONSULTANTS' APPROVAL**

**ENHANCING THE JUNIOR HIGH SCHOOL STUDENTS' READING  
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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, May 17<sup>th</sup>, 2019

The Writer



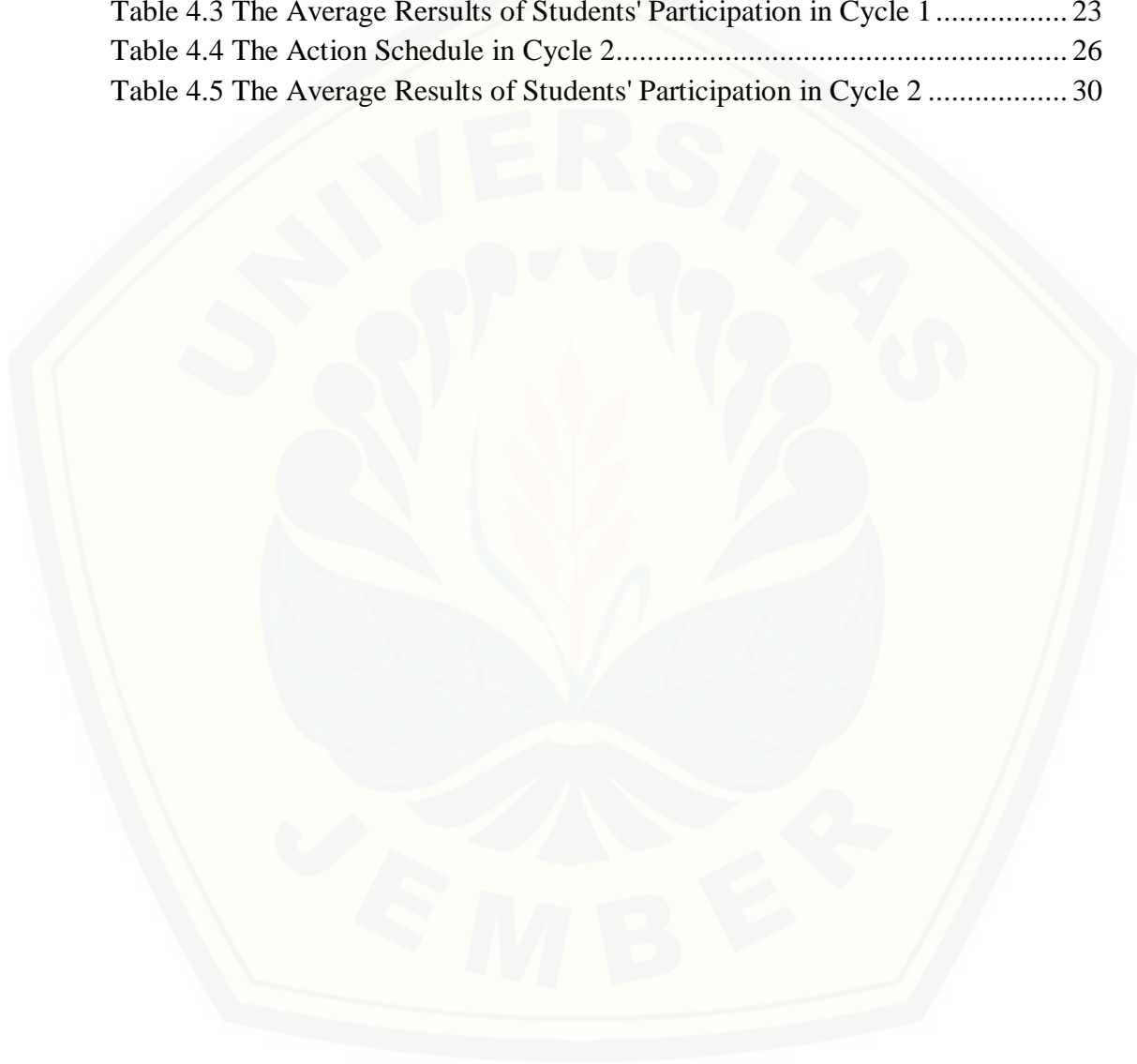
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## SUMMARY

**Enhancing the Junior High School Students' Reading Comprehension Achievement by Using SQ3R Strategy;** Diana Laili Mukharromah; 140210401045; 101 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

Reading comprehension is regarded as an important skill to gain new information. It is a basic skill to discover and expand new knowledge as Henning (1997:4) says that reading can be said as the most important skill to be mastered because knowledge and information can only be obtained through reading comprehension. Reading also can be a medium of communication between the readers and the author. It means that while people are reading a text they are having a communication with the author. The communication between readers and author happens when the readers understand what the author's intention is. When the readers do not understand the author's intention in the text it means they are not reading. Hence, there are many learners who still fail in comprehending the text meaning. This is in line with the result of preliminary study that had been done at SMPN 1 Jember. It was found that the VIII-J grade students of SMPN 1 Jember had problem in comprehending a text that made them got low scores in reading class. It was proved by looking at their mean reading score (69.30) which was the lowest among the other eighth grade classes.

Thus, I determined to conduct a classroom action research and gave the students a reading comprehension strategy to be used in reading class. This classroom action research was conducted to enhance the VIII-J grade students' reading comprehension achievement at SMPN 1 Jember. The strategy used in this research was SQ3R strategy. SQ3R strategy was created by Francis P. Robinson in 1941. This strategy was designed to help process and increase retention of written information. Al-Ghazo (2015) states that SQ3R presents a detailed step-by-step outline of what a reader should accomplish while reading. It means that it helps students think about the text they read while they are reading.



The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observation checklist consisted of 5 indicators, namely 1) surveying the title and the picture of the text, 2) formulating questions based on the title and the picture that had been surveyed, 3) underlining the main points and the answer of their own questions, 4) reciting the main points of the text, and 5) reviewing and doing the task given. The students were categorized as active if they could fulfill at least 4 indicators. The observation results in Cycle 1 showed that there was 78% students were actively involved during the teaching and learning process. Besides, the percentage of the students who achieved the minimum of standard score (75) in Cycle 1 was 78% with the mean score was 77.2. It was improved from the previous score that was 69.30. Then, it was continued to Cycle 2 to check the students' consistency. The results of Cycle 2 showed much better. It informed that the observation improved about 12% from Cycle 1 (78%) to Cycle 2 (90%). While the results of the mean score of the students' reading achievement score in Cycle 2 were also improved. It was 82.5 with the percentage was 92%.

The research results above proved that the use of SQ3R strategy could enhance the VIII-J grade students' reading comprehension achievement at SMPN 1 Jember. Therefore, it is recommended for the English teacher of SMPN 1 Jember to use SQ3R strategy as an alternative strategy in teaching reading comprehension.

## CHAPTER I. INTRODUCTION

This introductory chapter presents some information about the research background, the research problem, the research objective, and the research contribution.

### 1.1 Research Background

According to Hennings (1997:4), reading is a basic skill of communication so that reading can be said as the most important skill to be mastered because knowledge and information can only be obtained through reading comprehension. To comprehend a text in reading, the readers should understand the word meaning, sentence meaning, paragraph meaning, and text meaning. Woolley (2011:15) says, "Reading comprehension is the process of making meaning from text". However, most of learners fail to comprehend the whole meaning of a text. Therefore, there should be a learning strategy used by learners to enable them to grasp the text meaning of reading activity.

There are many strategies that can be applied by learners in reading activity, such as skimming, scanning, summarizing, and monitoring comprehension. Reading strategy is used to help learners comprehend the text easier and make the reading activity is more effective. Forgan and Mangrum (1989) say, "If you want your students to read textual materials effectively and efficiently, you must teach the appropriate study skills and study strategies". This fact leads many researchers to determine a reading comprehension strategy to be used and conduct many researches to break down and understand the complex process of reading. According to Walker *et al.* (1992:2), high failures in reading are found in many schools. It means that there are many students fail in comprehending a reading text. Robinson (1941) claims, "Contrary to the opinion of many students, the way to achieve effective study is not by more study or more determined concentration, but by changing the quality of the study method".



Acting on his belief that students needed an effective study skill method, Robinson (1941) created the SQ3R reading strategy. This strategy is a reading formula designed to help process and increase retention of written information. This strategy is proven as step-by-step strategic to learn and study from textbooks. As Al-Ghazo (2015) states that SQ3R presents a detailed step-by-step outline of what a reader should accomplish while reading. It means that it helps students think about the text they read while they are reading. Due to this, the SQ3R strategy must be taken into account to be applied in classroom reading activity because it can help students to build their comprehension and active participation in reading.

There have been many researchers applied an SQ3R strategy on their researches. Some experimental researches were conducted by Al-Ghazo (2015) in Jordan, Khaghaninejad, *et al.* (2015) in Iran, Gurning and Siregar (2017) in Indonesia, Mabekoje (2011) in Nigeria, and Soma, *et al.* (2015) in Indonesia. The results of their researches showed that SQ3R strategy could improve students' reading ability. It was shown by the mean score obtained by the groups who received the SQ3R treatments were higher than the groups who did not receive SQ3R treatments.

Some classroom action researches were also conducted by Bulut (2017) in Turkey, Rayanto and Rusmawan (2016) in Indonesia, and Jamiludin, *et al.* (2017) in Indonesia. Another research was also conducted by Betaubun (2016) in Indonesia which was a case study by using the descriptive qualitative approach. Those researches showed that SQ3R strategy improved the students' comprehension in reading a text.

Hence, most of them used textbook as their focus of their researches and only one of them who used a text especially an expository text. In addition, four of nine researches above chose college or university students as their subjects, four of them chose senior high school students, and one of them chose primary school students as the research subjects. To fill the gap, I focused on a text, especially a recount text as the focus of this research and chose junior high school students as the research participants. The school that I chose was SMPN 1 Jember.

In reference to the observation conducted by the researcher at SMPN 1 Jember and the result of interview with the English teacher, many students of SMPN 1 Jember still got difficulties in reading skill because of some causes. The causes, according to the English teacher of SMPN 1 Jember, were; some students still got difficulties in comprehending a reading text especially in literal and inferential comprehension, some students were less motivated to learn English and they were not interested in reading. Sometimes they felt bored during the teaching learning process especially in reading comprehension class. This was because the teacher rarely taught them by using a specific strategy and media. With regard to this condition, the teacher should help the students to solve these problems, motivate them and create the most effective way to stimulate them, so they will be interested in reading activity.

The issue stated above inspired the researcher to conduct a classroom action research at SMPN 1 Jember concerning with the use of SQ3R strategy in reading comprehension entitled “Enhancing the Junior High School Students’ Reading Comprehension Achievement by Using SQ3R Strategy”.

## **1.2 Research Problems**

Based on the research background explained above, the problem of the research is formulated as follow.

- 1.2.1 How can the use of SQ3R strategy enhance the VIII-J grade students’ reading comprehension achievement at SMPN 1 Jember?
- 1.2.2 Can the use of SQ3R strategy enhance the VIII-J grade students’ active participation in reading class?

## **1.3 Research Objectives**

Based on the research problems above, this classroom action research is intended...

- 1.3.1 to enhance the VIII-J grade students’ reading comprehension achievement by using SQ3R strategy at SMPN 1 Jember;
- 1.3.2 to enhance the VIII-J grade students’ active participation in reading class.

## 1.4 Research Contribution

### 1.4.1 Empirical Contribution

The results of this research hopefully can be a reference to get information or data needed dealing with SQ3R strategy for future researchers, especially on the aspect of *recite* and *question* since these two steps of the strategy were more difficult to do for the students rather than other steps. Notwithstanding, the future researcher can conduct a further research with the same or different research design and text focus.

### 1.4.2 Practical Contribution

#### 1.4.2.1 For the Teacher

The results of this research can be used as further consideration for the English Teacher of the Eighth Grade at SMPN 1 Jember as information or input dealing with SQ3R strategy. It is expected that the English teacher can use the results of this research as an alternative to cope the students' reading comprehension problems exist in the class.

#### 1.4.2.2 For the Students

This research is also expected to be helpful for students to improve their reading comprehension and active participation in reading class. Hopefully, this research can lead them to keep practicing by themselves and build up their comprehension with SQ3R strategy.

## CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter discusses theories underpinning the topic related to the research problems. They include theoretical framework, conceptual framework and previous studies. Each is presented as follows.

### 2.1 Theoretical Framework

#### 2.1.1 Reading Comprehension

Reading is the basis skill in learning. It is shown that a large portion of learning activities in schools is performed by reading. According to Crawley (2000:40), the main purpose of reading is to understand or comprehend the communication between the author and the author's audience. It means that while people are reading a text they are having a communication with the author. The communication between readers and author happens when the readers understand what the author's intention is. Therefore, they have to comprehend the text meaning to know what the author describes in the text. Furthermore, it needs a long process in reading a text. It is caused by the readers who should comprehend the whole text meaning including the vocabulary, grammar and sentence structure. This is in line with what Snow (2002) states that learning to read well is a long term development process.

Hence, reading and comprehension cannot be separated. It is because the readers interact with the text while they are reading to find out the meaning of the text. It means when the readers do not comprehend the text, they are not reading. Reading comprehension is defined as the language learners' ability to understand and comprehend a written text to find the main idea and specific information (Ministry of Education, 2002). According to Fairbairn and Winch (1996:8), reading comprehension means gaining meaning and information from a text. In addition, To summarize, reading comprehension means an interactive activity that consolidate the readers' background knowledge with the author's information.

### 2.1.2 SQ3R Strategy

SQ3R is the grandfather of study strategies. It is one of the oldest and the most common reading strategy which was created by Francis P. Robinson in 1941. Bulut (2017) states that SQ3R was developed in order to provide a more productive and beneficial reading process. It helps students to improve their comprehension and memorization, as well as their effective time management. Gurning and Siregar (2015) also state that the strategy offers a more efficient and active approach to reading textbook material. Thus, SQ3R is a reading strategy which is designed to help students improve their comprehension (understanding), memory, and efficiency in reading (Robinson, 1970 cited in Soma et al, 2015). The steps are from its elongation, they are; Survey, Question, Read, Recite, and Review.

**Survey** is the first step that has a function to help readers to make a prediction about the content of the textbook (Tierney, 1990 cited in Betaubun, 2016). It means in this step the students are expected to be familiar with the contents of the text by surveying the heading of the text.

**Question** requires the students to change the heading into a question and try to answer the question while reading. This step helps the readers to interact more actively with the textbooks by directing to the set question before reading (Tierney, 1990 cited in Betaubun, 2016).

**Read** is the third step that suggests the students to read the text and find out the answers of the questions they have formulated in the previous step. According to Tierney (1990), cited in Betaubun (2016), this step orients the readers to focus comprehending the textbooks based on the question that they have set in the previous step.

**Recite** is an activity that suggests the students to take a brief note and highlight the main points of the reading text. According to Wood (1996), when students finish reading the passage, they have to recite the main points of the passage. In other words, they are suggested to reread the passage and try to find the main points of the passage if they fail to understand.



**Review** is the last step of this strategy that allows students to spend approximately five minutes in reviewing the notes and try to recall the main points that have been set. Betaubun (2016), adds that this step will help them to transfer the information from short-term memory to long term memory.

From the explanation above, it can be concluded that SQ3R is a step by step strategy that aims to help students comprehend a text effectively. The steps are surveying the text that involves predicting and guessing the text, formulating the questions that are used to focus on the text, reading the text to answer their purpose-setting questions, reciting the main points to monitor their comprehension, and reviewing the text to get a summary of what they have read and learnt. Thus, SQ3R is simply a variety of strategies placed together in the hope of gaining a comprehensive effect on reading a text as it is argued by Huber (2004).

### 2.1.3 The Advantages and Disadvantages of SQ3R Strategy

As a reading strategy, SQ3R has some advantages to increase the students' reading comprehension. Henning (1997) states that the sequence of every step in SQ3R strategy is powerful because it provides a framework for reading in the survey and question step. This strategy is also effective for independent learners in which it allows the students to be independent rather than having the students relying on the teachers for instructions as stated by Asiri and Momani (2017). SQ3R strategy also helps the students to read textbook easily, as Artis (2017) states that SQ3R is a well-designed strategy to help students use "secondary sources" like textbooks, where authors combine many different original sources to organize topic, identify and explain important issues, and often do much of the critical thinking for students. From the explanation above, it can be concluded that SQ3R is a useful reading strategy to improve the students' reading comprehension through the five steps given.

Beside the advantages stated above, there are also disadvantages of SQ3R strategy. Bos and Vaughn (2012) state that one of the major difficulties associated with SQ3R strategy is the complexity of the process. This is because SQ3R

strategy has many steps in the process. To anticipate this problem, the researcher mapped the time properly during the implementation of the action, gave clear instructions of every steps in SQ3R strategy to avoid misunderstanding among the students, and asking the students to be discipline in using SQ3R strategy in the learning process.

## **2.2 Conceptual Framework**

### **2.2.1 Reading Comprehension Achievement**

In relation to achievement, Hughes (2003:12) defines that achievement is related to test which is done to discover how successful students have been in achieving the objective of a course. It means after having a specific lesson, students should be given an appropriate test to know how far their achievement is on the lesson. Hence, it is clear that reading comprehension achievement deals with the students' ability in comprehending a text in the form of test score. According to Heaton (1990:107-133), reading achievement test can be done in the form of matching test, True/False reading test, multiple choice items, completion items, arrangement items, cloze procedure, open-ended and miscellaneous items, and cursory reading. For this purpose, the reading comprehension achievement in this research is used to measure how successful the students in achieving the reading comprehension test in the form of scores. The students' test scores here deals with their literal and inferential comprehension.

Literal comprehension deals with the author's saying in the text. According to Gurning and Siregar (2017), literal comprehension involves what the author actually says. They also added, what the reader needs in this stage is to understand the ideas and information stated explicitly in the text.

Inferential comprehension refers to the readers' ability to guess and find out the author's intention stated either explicitly or implicitly in the text. As Gurning and Siregar (2017) state on their journal, this stage is harder than literal comprehension. It is because the readers have to be able to order the author's



ideas coherently and guess the author's ideas stated explicitly and implicitly in the text.

### 2.2.2 The Procedures of Teaching Reading by Using SQ3R Strategy

Based on the theoretical framework explained above, SQ3R strategy has been chosen for many years as one of the effective strategies in improving students' reading comprehension. According to Bulut (2017), there are five steps in using SQ3R strategy to teach reading, those are;

**Survey:** Students are prepared by using their prior knowledge, viewing the visual elements and studying the keywords before reading.

**Questions:** At this stage, some students make predictions and create questions from only one image.

**Reading:** In this stage, oral reading, silent reading, echo reading and chorus reading are used.

**Recite:** At this stage, after reading the text, the students perform some reciting and summarizing exercises to allow them to remember the texts.

**Review:** At this final stage, exercises to review the students' notes are practiced.

Finally, this research adapted the procedures of teaching reading by using SQ3R strategy proposed by Bulut (2017). The steps are adapted in order to ease the participants doing the strategy since the participants are still junior high school students. In addition, the procedures are adapted also because the texts used are recount text rather than a textbook and the time is limited to do the same procedures. Hence, the steps as follows;

1. **Survey;** this step uses a picture and the title of the text to be surveyed by the students in order to know how far their prior knowledge is about a text that will be studied.
2. **Question;** at this stage students make a question based on the picture and the title that have been surveyed.
3. **Read;** in this step, students read the text silently in order to answer their questions while underlining the answer.

4. **Recite**; this step allows the students to rewrite the main points of the text by using their own words.
5. **Review**; at this final step, students review the information and the question whether it is correct or not.

### 2.3 Previous Studies on SQ3R Strategy in Teaching Reading

Previous research findings are needed by the researcher to construct relevant references for this research. Hence, the previous study on using SQ3R strategy in teaching reading can be summarized as follows;

First study was conducted by Al-Ghazo (2015) in Jordan. It was an experimental research with 60 students of Jordanian University. This research investigated the effectiveness of using SQ3R and semantic mapping in teaching reading comprehension. The result of this study showed that the mean score obtained by experimental group (.58) was higher than the mean score obtained by control group (.50). It means that the semantic mapping and SQ3R seemed to have contributed to the improvement of their reading comprehension, written expression and vocabulary development. Another experimental study was conducted in Iran by Khaghaninejad, *et al.* (2015). It aimed at exploring the effect of using SQ3R and TPS reading strategies on learners' reading performance. The context of the study was Iranian undergraduate EFL learners. The learners of the study were randomly divided into three groups: two experimental group received SQ3R and TPS treatment and a control group who received no treatment. Thus, the study showed that both treatments, SQ3R and TPS could significantly improve learners' reading abilities.

Mabekoje (2011) also conducted an experimental study to compare SQ3R strategy and 3S3R in the secondary students. He discovered that the students who participated in SQ3R study strategy performed better than other groups with the mean score of 31.739 and a standard error of .543 for SQ3R subjects. Soma, *et al.* (2015) also conducted an experimental study in Jambi, Indonesia with the university students as the subjects. The result showed that there was no significant difference in students' achievement after using SQ3R strategy. Gurning and Siregar (2017) conducted a study aimed to know the effectiveness of using SQ3R,

INSERT strategy and students' curiosity on students' achievement in reading comprehension. It was conducted at SMA Swasta RK Serdang Murni Lubuk Pakam North Sumatra, Indonesia. The populations of this study were all the students in the XI grade academic year 2016/2017 on the first semester. The result revealed that students' achievement in reading comprehension taught by using INSERT strategy was higher than those who were taught by using SQ3R, with  $F_{obs} (27.32) > F_{tab} (3.98)$ .

In contrast, some classroom action researches were conducted. One of them was conducted by Bulut (2017) which showed that the use of SQ3R strategy could improve the students' reading comprehension achievement. Their note-taking skills and their ability to analyze visually also improved after using SQ3R strategy. The participants were the 4<sup>th</sup> grade primary students in Turkey. Rayanto and Rusmawan (2016) also conducted a classroom action research on college students at STKIP PGRI Pasuruan, Indonesia. The result showed that the students improved their comprehension on scientific textbooks after they were taught by using SQ3R strategy. Jamiludin, *et al.* (2017) also conducted a classroom action research at SMAN 3 Kendari Southeast Sulawesi Indonesia with the population of the XI grade students in that school. The result showed that the implementation of SQ3R improved the quality of learning and learning outcomes of social science learning in high school students at the XI grade. The last research was conducted by Betaubun (2016) for the XI grade students of State Vocational High School in Merauke-Papua Indonesia. The research was a case study using a descriptive qualitative approach. The result showed that after giving a treatment by applying the SQ3R strategy, some of them obtained the score of 90 – 95 (“very good” classification)

From those previous studies, the results showed that SQ3R strategy gave positive contributions for the students' reading comprehension achievement. This strategy also helps the students in understanding the text effectively.

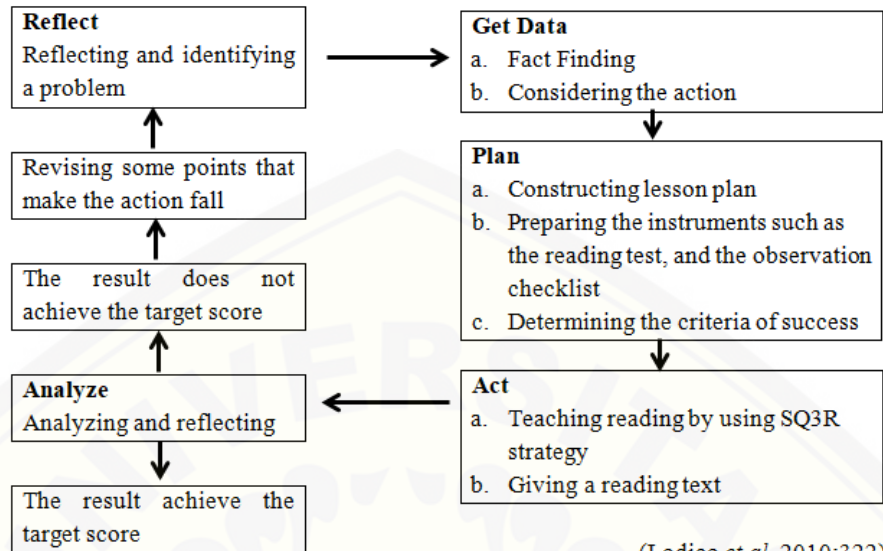
## CHAPTER III. RESEARCH METHODOLOGY

This chapter presents the research method applied in this research. It involves research design, research context, research participant, data collection method, the research procedure, and data analysis.

### 3.1 Research Design

This research is intended to improve the students' reading comprehension achievement and help them to understand and activate their participations by using SQ3R strategy. Therefore, a classroom action research (CAR) with the cycle model research design was chosen as the research design in this research. According to Elliot (1991), the action research is the study of a social situation, with a view to enhance the quality of the action. Elizabeth as cited in Burns (2010) states that an action research is a research which is carried out by the teacher in the classroom, mainly with the purpose of solving a problem or improving the teaching or learning in the class. Richer, *et al.* (2010), in Basham and Yankowy (2015) state that collaborative solutions to problems is the focus of action research. Hence, a classroom action research refers to the researcher's method how to solves the problems.

A classroom action research offers a cycle model which consists of planning, acting, observing and reflecting the result of action (Lodico *et al.* 2010:322). The design of classroom action research is illustrated in the following figure:

**Figure 3.1** The Design of Classroom Action Research Model

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

1. Identifying and analyzing the problems faced by the students in reading class
2. Getting the data of the research such as the students' names and scores
3. Determining the action based on the preliminary study
4. Planning the action by constructing lesson plans for the first cycle that consists of meeting 1 and meeting 2, then preparing the instruments, such as; teaching materials, observation checklist, reading test and the criteria of success
5. Implementing the action in reading class. The researcher taught a recount text and used SQ3R strategy in this step
6. Observing the activity of the students during the implementation of the action in reading class. In this step, the researcher collaborated with the English teacher
7. Giving the students the reading achievement test
8. Analyzing the students' score in reading achievement test
9. Reflecting the result of the students' reading achievement test. The researcher collaborated with the English teacher.



### **3.2 Research Context**

This research was conducted at SMPN 1 Jember which is located at Jl. Dewi Sartika No.17, Kepatihan, Kaliwates, Jember, Jawa Timur. This school was chosen purposively as the research context for some reasons. First, the VIII-J grade students still have some difficulties in reading comprehension. Second, SQ3R strategy has never been used by the English teacher in teaching reading. The next consideration is that the English teacher agreed to conduct a classroom action research to enhance the VIII-J grade students' reading comprehension achievement. Last, the researcher had experienced to teach English in SMPN 1 Jember, so the headmaster gave the researcher permission to do the classroom action research dealing with the use of SQ3R strategy in teaching reading to improve the students' reading comprehension.

### **3.3 Research Participants**

The participants of this research were determined by using the purposive method. This method is based on Arikunto (2010) who states that a purposive method is a method that considers a certain purpose and reason to do this research. There are ten classes of the eighth grade students, they are VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H, VIII-I, and VIII-J. Indeed, the English teacher said that VIII-J class has the most problems with reading comprehension rather than other classes. Therefore, the VIII-J class of SMPN 1 Jember was chosen as the research participants.

### **3.4 Data Collection Method**

The data of this research covered the primary data and the supporting data. The primary data deals with the data that will be collected from the reading achievement test and class observations. Then, the supporting data will be collected from interview and documentation.

### 3.4.1 Reading Test

Reading test was used to measure the students' reading comprehension achievement in this research. Hughes (2003) states that the use of achievement test is to measure the students' success in achieving the goal of the teaching learning process. He also adds that giving objective test is easier so that no judgment is required on the part of the scorer. Thus, the researcher decided to give an objective test in the form of multiple choices and true-false statements that covered literal comprehension and inferential comprehension. The text that was used in this research is a recount text. The total number of the reading test was 20 items which include 15 items of multiple choices and 5 items of true-false questions in Cycle 1 while 10 items of multiple choices questions and 10 items of true-false questions in Cycle 2. Dealing with the scoring system, the correct answer was scored 5 while the incorrect one was scored 0. The time allocation for doing the test was 2 x 40 minutes. The results of the reading test in this research were used to know the students' reading achievement after they were taught by using SQ3R strategy.

### 3.4.2 Observation

The observation was used to obtain the data about the students' participation during the teaching and learning process of reading through SQ3R strategy in this research. It was done collaboratively by the English Teacher and the researcher. The observation instruments in the form of checklist were used as the observation guide. As Arikunto (2010) states that using observation instrument in the form of checklist is considered as the most effective way in observation. The observations were done by the researcher and the English Teacher to observe the students' participation. The students are considered as active participants if they fulfill at least four of five indicators of participation. On the contrary, the students are considered passive if they fulfill less than four of five indicators during the reading class. The following table is the observation checklist for students' participation.



**Figure 3.2** Observation Checklist of Students' Participation

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		

The indicators to be observed are;

1. Surveying the title and the picture of the text given by the teacher.
2. Formulating the questions based on the text given.
3. Reading the text silently and individually.
4. Reciting the main points of the text.
5. Reviewing the information and the questions whether it is correct or not.

#### 3.4.3 Interview

Interview was done by the researcher in the preliminary with the English Teacher to get the information about the students' problem in the reading comprehension. This interview aimed to find out the supporting data in the form of oral information about the English curriculum used in the school, the materials used by the teacher, the media used to support the reading class, and the technique used by the English teacher in that class. The interview guide was used during the process of interview.

#### 3.4.4 Documentation

Another supporting data in this research was documentation method. This documentation was used to collect the students' previous scores of reading comprehension. This data covered the names and the total number of participants of the research subject.

### 3.5 Data Analysis Method

After collecting data of the students' reading comprehension test, the results were analyzed statistically. The data collected from the reading test in each cycle, the students' score were analyzed by using the formula bellows;

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

Notes:

S : the percentage of the students who get score  $\geq 75$  in the reading test

R : the number of students who get score  $\geq 75$  in the reading test

N : the total number of the students taking the reading test

(Adapted from Purwanto, 2009:112)

Then, the data collected from observation in each meeting of the cycle, the students' participation were analyzed by using formula bellows;

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

Notes:

S : The percentage of the students who actively participate in the reading learning process by using SQ3R strategy

R : The number of students who are active in the reading learning process

N : The total number of the students (the participants)

(Adapted from Purwanto, 2009:112)

## CHAPTER V. CONCLUSION AND SUGGESTION

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

### 5.1 Conclusion

Based on the results of the data analysis and discussion, the conclusions could be concluded in two parts, they are;

1. The implementation of SQ3R strategy and the procedure in the teaching and learning process could improve the students' reading comprehension achievement on recount texts. The improvement could be seen from the percentage of the students who achieved the standard score ( $\geq 75$ ) in both cycles. The average percentage of the students who got score  $\geq 75$  improved from 78% in Cycle 1 to 92% in Cycle 2. It means the implementation of SQ3R strategy strongly improved the students' reading comprehension achievement. The included procedures supported the students' success in reading comprehension achievement since every steps they did provide them a strategy to build up their critical thinking.
2. It was found that the use of SQ3R strategy could improve the students' active participation in reading class. The improvement of the students' active participation could be seen from the average percentage results in the observation which was improved as every meeting conducted. Their progress were getting much better in doing the steps of SQ3R strategy as the observation showed that there were 27 of 35 students who could fulfil at least 4 indicators in Meeting 1 of Cycle 1, then 28 of 35 students in Meeting 2 of Cycle 1, 31 of 36 students in Meeting 2 of Cycle 2 and 34 of 36 students in Meeting 2 of Cycle 2. While from the average of the percentage of their active participation improved from 78% in Cycle 1 to 90% in Cycle 2.

Those calculation results revealed that the use of SQ3R strategy in the teaching and learning process helped the students understand the text and activate them more in reading class.

## **5.2 Suggestions**

Due to the results of implementing SQ3R strategy in the teaching and learning process which showed that this strategy successfully improved the VIII-J grade students' reading comprehension achievements and their active participations, the researcher gives some suggestions which are proposed to the following people.

### **5.2.1 The English Teacher**

Dealing with the findings of this research that the application of SQ3R strategy in teaching and learning process improved the students' reading comprehension achievement, the English teacher is suggested to apply SQ3R strategy in teaching reading to help the students comprehend the text. Moreover, this strategy can also be used for other kinds of text, such as descriptive, narrative, expository, and hortatory texts. Thus, they can improve their reading comprehension achievement.

### **5.2.2 The Students**

It is suggested that the VIII-J grade students keep practicing using SQ3R strategy in reading text since it helps them activate their critical thinking and helps them to comprehend the text easily.

### **5.2.3 The Future Researchers**

The future researchers are recommended to conduct a further research dealing with the use of SQ3R strategy. It can be implemented in different schools, different levels of students or different research design. Furthermore, it is suggested for the future researchers to conduct more comprehensive research about the use of SQ3R strategy in enhancing the students' reading comprehension

achievement especially focusing on the second and the fourth steps (Questions and Reading). These steps were suggested as they were the weaknesses in this research. Those steps were also the most difficult steps the students did. Therefore, the research results of this research can be used as a reference to gain information or data for the future researchers who want to conduct a research with the same strategy use.





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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
ENHANCING THE VIII-J GRADE STUDENTS' READING COMPRHENSION ACHIEVEMENT BY USING SQ3R STRATEGY AT SMPN 1 JEMBER	<p>a. How can the use of SQ3R strategy enhance the VIII-J grade students' reading comprehension achievement at SMPN 1 Jember</p> <p>b. Can the use of SQ3R strategy enhance the VIII-J grade students' active participation in reading class</p>	<p>a. Independent Variable: the use of SQ3R strategy in teaching reading</p> <p>b. Dependent variable: 1. Students' achievement on reading comprehension 2. Students active participation on reading class</p>	<p>a. Teaching reading by using SQ3R strategy 1. Survey 2. Question 3. Read 4. Recite 5. Review</p> <p>b. The score of reading comprehension test covering the material of: 1. Literal comprehension 2. Inferential comprehension</p>	<p>a. Research participants The VIII-J grade students' at SMPN 1 Jember</p> <p>b. The informant and collaborator The English teacher of SMPN 1 Jember</p> <p>c. The school documents: 1. The name of research participants 2. The students reading score done by the teacher 3. English curriculum and syllabus</p>	<p>a. Research design Classroom Action Research with cycles model : 1. Planning of the action 2. Implementing of the action 3. Doing class observation and evaluation 4. Doing reflection of the action <i>Lodico et al. 2010:322</i></p> <p>b. Participant determination method 1. Purposive</p> <p>c. Data collection method 1. Primary data: • Test in reading • Observation checklist 2. Supporting data : • Interview • Documentation</p>	<p>a. The use of SQ3R strategy can enhance the VIII-J grade students' achievement on reading comprehension</p> <p>b. The use of SQ3R strategy can enhance the active participation of VIII-J grade students' at SMPN 1 Jember</p>

					<p>d. Data analysis method:</p> <ol style="list-style-type: none"> <li>The result of the data taken from reading test in each cycle will be analysed statistically to know the percentage of students who get targetted score by using this formula :                     <math display="block">S = \frac{R}{N} \times 100\%</math> <p>Notes:</p> <p>S: The percentage of the students who get score <math>\geq 75</math> in the reading test</p> <p>R: The number of students who get score <math>\geq 75</math> in the reading test</p> <p>N: The total number of the students taking the reading test</p> <math display="block">S = \frac{R}{N} \times 100\%</math> <p>Notes:</p> <p>S: The percentage of the students who actively participate in the</p> </li> </ol>	
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					<p>reading learning process by using SQ3R strategy</p> <p>R: The number of students who are active in the reading learning process</p> <p>N: The total number of the students (the participants)</p> <p>Purwanto (2009:112)</p> <p>2. The supporting data collected from the documentation and interview will be analysed descriptively to support the primary data</p>	
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**APPENDIX B****SUPPORTING DATA INSTRUMENTS****a. Interview Guide**

<b>No.</b>	<b>Interview Question</b>	<b>Interviewee</b>
1.	What curriculum does this school use?	The English teacher of VIII-J grade of SMPN 1 Jember.
2.	How many times do you teach English in a week?	
3.	What book do you use to teach the students?	
4.	As long as using the revised 2013 Curriculum, do the students face any difficulties in learning English?	
5.	In what skill do they face the difficulties?	
6.	Why do those skills become difficult for the students?	
7.	Do the difficulties give impact on their reading comprehension achievement?	
8.	Which class has the most difficulty in reading?	
9.	Have you ever implemented SQ3R strategy to teach reading in the class?	

**b. Documentation Guide**

<b>No.</b>	<b>Supporting Data</b>	<b>Data Resources</b>
1.	The students' name of VIII-J grade of SMPN 1 Jember	School Documentation
2.	The previous score of VIII grade students' reading comprehension of SMPN 1 Jember	

**APPENDIX C****THE RESULTS OF INTERVIEW**

Interviewer : Diana Laili Mukharromah

Interviewee : Mrs. Emmy Juliawati, S.S

Place of Interview : SMPN 1 Jember

No.	Question	Answer
1.	What curriculum does this school use?	This school uses K13
2.	How many times do you teach English in a week?	I teach English twice in a week. Each meeting is 80 minutes (2x40 minutes)
3.	What book do you use to teach the students?	I use two books. They are Revised Curriculum 13 book by Kementerian Pendidikan dan Kebudayaan, entitle "When English Rings a Bell" and "Practice Your English Competence" by Erlangga.
4.	As long as using the revised 2013 Curriculum, do the students face any difficulties in learning English?	Yes, they do.
5.	In what skill do they face the difficulties?	There are two skills that are difficult for the students. They are reading and listening.
6.	Why do those skills become difficult for the students?	It is because I'm rare to teach listening in the class. For reading, it is difficult because they are less motivated to learn English, and they are not interested in reading so that they get difficulties in comprehending the reading text also in taking the points of the text. It seems they do not have enthusiasm in reading class.
7.	Do the difficulties give impact on their reading comprehension achievement?	Yes they do. The students got lower scores in their reading comprehension achievement.
8.	Which class has the most difficulty in reading?	VIII-J class.
9.	Have you ever implemented SQ3R strategy to teach reading in the class?	No, I have never implemented that strategy before.

**APPENDIX D****THE EIGHTH GRADE STUDENTS' MEAN SCORE OF READING  
COMPREHENSION****(VIII A – VIII J GRADE)**

<b>No.</b>	<b>Class</b>	<b>Mean Score</b>
1.	VIII-A	80.33
2.	VIII-B	80.19
3.	VIII-C	79.32
4.	VIII-D	75.22
5.	VIII-E	78.05
6.	VIII-F	77.54
7.	VIII-G	70.78
8.	VIII-H	76.56
9.	VIII-I	72.93
10.	VIII-J	69.30

**APPENDIX E****THE VIII-J GRADE STUDENTS' READING PREVIOUS SCORE**

No.	Students' Name	Score
1.	ASH	75
2.	AQA	60
3.	AAH	75
4.	ASP	60
5.	AEW	65
6.	ANPJ	70
7.	BSP	75
8.	BAC	80
9.	BIN	75
10.	DA	55
11.	DRN	65
12.	DSM	65
13.	EARAG	70
14.	EPS	75
15.	EJFM	60
16.	FMI	75
17.	GK	65
18.	IFA	70
19.	JSS	45
20.	KKSW	80
21.	LAR	70
22.	LZP	65
23.	LIA	75
24.	LD	55
25.	MRPP	75
26.	NS	80
27.	NPD	75
28.	PRR	65
29.	RJFB	80
30.	RBALA	65
31.	RCP	75
32.	RFW	80
33.	SVR	60
34.	TLL	70
35.	YLPD	75
36.	YSM	70
Mean		69.30



## APPENDIX F

## LESSON PLAN

<b>School</b>	: SMP Negeri 1 Jember
<b>Subject</b>	: English
<b>Class / Semester</b>	: VIII/ I
<b>Kind of Text</b>	: Recount Text
<b>Material / Title</b>	: My Old Friend, Risky
<b>Time Allocation</b>	: 2 x 40 minutes

## A. Core Competence

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.  
 KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.  
 KI 3 Memahami pengetahuan (faktual, konseptual, procedural, dan metakognitif) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
 KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Basic Competence and Indicators

Basic Competence	Indicators
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1 Stating the purpose and the structure of recount text. 3.11.2 Stating the language features of recount text.
4.11.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan	4.11.2.1 Stating the title, the picture, and the structure of the text 4.11.2.2 Making some questions to predict the content of the text.

<p>sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p>	<p>4.11.2.3 Underlining the points of the text. 4.11.2.4 Finding the main idea and the detail information of the text.</p>
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**Character building focus:** Diligence, confidence, and responsibility

### C. Learning Objectives

At the end of the lesson, the students are expected to be able to:

1. Mention the purpose, the structure, and the language features of the recount text.
2. Mention the title and activity on the picture of the recount text.
3. Find the main idea and the detail information of the recount text.

### D. Learning Material

(Enclosed)

### E. Approach/Method/Technique

1. Approach : Scientific Approach
2. Method : SQ3R Strategy

### F. Media, Instrument, and Learning Resources

<b>Media</b>	1. PPT
<b>Instrument</b>	1. Laptop 2. LCD projector
<b>Resources</b>	1. Kemendikbud. 2017. <i>Buku Siswa Bahasa Inggris "When English Rings a Bell" Kelas VIII</i> . Jakarta: Kementerian Pendidikan dan Kebudayaan 2. Zaida, Nur, 2017. <i>Mandiri "Practice Your English Competence" Kelas VIII</i> . Jakarta: Penerbit Erlangga 3. <a href="http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php">http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php</a> 4. <a href="https://smartenglishnet.blogspot.com/">https://smartenglishnet.blogspot.com/</a> 5. <a href="https://bagiilmunei.blogspot.com/2017/05/contoh-recount-text-yang-panjang-terbaru.html">https://bagiilmunei.blogspot.com/2017/05/contoh-recount-text-yang-panjang-terbaru.html</a>

### G. Teaching and Learning Activities

Activities	Teacher	Students	Time
<b>Set Induction</b>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher asks the students to pray together.</li> <li>3. The teacher checks the students' attendance.</li> <li>4. The teacher asks some leading questions related to the topic.</li> <li>5. The teacher tells the learning objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students respond the teacher's greeting</li> <li>2. The students pray together.</li> <li>3. The students raise their hands as a sign of presence.</li> <li>4. The students answer the leading questions given by the teacher.</li> <li>5. The students pay attention when the teacher tells the learning objectives.</li> </ol>	10'
<b>Main</b>	1. The teacher explains about	1. The students listen to the	30'

<p><b>Activities</b></p>	<p>recount text to the students</p> <ol style="list-style-type: none"> <li>2. The teacher gives the students an example of recount text (Entitle: My Best Friend, Suzy))</li> <li>3. The teacher explains the students about the steps of SQ3R strategy while giving them example on what the students have to do in each steps of SQ3R strategy in their reading class</li> <li>4. In this stage, the teacher asks the students to do the first step of SQ3R strategy;             <ol style="list-style-type: none"> <li>a. <b>Survey:</b> The teacher gives each student a text. Next, the teacher asks them to survey and observe the title and the picture of the text, then asks them to predict what the text is about (Entitle: My Old Friend, Risky)</li> </ol> </li> <li>5. The teacher asks the students to do the second step of SQ3R strategy;             <ol style="list-style-type: none"> <li>b. <b>Question:</b> The teacher guides the students to make some questions based on the title and the picture to predict the content of the text</li> </ol> </li> <li>6. The teacher asks the students to do the third and the fourth steps of SQ3R strategy;             <ol style="list-style-type: none"> <li>c. <b>Read :</b> The teacher asks the students to read the text and underline the answers of their own questions</li> <li>d. <b>Recite :</b> The teacher asks the students to rewrite the main points by using their own words</li> </ol> </li> <li>7. The teacher asks the students to do a task in the form of multiple choice question related to a recount text             <ol style="list-style-type: none"> <li>e. The teacher asks the students to do the last step of SQ3R strategy;</li> <li>f. <b>Review:</b> The teacher asks the students to review the</li> </ol> </li> </ol>	<p>teacher's explanation</p> <ol style="list-style-type: none"> <li>2. The students observe the example of recount text given (Entitle: My Best Friend, Suzy)</li> <li>3. The students listen to the teacher's explanation and pay attention on the steps of SQ3R strategy used in their reading class</li> <li>4. The students do the first step of SQ3R strategy as the teacher asks;             <ol style="list-style-type: none"> <li>a. <b>Survey:</b> The students receive the text. Next, the students survey and observe the title and the picture of the text, then predict what the text is about (Entitle: My Old Friend, Risky)</li> </ol> </li> <li>5. The students do the second step of SQ3R strategy;             <ol style="list-style-type: none"> <li>b. <b>Question:</b> The students make some questions based on the title and the picture to predict the content of the text</li> </ol> </li> <li>6. The students do the third and the fourth steps of SQ3R strategy;             <ol style="list-style-type: none"> <li>c. <b>Read :</b> The students read the text silently and underline the answer of their own questions</li> <li>d. <b>Recite :</b> The students rewrite the main points by using their own words.</li> </ol> </li> <li>7. The students do the multiple choice task which is related to a recount text             <ol style="list-style-type: none"> <li>e. The students do the last step of SQ3R strategy as the teacher asks;</li> <li>f. <b>Review:</b> The students review the information</li> </ol> </li> </ol>	
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	information they get from the text whether it is correct or not	they get from the text whether it is correct or not	
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. The teacher guides the students to make a conclusion by giving oral questions about the main points of the lesson</li> <li>2. The teacher asks the students to pray together</li> <li>3. The teacher says good bye to the students</li> </ol>	<ol style="list-style-type: none"> <li>1. The students make a conclusion about the main points of the lesson by answering the questions orally</li> <li>2. The students pray together</li> <li>3. The students say good bye to the teacher</li> </ol>	10'

**H. Scoring**

**1. Cognitive Score**

- Type : Written test
- Instrument : Doing multiple questions
- Instruction : Teacher asks the students to do multiple choice questions

**2. Scoring formula:**

a. Multiple Choice

$$\text{The student's score} = \frac{\text{Correct answer}}{\text{Maximal score}} \times 100$$

Note:

- Correct answer : The total of correct numbers × 5
- Maximal score : The total score

Jember, ..... 2019

The English Teacher

The Researcher

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## APPENDIX 1

## ENCLOSED MATERIAL

## a. Pre Instructional Activities

• **Leading Questions**

1. What is the English of “Sahabat”?
2. Do you have a best friend in your school?
3. Have you ever got a holiday with your best friend?
4. Look at this text, it tells us about someone’s experience with her best friend. Do you know what kind of text that tells about some experiences in the past?
5. Can you guess what topic we are going to study today?

## b. Main Activities

• **The Meaning of a Recount Text**

A recount text is a text that tells and describes the readers about one story, action, activity, or experience happen in the past.

• **The Purpose of a Recount Text**

The purpose of recount text is to entertain or inform the readers about how an experience happens, so it can help readers imagine how the experience was like.

• **The Generic Structure of a Recount Text**

1. Orientation : It tells about the background information, usually it introduces the participants, who are being involved in the text.
2. Events : It tells a series of events in a chronological sequence
3. Reorientation : It contains the conclusion of the story or personal comment about the event and what happen in the end (Optional)

• **Language Features**

1. Simple past : A tense to tell about past event  
Example:  
She was beautiful, smart, and low profile.  
I came to the building..
2. Adverbial time : Yesterday, one day, last holiday, etc.
3. Chronological conjunction : First, then, after that, before, etc.

• **The Example of a Recount Text and SQ3R Steps****My Best Friend, Suzy**



1. **Survey:** Teacher leads the students to survey the title and the picture by giving them leading questions. The students' possible answers from the leading questions might be as follows;

Teacher : Now, let's survey the title and the picture. What do you see in the picture?

Students : a girl / building / flower / lake

Teacher : Is the building behind the girl identical to Indonesian building? / Is it Indonesian building?

Students : No, it is not.

Teacher : That's right. The building does not belong to Indonesian building. What about the flower, in which state you can find the flower?

Students : We can find it in Korea.

Teacher : That's right, you can find the building and the flower in Korea. You have surveyed and known the content of the picture. Then, what can you conclude from the picture and the title?

Students : A girl from Korea. / A girl comes to Korea. / A girl gets holiday in Korea.

Teacher : Okay, your conclusion will be your prediction, so write down your prediction in 'Survey' step.

2. **Questions:** Teacher leads the students to make some question based on the title and the picture.

Teacher : Well, the second step is Question. Let's make some questions based on the title and the picture you have surveyed. I will give you the examples;

1. Who was Suzy? (It is taken from the title)
2. How was the characteristic of Suzy? (It is taken from the title?)
3. Does Suzy come from Korea? (It is taken from the title and the picture)
4. Did the girl get holiday to Korea? (It is taken from the picture)

3. **Read:** Teacher leads the students to read the text while underlining the answers of their questions.

Teacher : Now is the third step that is Reading. In this step, you are going to read the text silently and underline the answers of your questions. Here is the example;

### My Best Friend, Suzy

In Senior high school, I had a best friend from South Korea. Her name was Suzy. She was beautiful, smart, and low profile. Because of that, many people loved her, including me. Even though she was from foreign country that considered by many students she would be arrogant, but Suzy was different. She was a good girl.

One day, I was invited by Suzy's family to attend Suzy's birthday. I came to the building where she held her birthday party. I was very surprised when I looked at the building. It was very luxurious and the entry had a quite beautiful decoration. I felt afraid to go inside. So, I only waited on the outside of the building, more precisely, I stood

Orientation

Events

<p>by the fence. After several minutes, I saw Suzy went out from the building. Oh My God! She saw me. Soon after that, she came to me and asked why I did not come in. I did not answer, I only smiled. Then, she said to me that her birthday would not be started without me. I was very touched hearing that and I hugged her. Then, Suzy and I came in. Many guests had arrived and suddenly they looked at Suzy and me. I was very shy. Then, the party started. Before that, Suzy's parents introduced me to the guests that I was the best friend of her daughter.</p> <p>Furthermore, the thing that made me surprise was <u>Suzy's family asked me to follow them to Korea next month for holiday</u>. I was very happy and I accepted their invitation. Many people gave applause to me and Suzy's family. I was so touched and I wanted to cry. I was very lucky having friend like Suzy and knew her family well.</p>	<div data-bbox="1212 414 1364 481" style="border: 1px solid black; padding: 5px; text-align: center;">Events</div> <div data-bbox="1212 660 1396 728" style="border: 1px solid black; padding: 5px; text-align: center;">Reorientation</div>
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(Adapted from: <https://smartenglishnet.blogspot.com/>)

4. **Recite:** Teacher leads the students to summarize the text by rewriting the main points.  
 Teacher : In this step, we are going to rewrite the main points by using our own words. This is the example;  
 Suzy was the writer's best friend who comes from South Korea.  
 She was a smart and beautiful girl. She was a kind girl. She invited the writer to get holiday to South Korea.
5. **Review:** Teacher leads the students to check the questions and the answers whether those are correct or not.  
 Teacher : In this step, we are going to review whether the questions and the answers are correct or not. We can see from the questions we made in the second step and also from the answers that we underlined in the third step. Ask yourselves "Do the answer I underlined answer my questions correctly?" or "Do I really get the information I need?" if you do, you can write down what you feel. For example: I get the information I need / the questions and the answers are correct.

**APPENDIX G**

**STUDENTS' WORKSHEET**

(Meeting 1, Cycle 1)

**A. SURVEY**

*Please survey the title and the picture. Predict what the text is about and write down your prediction below.*

.....  
 .....  
 .....

**B. QUESTIONS**

*Please formulate questions based on the title and the picture you have surveyed.*

1. ....  
 .....
2. ....  
 .....
3. ....  
 .....

**C. READ**

*Read the following text carefully.*



**My Old Friend, Risky**

When I was in elementary school, I had a best friend from Malaysia. His name was Risky. He was handsome and very smart. All of my friends and my teachers loved him very much. Although all of people loved him, he wasn't arrogant. He also gave help when people had problems. For example when I was sad because I got a bad score of English subject, he motivated me to survive and also taught me about the English subject that I had not mastered yet. He was a very good boy.

We used to go out together in the weekend. We usually went to a swimming pool and food court near my house. He really liked Indonesian traditional food like sate and gado-gado. One day I was invited by Risky's family to get a holiday. I was surprised because his family wanted me to visit his hometown in Sabah, Malaysia. This was my first experience to go to Malaysia.

When we arrived at Malaysia we got a special response from Risky's family in Sabah. I stayed in his uncle's house. The atmosphere in Sabah wasn't different from Indonesia, but the taste of traditional food was very different. I tasted laksa, nasi lemak, and roti canai. Those were very delicious. The next day I was invited to go to twin tower, after that we went to I-city. The next thing that made me more surprised was they invited me to watch a final football match between Indonesian national football team against Malaysia national football team in Bukit Jalil Stadium.

I was very happy because I had not imagine if I did not have a friendship with Risky probably I could not go to Malaysia and had a great traveling. I never forgot to give thanks to Risky's family because of their invitation I had the greatest holiday in my life. I also was grateful that I have a very kind friend like Risky.

(Adapted from :

<https://bagiilmunei.blogspot.com/2017/05/contoh-recount-text-yang-panjang-terbaru.html>)

#### D. RECITE

*Please summarize the text by rewriting the main points. (Note: use your own words)*

.....  
 .....  
 .....

#### E. EXERCISE

*Please read the following questions, then cross (x) the letter a, b, c, or d for the best answer based on the text above.*

1. What is the purpose of the text?
  - a. To explain about the football match to the readers
  - b. To tell the readers about the writer's experience
  - c. To describe the writer's friend in Malaysia
  - d. To describe the writers' family in Malaysia
2. Who was Risky?
  - a. The writer's friend
  - b. The writer's father
  - c. The writer
  - d. The writer's brother
3. Where did Risky come from?
  - a. He came from Indonesia
  - b. He came from Australia
  - c. He came from South Korea
  - d. He came from Malaysia
4. What about the writer? Where did he come from?
  - a. He came from Australia
  - b. He came from Malaysia
  - c. He came from Indonesia
  - d. He came from South Korea
5. We can assume that "Risky wasn't arrogant" means "he was humble" because....
  - a. He did not want to help his friends
  - b. He used to help his friends when they got problems
  - c. He used to get problems since elementary school
  - d. He did not want to get problems
6. What did the writer's friend do when the writer got bad score in English subject?
  - a. He asked him to play together rather than study English subject
  - b. He did not help him because he did not know the English subject
  - c. He asked him to go out when the English subject took place
  - d. He motivated him and taught him about the English subject
7. What did the writer tell us in the first paragraph?
  - a. The writer told about his best friend in elementary school who was from Malaysia
  - b. The writer told about his best friend who helped him to solve the problem



- c. The writer told about having problems with his friend in elementary school
- d. The writer told about having a best friend who was handsome and arrogant
8. What did the writer usually do with his friend in the weekend?
- a. They went shopping to market near their houses together
- b. They went sleeping on Risky's house together
- c. They went out to a swimming pool and food court together
- d. They went out to a Bukit Jalil stadium together
9. What Indonesian traditional food did Risky like?
- a. He liked nasi lemak and gado-gado
- b. He liked sate and gado-gado
- c. He liked sate and roti canai
- d. He liked roti canai and nasi lemak
10. Who had invited the writer to get holiday?
- a. The writer's family
- b. The writer's teachers
- c. Risky's teachers
- d. Risky's family
11. Where did Risky's family invite the writer to get holiday?
- a. They invited him to go to Kuala Lumpur, Malaysia
- b. They invited him to go to Bali, Indonesia
- c. They invited him to go to Sabah, Malaysia
- d. They invited him to go to Jakarta, Indonesia
12. What did the writer mean by saying "This was my first experience to go to Malaysia."?
- a. He ever went to Malaysia once before
- b. He went to Malaysia when he was one year old
- c. He went to Malaysia first and his family went after him
- d. He never went to Malaysia before
13. What happened when the writer and his friend arrived at Malaysia?
- a. They got bad response from Risky's family
- b. They got special response from Risky's family
- c. They got nasty response from Risky's family
- d. They got unpleasant response from Risky's family
14. What did the writer say about the atmosphere in Malaysia?
- a. It was different from Indonesia
- b. It was cooler than in Indonesia
- c. It was the same as in Indonesia
- d. It was hotter than in Indonesia
15. What traditional food did the writer taste in Malaysia?
- a. He tasted sate, nasi lemak and gado-gado
- b. He tasted laksa, nasi lemak and roti canai
- c. He tasted laksa, sate and roti canai
- d. He tasted laksa, nasi lemak and gado-gado



16. When did they go to the twin tower?
- They went to the twin tower after they went to I-city
  - They went to the twin tower before they went to I-city
  - They went to the twin tower after they went to Bukit Jalil Stadium
  - They went to the twin tower before they went to Malaysia
17. Where did they watch a football match between Indonesia and Malaysia?
- They watched the match at Bukit Jalil stadium
  - They watched the match at Gelora Bung Karno stadium
  - They watched the match at Tun Abdul Razak stadium
  - They watched the match at Gelora Bung Tomo stadium
18. What does the last paragraph tell us about? It tells about...
- The writer's grateful feeling having best friend from Malaysia
  - The writer's experience having holiday in Malaysia
  - The writer's opinion if he did not have friend from Malaysia
  - The writer's regret feeling having best friend from Malaysia
19. What does the text tell the reader about?
- The twin tower and holiday in Malaysia
  - The football match and holiday in Malaysia
  - The traditional food and friend from Malaysia
  - The great holiday in Malaysia with an old friend
20. According to the text, all of the following are true about the writer's old friend. EXCEPT
- His old friend was from Malaysia
  - His old friend's name was Riko
  - His old friend was handsome and very smart
  - His old friend invited him to visit Malaysia

**F. REVIEW**

*Please check the questions and the answers whether those are correct or not.*

.....

.....

.....

.....

**APPENDIX 3****ANSWER KEY**

No.	Answer	No.	Answer	No.	Answer	No.	Answer
1	b	6	d	11	c	16	b
2	a	7	a	12	d	17	a
3	d	8	c	13	b	18	a
4	c	9	b	14	c	19	d
5	b	10	d	15	b	20	b

**ITEM DISTRIBUTION**

Kinds of Comprehension	Number
Literal comprehension	2, 3, 6, 8, 9, 10, 11, 13, 14, 15, 17, 20
Inferential Comprehension	1, 4, 5, 7, 13, 16, 18, 19

**APPENDIX H**

**STUDENTS' WORKSHEET**

(Meeting 2, Cycle 1)

**A. SURVEY**

*Please survey the title and the picture. Predict what the text is about and write down your prediction below.*

.....  
 .....  
 .....

**B. QUESTIONS**

*Please formulate questions based on the title and the picture you have surveyed.*

1. ....  
 .....
2. ....  
 .....
3. ....  
 .....

**C. READ**

*Read the following text carefully.*



**My Pet Hamster Died**

My name is Bella. When I was in 4th grade, almost in middle school, I really wanted to get my first real pet. A

dog, a cat, something furry and lively, and, anything but a fish. So my Mom took me to the pet store and I picked out a super cute, furry, lovable Dwarf Hamster and named her Pickles. I was so excited this was my first pet, a real live animal. Her fur was so soft. I would spend days with her just sitting on the couch and just having fun. She didn't really run on the wheel, but I was fine with that.

One day, when I was just sitting on the couch holding Pickles, for some reason, Pickles bit me. It was the first time she had done something like that. I was kind of surprised so I put her in her cage and I waited for her to calm down. When I got back, Pickles was running on the hamster wheel. That day was the first day she ran on the wheel.

The next morning, something awful and terrible happened. When I woke up, my mom called me from downstairs and she said "I think your hamster is dead". I was shocked, so I ran downstairs to see her. When I saw that she stopped breathing, I was kind of paralyzed and didn't know what to do. Then I started bawling and laying on the floor and just cried. My new pet, my beloved hamster died.

At school everyone tried to cheer me up, but it didn't really work. I just spent the day crying. They had a little funeral for Pickles, and my friends wrote notes for her. I had her in a box. I read the notes what everyone wrote. Then I buried her in my backyard. I was really upset. It was really sad for me, for a long time. It's not like we were replacing her, but we got a new hamster, named Buttercup. But even after like

three or four years, I still miss her.

(Adapted from :

<https://storybooth.com/>)

**D. RECITE**

*Please summarize the text by rewriting the main points. (Note: use your own words)*

.....  
 .....  
 .....

**E. EXERCISE**

*Please read the following questions, then cross (x) the letter a, b, c, or d for the best answer based on the text above.*

1. What kind of text is the text above?
  - a. A descriptive text
  - b. A recount text
  - c. A narrative text
  - d. A report text
2. What is the writer's name?
  - a. Pickles
  - b. Bella
  - c. Buttercup
  - d. Daisy
3. What kind of animal did the writer want to be her pet?
  - a. A fish
  - b. A turtle
  - c. A hamster
  - d. A bird
4. Who took Bella to the pet store?
  - a. Bella's father
  - b. Bella's friend
  - c. Bella's pet
  - d. Bella's mother
5. What was the name of the writer's first pet?
  - a. Funeral
  - b. Pickles
  - c. Bella
  - d. Buttercup
6. What did the writer mean by saying "I was so excited, this was my first pet, a real live animal."?
  - a. She was so happy because when she was first grade she got a real live pet
  - b. She was so sad because her pet was real live animal and it was her first pet
  - c. She was so sad because when she was first grade her first pet was real
  - d. She was so happy because it was her first time to have a real live pet
7. What can you infer from the first paragraph?
  - a. Bella was 4<sup>th</sup> grade, almost in middle school
  - b. Bella bought her first pet when she was 4<sup>th</sup> grade, she named her Pickles
  - c. Bella wanted to buy her second pet in pet store, she named her Pickles
  - d. Bella came to pet store and she named the pet store Pickles
8. What did Pickles do after biting Bella?
  - a. Pickles ate the hamster food
  - b. Pickles slept in the cage
  - c. Pickles ran on the wheel
  - d. Pickles danced on the wheel
9. What did the writer mean by saying "I waited for her to calm down"?
  - a. It meant that she would go back when her pet was getting relaxed

- b. It meant that she would go back when her pet was angry
- c. It meant that she would go away when her pet was getting relaxed
- d. It meant that she would go away when her pet was quiet
10. What did the writer tell us in second paragraph?
- a. She told us about Pickles first experiences that never been done before
- b. She told us about how often Pickles bit her fingers
- c. She told us about how often Pickles ran on the wheel
- d. She told us about Pickles experiences that have been done before
11. Why did Bella say that something awful and terrible happened in the next morning?
- a. Because her first pet died in the morning
- b. Because her new pet died in the morning
- c. Because her new pet ran on the wheel
- d. Because her first pet ran on the wheel
12. Why was Bella shocked and paralyzed?
- a. Because her pet ran on the wheel
- b. Because her pet stopped running
- c. Because her pet stopped breathing
- d. Because her pet fell on her back
13. What did the writer mean by saying “Then I started bawling and laying on the floor and just cried”?
- a. She was sad and did not want to lose her first pet
- b. She was sad but she wanted to see her first pet died
- c. She was happy and wanted to see her first pet died
- d. She was happy and did not want to lose her first pet
14. Where can you find the main idea of the third paragraph?
- a. In the first sentence
- b. In the middle of paragraph
- c. In the last sentence
- d. In the first and last sentences
15. Why did Bella’s friends try to cheer her up?
- a. Because Bella had a little funeral
- b. Because Bella bought a new pet
- c. Because Bella was sad that her pet died
- d. Because Bella wrote a note for her pet
16. Who had little funeral and wrote notes for Pickles?
- a. Bella’s mom
- b. Bella’s friends
- c. Bella’s pets
- d. Bella’s neighbors
17. Where did Bella burry Pickles?
- a. In her backyard
- b. In her front yard
- c. In her garden
- d. In her park
18. We can assume that Pickles could not be replaced by another pet because....
- a. Bella hated her new pet so much



- b. Bella loved her new pet so much
  - c. Bella hated her first pet so much
  - d. Bella loved her first pet so much
19. Who was Buttercup?
- a. She was Bella’s first pet
  - b. She was Bella’s friend
  - c. She was Bella’s mom
  - d. She was Bella’s new pet
20. “But even after like three or four years, I still miss her.” Bella said that it had been four years since Pickles died, but she still misses her. So, what grade is she when she wrote this story?
- a. 6<sup>th</sup> grade of Elementary school
  - b. 1<sup>st</sup> grade of Junior high school
  - c. 2<sup>nd</sup> grade of Junior high school
  - d. 3<sup>rd</sup> grade of Junior high school

**F. REVIEW**

*Please check the questions and the answers whether those are correct or not.*

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## APPENDIX 3

## ANSWER KEY

No.	Answer	No.	Answer	No.	Answer	No.	Answer
1	b	6	d	11	a	16	b
2	b	7	b	12	c	17	a
3	c	8	c	13	a	19	d
4	d	9	a	14	c	19	d
5	b	10	a	15	c	20	c

## ITEM DISTRIBUTION

Kinds of Comprehension	Number
Literal comprehension	2, 3, 4, 5, 8, 12, 15, 16, 17, 19
Inferential Comprehension	1, 6, 7, 9, 10, 11, 13, 14, 18, 20

**APPENDIX I**

**READING COMPREHENSION  
ACHIEVEMENT TEST**

(Cycle 1)

Name : .....

Time : 80 Minutes

Class : .....

Date : .....

**A. SURVEY**

*Please survey the title and the picture. Predict what the text is about and write down your prediction below.*

.....  
 .....  
 .....

**B. QUESTIONS**

*Please formulate questions based on the title and the picture you have surveyed.*

1. ....  
 .....
2. ....  
 .....
3. ....  
 .....

**C. READ**

*Read the following text carefully.*



**Moving to a New Country**

I was born in Jakarta, Indonesia. I lived there for a half of my childhood. When I was seven, my parents told me that we had to move to the US because of my dad's job. I was super mad and nervous because I didn't want to leave everything I knew behind. At the same time, I did not really know how to speak English. We moved to Fresno, California.

My parents then enrolled me to a Christian private school, where I was basically the only Asian kid in the class. At this point, the only things I knew how to say in English was "yes", "no", and "my name is Arnold". So needless to say I was a nervous wreck for my first day of school. I managed to survive the early part of the day, but then lunchtime came around. I saw my classmates getting out their lunch sacks, pulling out their Pancake Bananas, J sandwiches and juice boxes. Meanwhile, I brought a huge lunch box, with tupperwares filled with rice, tofu, and noodles. Everyone laughed at me, and I just wanted to disappear. I would get teased a lot and my classmates made sure that I was the weird kid in the classroom. To make matters worse, my parents requested to my teacher that during recess I would stay in the classroom by myself. It is because the weather was too cold for me to be playing outside. I felt even more secluded from my classmates.

From that point on, I wanted my English to be better. So on the weekends when everyone was out having fun, I spent my days having one-on-one tutor sessions with an English teacher. The strangest thing is with all the tutor

sessions that I did, my English improved by me watching my favorite show, *the mightymorphin' power ranges*. I was obsessed with that show. I watched that show every day. Then, it made my English better. Not only that, it made me fit in more with the kids in my classroom because we talked about the show non-stop. They didn't see me as the weird kid in the class anymore.

Little by little, they started embracing my culture by asking me questions about what I'm having for lunch or what I did for fun when I was in Indonesia. Things were definitely looking up. With this experience, I learned that life is full of curveballs that we can't control. Anything can change in a heartbeat, you can be stressed about it or you can learn to adapt and make the best out of situation.

(Adapted from : <https://storybooth.com/>)

**D. RECITE**

*Please summarize the text by rewriting the main points. (Note: use your own words)*

.....  
 .....  
 .....

**E. TEST**

**I. Please read the following questions, then cross (x) the letter a, b, c, or d for the best answer based on the text above.**

1. Where was the writer born?
  - a. He was born in Kuala Lumpur, Malaysia
  - b. He was born in Jakarta, Indonesia

- c. He was born in Fresno, California
  - d. He was born in United State
2. When did the writer move to a new country?
  - a. When he was seven grade
  - b. When he was second grade
  - c. When he was six years old
  - d. When he was seven years old
3. Where did the writer and his parents move?
  - a. They moved to San Francisco, US
  - b. They moved to Kuantan, Malaysia
  - c. They moved to Fresno, California
  - d. They moved to Jakarta, Indonesia
4. What can you infer from the first paragraph?
  - a. The writer did not live in Jakarta when he was seven
  - b. The writer had to move to US when he was seven
  - c. The writer knew how to speak English very well
  - d. The writer did not want to move to Jakarta, Indonesia
5. What is the writer's name?
  - a. His name is Arnold
  - b. His name is Fresno
  - c. His name is Arish
  - d. His name is George
6. What did the writer feel at his first day of school?
  - a. He felt happy
  - b. He felt nervous
  - c. He felt joyful
  - d. He felt comfortable
7. What happened when the lunch time came around?

- a. Everyone asked for his foods and his lunch boxes
  - b. Everyone laughed at him because he ate different foods
  - c. Everyone paid attention on his lunch boxes and his juice boxes
  - d. Everyone took his lunch boxes and his juice boxes
8. What do you think about the reason that made the writer wanted to disappear when the lunch time?
- a. The reason is because he did not want to have lunch time with his friends
  - b. The reason is because he was too shy when his friends laughed at him
  - c. The reason is because he did not bring J sandwiches, and juice boxes
  - d. The reason is because he did not want to give his foods to his friends
9. Why did the writer stay in the classroom by himself during recess?
- a. Because the weather was too cold for the writer to play outside
  - b. Because the weather was too hot for the writer to play outside
  - c. Because the weather was too cloudy for the writer to play outside
  - d. Because the weather was too bright for the writer to play outside
10. What did the writer tell us in second paragraph?
- a. The writer told us about how he enrolled to a new school
  - b. The writer told us about the lifestyle of US
  - c. The writer told us about his huge lunch box
  - d. The writer told us about his bad experience in his new school
11. What does this sentence mean “I felt even more secluded from my classmates”? It means...
- a. He felt separated from his friends
  - b. He felt closer to his friends
  - c. He felt united to his friends
  - d. He felt free from his friends
12. What did the writer do to make his English better?
- a. He spent his days playing with his friends
  - b. He spent his days having fun outside the house
  - c. He spent his days having one on one tutor sessions
  - d. He spent his days talking with his friends
13. When did the writer spend his time to have one-on-one tutor session with an English teacher?
- a. On Mondays
  - b. On Thursdays
  - c. On Fridays
  - d. On weekends
14. Why wasn't the writer out having fun as everyone did on the weekends?
- a. Because he wanted to watch his favorite show
  - b. Because he wanted to improve his English
  - c. Because outside was too cold for him



- d. Because outside was too crowded for him
15. What did the writer tell us in last paragraph?
- a. He told us about his lunch and his holiday in Indonesia
  - b. He told us about his life and his friends in Indonesia
  - c. He told us about his adaptation with his friends is getting better
  - d. He told us about his adaptation with his friends is getting worse

**II. Please read the sentences below. Then, circle the letter (T) if the sentence is True and letter (F) if the sentence is False.**

16.	The writer had to move to US because of his dad's job	T / F
17.	The writer enrolled to an Islamic Private School	T / F
18.	We can infer that the writer felt happy at his first day of school	T / F
19.	The writer means by saying "I was the weird kid in the classroom" is because he was the only one kid who was from different country and had different culture	T / F
20.	The writer told us about his English improved by himself watching his favorite show in the third paragraph	T / F

**F. REVIEW**

*Please check the questions and the answers whether those are correct or not.*

.....  
 .....  
 .....

**ANSWER KEY**

No.	Answer	No.	Answer	No.	Answer
1	b	6	b	11	a
2	d	7	b	12	c
3	c	8	b	13	d
4	b	9	a	14	b
5	a	10	d	15	c

No.	Answer
16	T
17	F
18	F
19	T
20	T

**ITEM DISTRIBUTION**

Kinds of Comprehension	Number
Literal comprehension	1, 2, 3, 5, 6, 7, 9, 11, 13, 16, 17
Inferential Comprehension	4, 8, 10, 11, 14, 15, 18, 19, 20

**APPENDIX J**

**STUDENTS' WORKSHEET**

(Meeting 1, Cycle 2)

Name : .....

Class : .....

**A. SURVEY**

*Please survey the title and the picture. Predict what the text is about and write down your prediction below.*

.....  
 .....  
 .....

**B. QUESTIONS**

*Please formulate questions based on the title and the picture you have surveyed.*

1. ....  
 .....
2. ....  
 .....
3. ....  
 .....

**C. READ**

*Read the following text carefully while underlining the main points and your answer from your questions.*



**I Cheated on Exam but was Caught**

Hello, my name is Anne. Since I was a little, I wanted to be a doctor, and my parents supported me with that dream. I studied more than anyone else, and my parents tried to support me by paying for different tutors or by buying my books that I needed in order to advance further. In order to get into a good college, I have to have good grades, and luckily enough I had been a straight A student all my life.

My teachers loved me because I was the school's prized student; the one who set an example to all others. But things got harder when I turned 15. I had so many assignments and tests. I had to spend all of my evenings studying until late, sometimes even falling asleep at my desk. All of my friends were going out and having fun, and I was always stuck at home studying, even during weekends. I wanted to take some time off from it all, but I needed to prepare for an important test. So I decided to make a cheat sheet. Just once! So the next day I used my ingenious method of cheating, and I was so nervous, because I had never cheated before. But it completely paid off the next day, because I had studied less, but still got an "A". This made me think that maybe there was no harm in occasionally cheating, so I started doing it a little bit more often. Soon, I was cheating on almost every test. At that time, I didn't worry at all about the teachers noticing my cheat sheet. One day, Ms. Garcia, my biology teacher called me into her office. I was surprise when Ms. Garcia wasn't kind and friendly as usual, but strict and disappointed. Ms. Garcia told me that she would no longer tolerate me

cheating so openly during her tests. I tried to explain to Ms. Garcia that I needed to do it in order to maintain my “A” grades and it was an important subject for future doctors, but she simply said “No.”

Yet, during my next biology test, I still used my usual cheat sheet, only I tried to be more careful with it so my teacher wouldn’t notice. But Ms. Garcia did, she took my test and said that I would get an “F” for cheating, and I could fix it after class. I was so mad! It was my first “F” in all my years of studying. After the school day was over, I went to Ms. Garcia and told her how unfair it was. But Ms. Garcia’s answer surprised me. She said, “Other students don’t want to be doctors. I’d rather have a doctor operating on me who got a “B” than an “A” by cheating. You can’t cheat on the operating table, Anne”. This was a real eye-opener for me. Since then, I have completely stopped cheating. Well, it is a huge reminder for me that I must not cheat moreover on important subjects for my future job like biology.

<https://www.youtube.com/watch?v=WK6fBF0EqJw>

*a, b, c, or d for the best answer based on the text above!*

1. What kind of text is the text above?
  - a. A descriptive text
  - b. A recount text
  - c. A narrative text
  - d. A report text
1. What was the writer name?
  - a. The writer’s name was Garcia.
  - b. The writer’s name was Gracia.
  - c. The writer’s name was Annie.
  - d. The writer’s name was Anne.
2. What did the writer want to be in the future?
  - a. She wanted to be a doctor.
  - b. She wanted to be a teacher.
  - c. She wanted to be a pilot.
  - d. She wanted to be a laboratory.
3. What did the writer’s parents do to support the writer’s dream?
  - a. They supported her by buying her toys she wanted.
  - b. They supported her by buying her books she needed.
  - c. They supported her by buying things she liked.
  - d. They supported her by buying her clothes she asked.
4. What was the characteristic of the writer?
  - a. She was a stupid, a moody and a lazy girl.
  - b. She was a smart, diligent and an ambitious girl.
  - c. She was a kind, a spoiled and an ambitious girl.

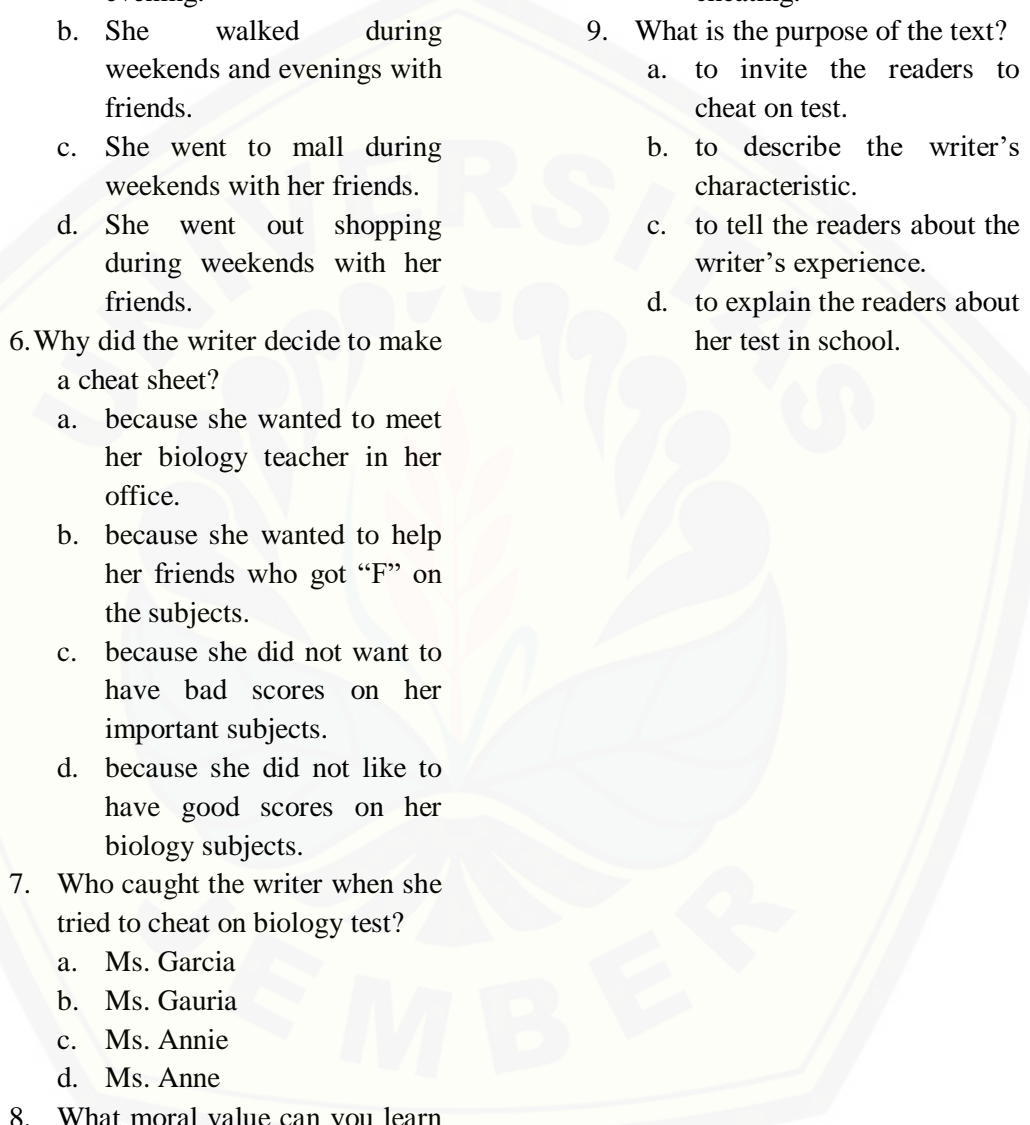
**D. RECITE**

*Please summarize the text by rewriting the main points. (Note: use your own words)*

.....  
 .....  
 .....

**E. EXERCISE**

*Please read the following questions, then cross (x) the letter*

- 
- d. She was a stupid, a spoiled and a friendly girl.
5. How hard did the writer do to prepare her important test?
- She studied hardly during weekends and every evening.
  - She walked during weekends and evenings with friends.
  - She went to mall during weekends with her friends.
  - She went out shopping during weekends with her friends.
6. Why did the writer decide to make a cheat sheet?
- because she wanted to meet her biology teacher in her office.
  - because she wanted to help her friends who got "F" on the subjects.
  - because she did not want to have bad scores on her important subjects.
  - because she did not like to have good scores on her biology subjects.
7. Who caught the writer when she tried to cheat on biology test?
- Ms. Garcia
  - Ms. Gauria
  - Ms. Annie
  - Ms. Anne
8. What moral value can you learn from the text?
- Cheating on every test is a good thing to do to get good scores.
  - Cheating on every test lead us to be a success person in the future.
- Cheating won't guarantee you to be able in doing your jobs in the future.
  - Having A grades with cheating are better than having B grades without cheating.
9. What is the purpose of the text?
- to invite the readers to cheat on test.
  - to describe the writer's characteristic.
  - to tell the readers about the writer's experience.
  - to explain the readers about her test in school.



*Please read the sentences below! Then, circle the letter **(T)** if the sentence is **True** and letter **(F)** if the sentence is **False!***

11.	The orientation of the text above told us about the writer's dream who wanted to be a doctor.	T / F
12.	The writer was the most stupid girl in school.	T / F
13.	The writer studied hard more than anyone else.	T / F
14.	The writer was not nervous in cheating for the first time.	T / F
15.	The writer was addicted on cheating after she succeeded on her first cheating.	T / F
16.	The writer was not mad because she was caught cheating and got F for the first time.	T / F
17.	The writer was obsessed to have A grades on her test.	T / F
18.	The writer's biology teacher was not kind in the classroom.	T / F
19.	The teacher meant in the third paragraph was the writer must not cheat on test because it will make her did not understand well the lesson, so that in the future she will not understand too how to undertake her job.	T / F
20.	The writer realized that she must not cheat on her important subjects for her future jobs.	T / F

**F. REVIEW**

*Please check the questions and the answers whether those are correct or not.*

.....

.....

.....

**ANSWER KEY****A. Multiple Choice**

No.	Answer	No.	Answer
1	b	6	a
2	d	7	c
3	a	8	a
4	b	9	c
5	b	10	c

**B. True/False**

No.	Answer	No.	Answer
11	T	16	T
12	F	17	F
13	T	18	T
14	F	19	F
15	T	20	T

**ITEM DISTRIBUTION****A. Multiple Choice**

Kinds of Comprehension	Number
Literal comprehension	2, 3, 4, 6, 8
Inferential Comprehension	1, 5, 7, 9, 10

**B. True / False**

Kinds of Comprehension	Number
Literal comprehension	11, 13, 14, 16, 20
Inferential Comprehension	12, 15, 17, 18, 19

**APPENDIX K**

**STUDENTS' WORKSHEET**

(Meeting 2, Cycle 2)

Name : .....

Class : .....

**A. SURVEY**

*Please survey the title and the picture. Predict what the text is about and write down your prediction below.*

.....  
 .....

**B. QUESTIONS**

*Please formulate questions based on the title and the picture you have surveyed.*

1. ....  
 .....
2. ....  
 .....
3. ....  
 .....

**C. READ**

*Read the following text carefully while underlining the main points and your answer from your questions.*



**Don't Judge a Book by Its Cover**

My name is Tom, I had to go to a biology course after school. I sat in the same front-row seat every single day. I also sat next to a foreign guy who spoke English barely. The most complex thing this guy was able to say in English was, "Wow, my muffin is really good". He also had a habit to place everything he owned all over my desk space. Every day when I walked through the door for class, he would say "Ah, Tom. You here. Okay." He then started removing all his stuff from my desk. He was also in the habit of saying, "Ready for course, yeah?" to me every day, and then gave me a high five. I was always annoyed with this guy. I really have no interest in high-fiving a guy who does not even know English. Just get your things out of my work area.

One day, I got to class a little bit late. I was standing outside because I had to send a quick text. Through the door, I could see that, as usual, my space was occupied by this guy's belongings. While I was writing my message, another guy, who was also running late, walked into the classroom and attempted to sit in my usual spot, because it was right by the door. Then I saw the high-fiving foreigner guy stopped this dude from taking the seat, saying "I'm sorry. My good friend Tom sits here." It was at that moment that I understood everything – the foreign guy didn't put his stuff in my spot to annoy me. He was doing it because he wanted to save the place for me every day. This whole time he saw me as a friend, but I was too busy

thinking about myself to take him into consideration. As cheesy as it sounds, I was touched. Then I went to class. Of course, the foreign guy cleared away his things from the seat and said “Ah, Tom. You here. Okay.” And I did a high five.

After course over, I asked him if he wanted to go to dinner with me. He did, and we talked for a while. I finally got past the guy’s imperfect English. It turned out that he moved here from the Middle East to get a college education in the USA. He was planning to return home after he got his degree. He had a part-time job, and sent everything he earned back to his family. I asked him how he liked America as well. He explained that although he missed his family, it was an exciting place to live. He then said, “Not every person is nice to me like you are, Tom.” I bought him that lunch – he deserved it. Then we got another high five; it was a tradition now.

(Adapted from :

<https://www.youtube.com/watch?v=m01IK2xcmCA>)

#### D. RECITE

*Please summarize the text by rewriting the main points. (Note: use your own words)*

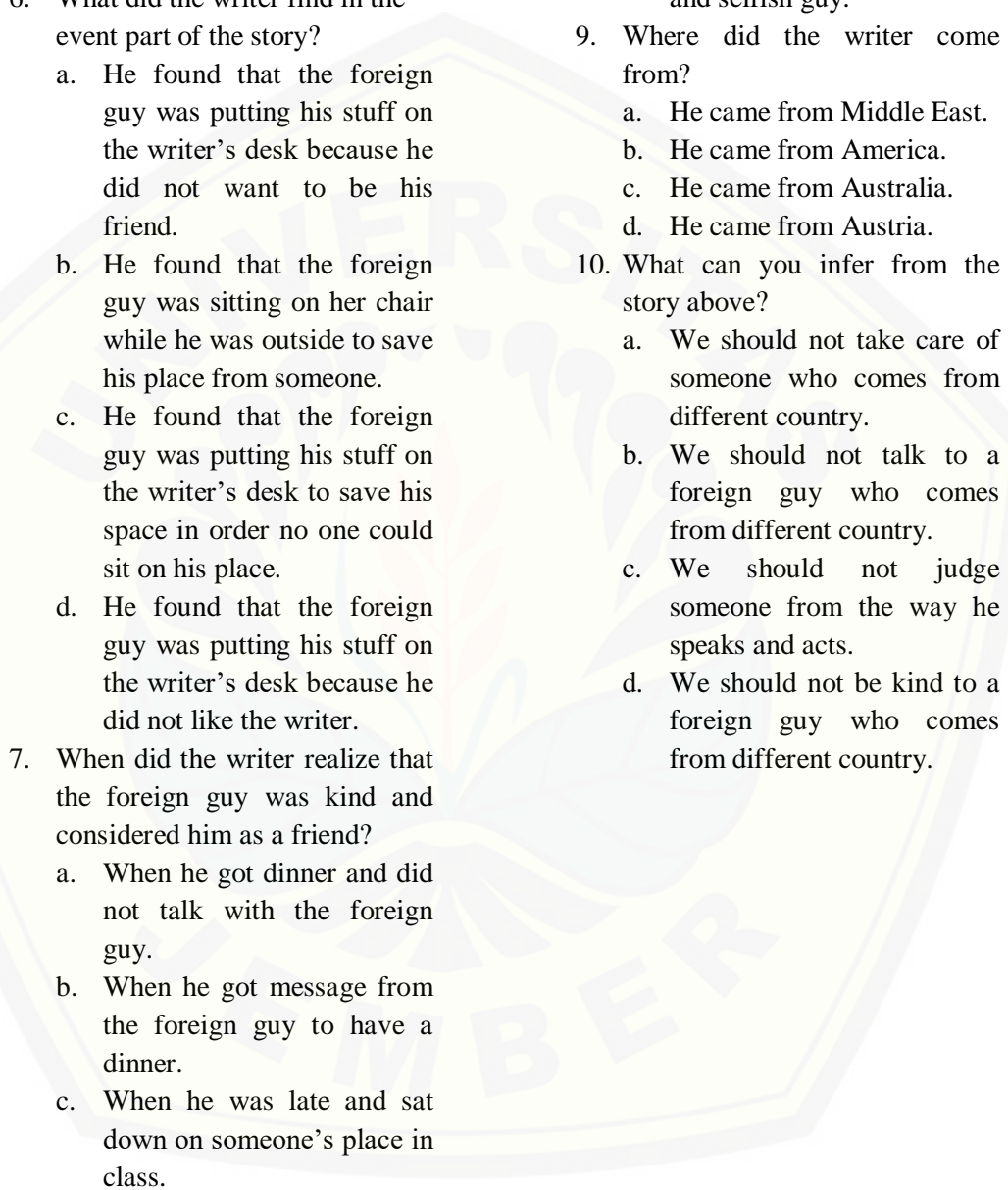
.....  
 .....  
 .....

#### E. EXERCISE

*Please read the following questions, then cross (x) the letter*

*a, b, c, or d for the best answer based on the text above!*

1. What kind of text is the text above?
  - a. A descriptive text
  - b. A recount text
  - c. A narrative text
  - d. A report text
2. What was the writer name?
  - a. The writer’s name was Tom.
  - b. The writer’s name was Charles.
  - c. The writer’s name was Gaulle.
  - d. The writer’s name was Judge.
3. What did the writer do after school?
  - a. He went to a Biology course.
  - b. He went to a Math course.
  - c. He went to an English course.
  - d. He went to a History course.
4. Who sat next to the writer?
  - a. A foreign guy from America.
  - b. A foreign guy from Austria.
  - c. A foreign guy from Australia.
  - d. A foreign guy from Middle East.
5. Why did the writer feel annoy with the foreign guy sitting next to him?
  - a. Because the guy used to put his stuffs on the writer’s desk.
  - b. Because the guy could speak English well and a kind person.

- 
- c. Because the guy sat on the writer's place every day.
  - d. Because the guy asked the writer to sit in another place.
6. What did the writer find in the event part of the story?
    - a. He found that the foreign guy was putting his stuff on the writer's desk because he did not want to be his friend.
    - b. He found that the foreign guy was sitting on her chair while he was outside to save his place from someone.
    - c. He found that the foreign guy was putting his stuff on the writer's desk to save his space in order no one could sit on his place.
    - d. He found that the foreign guy was putting his stuff on the writer's desk because he did not like the writer.
  7. When did the writer realize that the foreign guy was kind and considered him as a friend?
    - a. When he got dinner and did not talk with the foreign guy.
    - b. When he got message from the foreign guy to have a dinner.
    - c. When he was late and sat down on someone's place in class.
    - d. When he was late and saw that someone would take his place.
  8. How was the character of the foreign guy?
    - a. He was a kind, friendly and keen guy.
    - b. He was an arrogant, selfish and keen guy.
    - c. He was a kind, friendly and selfish guy.
    - d. He was an arrogant, keen and selfish guy.
  9. Where did the writer come from?
    - a. He came from Middle East.
    - b. He came from America.
    - c. He came from Australia.
    - d. He came from Austria.
  10. What can you infer from the story above?
    - a. We should not take care of someone who comes from different country.
    - b. We should not talk to a foreign guy who comes from different country.
    - c. We should not judge someone from the way he speaks and acts.
    - d. We should not be kind to a foreign guy who comes from different country.



***Please read the sentences below! Then, circle the letter (T) if the sentence is True and letter (F) if the sentence is False!***

11.	The writer sat in the same sit in the front every day.	T / F
12.	The foreign guy did not put his stuff on the writer's desk.	T / F
13.	The writer was resentful with the guy's doing every day.	T / F
14.	The writer liked every single day sitting next to the foreign guy.	T / F
15.	The writer was interested in a high five given by the foreign guy.	T / F
16.	The foreign guy forbad someone who would sit on the writer's place by putting his stuffs on the desk.	T / F
17.	The writer's characteristic was selfish.	T / F
18.	The writer's feeling was melt after knowing the foreign guy's habit was to save his place.	T / F
19.	The writer realized that the guy was deserved to be his friends after knowing that he was a kind guy.	T / F
20.	The moral value of the text was we have to think about ourselves rather than thinking about other people.	T / F

#### **F. REVIEW**

***Please check the questions and the answers whether those are correct or not.***

.....  
 .....

**ANSWER KEY****A. Multiple Choice**

No.	Answer	No.	Answer
1	b	6	c
2	a	7	d
3	a	8	a
4	d	9	b
5	a	10	c

**B. True/False**

No.	Answer	No.	Answer
11	T	16	T
12	F	17	T
13	T	18	T
14	F	19	T
15	F	20	F

**ITEM DISTRIBUTION****A. Multiple Choice**

Kinds of Comprehension	Number
Literal comprehension	2, 3, 4, 5, 7
Inferential Comprehension	1, 6, 8, 9, 10

**B. True / False**

Kinds of Comprehension	Number
Literal comprehension	11, 12, 13, 15, 16
Inferential Comprehension	14, 17, 18, 19, 20

**APPENDIX L**

**READING COMPREHENSION  
ACHIEVEMENT TEST**

(Cycle 2)

Name : .....

Class : .....

**A. SURVEY**

*Please survey the title and the picture. Predict what the text is about and write down your prediction below.*

.....  
.....

**B. QUESTIONS**

*Please formulate questions based on the title and the picture you have surveyed.*

1. ....  
.....
2. ....  
.....
3. ....  
.....

**C. READ**

*Read the following text carefully while underlining the main points and your answer from your questions.*



**My Family Got Robbed because I posted too Much**

Hello, I am April. I have a story and a warning for you. My story is a very typical one. I adored using social media, and sometimes exaggerated. When I started studying at a new junior high school, I found lots of new friends all at once. I was a very sociable person and had lots of friends in real life. However, at my new school everyone was very active on their smartphones, whether it was taking pictures and selfies, exchanging messages, updating their profiles every hour, liking things, or commenting all day long. I set up some more social media accounts and started posting something every day.

One day, my parents told me some marvelous news. In the summer, we were going to Paris. The only thing my dad asked me to do was not to tell anyone the exact dates of our trip. I agreed, but well, who cares! A trip to Paris was such a good reason to boast and get envious comments! I started taking pictures of every step of my preparations – from the tickets I had printed out (obviously with names and a departure date). Everything was posted online and approved by likes. I made a record of myself checking in at the airport, took pictures of the plane and the clouds from above. Finally, the last day in Paris I tagged myself at Charles de Gaulle airport and started to post it in my social media accounts.

After doing my last tag at the airport before flying home, I considered my job done, and relaxed. I was calm until I came home and found my house half-empty. We had been burgled while

we were away! While my dad was calling the police, all panicky, I checked my belongings and found out that they had taken everything valuable. Horrible! The police came and checked the crime scene. They found certain indications that it was a well-known gang that specialized in burglaries while families were on vacation. The policeman claimed that as far as they knew, the gang members collected information on their victims through their social media accounts. My dad was incredulous and said “Impossible! None of us posted anything online about the trip! We were very careful!” Oops, I made a face that my dad noticed at once. “April, would you give me your phone?” While he was browsing my social media apps his face turned red, pale, and then red again. That was the first time my daddy was really mad at me.

Unfortunately, the police had not found the gang so far, but at least I have learned the lesson that we should not post our personal data in social media. It is because this information can be used against us and our relatives, and it will cause us a lot of trouble.

**D. RECITE**

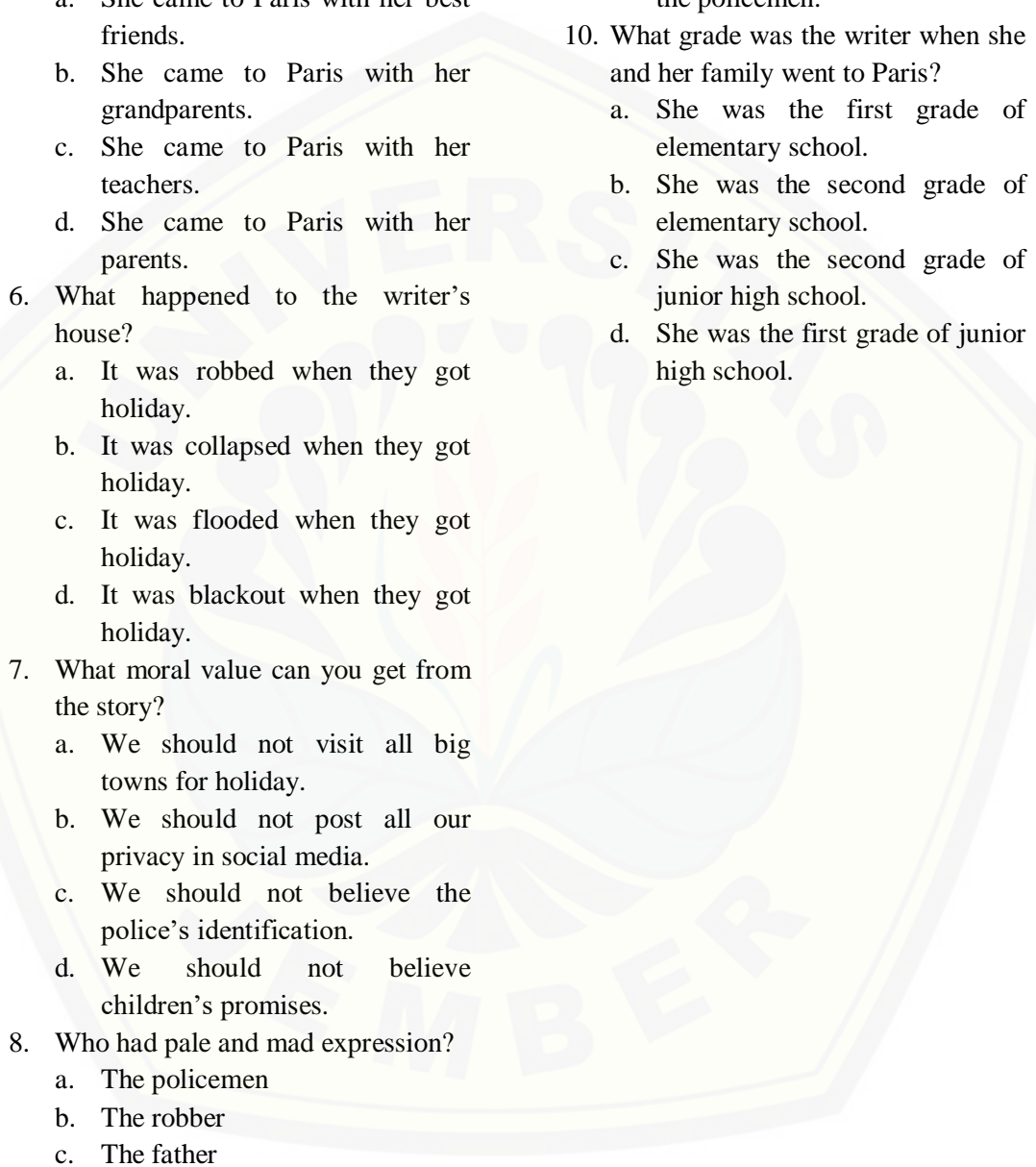
*Please summarize the text by rewriting the main points. (Note: use your own words)*

.....  
 .....  
 .....

**E. TEST**

**1. Please read the following questions, then cross (x) the letter a, b, c, or d for the best answer based on the text above!**

1. What kind of text is the text above?
  - a. A descriptive text
  - b. A recount text
  - c. A narrative text
  - d. A report text
2. What was the writer name?
  - a. The writer’s name was Paris.
  - b. The writer’s name was Charles.
  - c. The writer’s name was Gaulle.
  - d. The writer’s name was April.
3. Why did the writer’s daddy forbid the writer not to post their exact dates of their trip?
  - a. because he did not want anything happen to their family when vacation.
  - b. because he did not want her daughter was exaggerate on her smartphone.
  - c. because their trip was to go to Paris that spent a long time to travel.
  - d. because their trip was a secret and he did not want his friends knew it.
4. There are three generic structures of a recount text. They are orientation, event and re-orientation. So, what can you infer from the event part?
  - a. The writer’s name was April and she had a lot of friends in her new junior high school.
  - b. The writer got robbed and the cause was from posting personal data in social media.
  - c. The writer’s opinion about the writer’s action and the robbery that happened in the house.

- 
- d. The writer's characteristic who was active and addicted to smartphone and social media.
5. Whom did the writer come to Paris with?
- She came to Paris with her best friends.
  - She came to Paris with her grandparents.
  - She came to Paris with her teachers.
  - She came to Paris with her parents.
6. What happened to the writer's house?
- It was robbed when they got holiday.
  - It was collapsed when they got holiday.
  - It was flooded when they got holiday.
  - It was blackout when they got holiday.
7. What moral value can you get from the story?
- We should not visit all big towns for holiday.
  - We should not post all our privacy in social media.
  - We should not believe the police's identification.
  - We should not believe children's promises.
8. Who had pale and mad expression?
- The policemen
  - The robber
  - The father
  - The writer
9. Where did the robbers know the information of the writer's exact dates of trip?
- They got the information from the writer's family.
  - They got the information from the writer's social media.
  - They got the information from the writer's father.
  - They got the information from the policemen.
10. What grade was the writer when she and her family went to Paris?
- She was the first grade of elementary school.
  - She was the second grade of elementary school.
  - She was the second grade of junior high school.
  - She was the first grade of junior high school.



**II. Please read the sentences below! Then, circle the letter (T) if the sentence is True and letter (F) if the sentence is False!**

11.	The orientation of the text above told us about the writer's profile and her characteristic	T / F
12.	The writer was addicted to a social media.	T / F
13.	Everyone in the writer's new school was not active on their smartphones.	T / F
14.	The writer obeyed her father's regulation during holiday.	T / F
15.	The writer tagged herself at Soekarno – Hatta airport for the last day and posted in social media.	T / F
16.	The writer's family was the suspect of the robbery.	T / F
17.	The writer's father called the police panicky.	T / F
18.	The police indicated that the robbers were specialized in burglaries while families on vacation.	T / F
19.	The writer's meant in the last sentence of the third paragraph "that was the first time my daddy was really mad at me" was the writer's father was very angry at the writer twice.	T / F
20.	The writer felt regret after knowing the consequence of her action.	T / F

#### **F. REVIEW**

*Please check the questions and the answers whether those are correct or not.*

.....  
 .....

**ANSWER KEY****A. Multiple Choice**

No.	Answer	No.	Answer
1	b	6	a
2	d	7	b
3	a	8	c
4	b	9	b
5	d	10	d

**B. True/False**

No.	Answer	No.	Answer
11	T	16	F
12	T	17	T
13	F	18	T
14	F	19	F
15	F	20	T

**ITEM DISTRIBUTION****A. Multiple Choice**

Kinds of Comprehension	Number
Literal comprehension	2, 5, 6, 8, 9
Inferential Comprehension	1, 3, 4, 7, 10

**B. True / False**

Kinds of Comprehension	Number
Literal comprehension	12, 13, 15, 17, 18
Inferential Comprehension	11, 14, 16, 19, 20

## APPENDIX M

## The Results of Observation in Cycle 1 (Meeting 1)

No.	Student's Name	MEETING 1						
		INDICATORS					A	P
		1	2	3	4	5		
1.	ASH	√	√	√	√	√	√	
2.	AQA	√		√		√		√
3.	AAH	√	√	√	√	√	√	
4.	ASP	√	√	√		√	√	
5.	AEW	√		√	√	√	√	
6.	ANPJ	√	√		√	√	√	
7.	BSP		√	√		√		√
8.	BAC			√	√	√		√
9.	BIN	√	√	√		√	√	
10.	DA	√		√	√	√	√	
11.	DRN	√	√	√	√	√	√	
12.	DSM							
13.	EARAG	√	√	√	√	√	√	
14.	EPS	√	√	√	√	√	√	
15.	EJFM	√		√	√	√	√	
16.	FMI		√	√	√	√	√	
17.	GK	√	√	√	√	√	√	
18.	IFA	√	√	√		√	√	
19.	JSS	√		√		√		√
20.	KKSW	√	√	√		√	√	
21.	LAR		√	√	√	√	√	
22.	LZP	√	√	√	√	√	√	
23.	LIA	√	√	√	√	√	√	
24.	LD	√	√			√		√
25.	MRPP	√	√	√	√	√	√	
26.	NS	√	√	√		√	√	
27.	NPD	√	√	√	√	√	√	
28.	PRR	√	√	√		√	√	
29.	RJFB	√		√		√		√
30.	RBALA	√	√	√	√	√	√	
31.	RCP	√	√			√		√
32.	RFW	√	√	√	√	√	√	
33.	SVR	√	√	√	√	√	√	
34.	TLL		√	√		√		√
35.	YLPD	√	√	√		√	√	
36.	YSM	√	√	√	√	√	√	
Total		30	28	32	21	35	27	8

## APPENDIX N

## The Results of Observation in Cycle 1 (Meeting 2)

No.	Student's Name	MEETING 2						
		INDICATORS					A	P
		1	2	3	4	5		
1.	ASH	√	√	√	√	√	√	
2.	AQA	√		√		√		√
3.	AAH	√	√	√	√	√	√	
4.	ASP	√	√	√		√	√	
5.	AEW	√		√	√	√	√	
6.	ANPJ	√	√		√	√	√	
7.	BSP	√	√	√		√	√	
8.	BAC			√	√	√		√
9.	BIN	√	√	√		√	√	
10.	DA	√		√	√	√	√	
11.	DRN	√	√	√	√	√	√	
12.	DSM	√	√			√		√
13.	EARAG	√	√	√	√	√	√	
14.	EPS	√	√	√	√	√	√	
15.	EJFM	√	√		√	√	√	
16.	FMI		√	√	√	√	√	
17.	GK	√	√	√	√	√	√	
18.	IFA	√	√	√		√	√	
19.	JSS	√		√		√		√
20.	KKSW	√	√	√		√	√	
21.	LAR		√	√	√	√	√	
22.	LZP	√	√	√	√	√	√	
23.	LIA	√	√	√	√	√	√	
24.	LD	√	√			√		√
25.	MRPP	√	√	√	√	√	√	
26.	NS	√	√	√		√	√	
27.	NPD	√	√	√	√	√	√	
28.	PRR	√		√		√		√
29.	RJFB	√	√			√		√
30.	RBALA	√	√	√	√	√	√	
31.	RCP							
32.	RFW	√	√	√	√	√	√	
33.	SVR	√	√	√	√	√	√	
34.	TLL	√	√	√	√	√	√	
35.	YLPD	√	√	√		√	√	
36.	YSM	√	√	√	√	√	√	
Total		32	29	30	22	35	28	7

## APPENDIX O

## The Results of Observation in Cycle 2 (Meeting 1)

No.	Student's Name	MEETING 1						
		INDICATORS					A	P
		1	2	3	4	5		
1.	ASH	√	√	√	√	√	√	
2.	AQA	√	√	√	√	√	√	
3.	AAH	√	√	√	√	√	√	
4.	ASP	√	√	√	√	√	√	
5.	AEW	√	√	√	√	√	√	
6.	ANPJ	√	√	√	√	√	√	
7.	BSP	√	√	√		√	√	
8.	BAC	√		√	√	√	√	
9.	BIN	√	√	√		√	√	
10.	DA	√		√	√	√	√	
11.	DRN	√	√	√	√	√	√	
12.	DSM	√	√	√		√	√	
13.	EARAG	√	√	√	√	√	√	
14.	EPS	√	√	√	√	√	√	
15.	EJFM	√	√	√	√	√	√	
16.	FMI	√	√	√	√	√	√	
17.	GK	√	√	√	√	√	√	
18.	IFA	√	√	√		√	√	
19.	JSS	√		√		√		√
20.	KKSW	√	√	√	√	√	√	
21.	LAR		√	√	√	√	√	
22.	LZP	√	√	√	√	√	√	
23.	LIA	√	√	√	√	√	√	
24.	LD	√	√	√		√		√
25.	MRPP	√	√	√	√	√	√	
26.	NS	√	√	√		√	√	
27.	NPD	√	√	√	√	√	√	
28.	PRR	√		√		√		√
29.	RJFB	√	√			√		√
30.	RBALA	√	√	√	√	√	√	
31.	RCP	√	√			√		√
32.	RFW	√	√	√	√	√	√	
33.	SVR	√	√	√	√	√	√	
34.	TLL	√	√	√	√	√	√	
35.	YLPD	√	√	√		√	√	
36.	YSM	√	√	√	√	√	√	
Total		35	32	34	25	36	31	5



## APPENDIX P

## The Results of Observation in Cycle 2 (Meeting 2)

No.	Student's Name	MEETING 2						
		INDICATORS					A	P
		1	2	3	4	5		
1.	ASH	√	√	√	√	√	√	
2.	AQA	√	√	√	√	√	√	
3.	AAH	√	√	√	√	√	√	
4.	ASP	√	√	√	√	√	√	
5.	AEW	√	√	√	√	√	√	
6.	ANPJ	√	√	√	√	√	√	
7.	BSP	√	√	√	√	√	√	
8.	BAC	√	√	√	√	√	√	
9.	BIN	√	√	√	√	√	√	
10.	DA	√	√	√	√	√	√	
11.	DRN	√	√	√	√	√	√	
12.	DSM	√	√	√	√	√	√	
13.	EARAG	√	√	√	√	√	√	
14.	EPS	√	√	√	√	√	√	
15.	EJFM	√	√	√	√	√	√	
16.	FMI	√	√	√	√	√	√	
17.	GK	√	√	√	√	√	√	
18.	IFA	√	√	√	√	√	√	
19.	JSS	√		√		√		√
20.	KKSW	√	√	√	√	√	√	
21.	LAR		√	√	√	√	√	
22.	LZP	√	√	√	√	√	√	
23.	LIA	√	√	√	√	√	√	
24.	LD	√	√	√	√	√	√	
25.	MRPP	√	√	√	√	√	√	
26.	NS	√	√	√	√	√	√	
27.	NPD	√	√	√	√	√	√	
28.	PRR	√		√		√		√
29.	RJFB	√	√	√	√	√	√	
30.	RBALA	√	√	√	√	√	√	
31.	RCP	√	√	√	√	√	√	
32.	RFW	√	√	√	√	√	√	
33.	SVR	√	√	√	√	√	√	
34.	TLL	√	√	√	√	√	√	
35.	YLPD	√	√	√	√	√	√	
36.	YSM	√	√	√	√	√	√	
		35	34	36	34	36	34	2

## APPENDIX Q

**The Results of Reading Comprehension Achievement Test Score  
(Cycle 1)**

No.	Students' Name	KKM	Score	Achieved	Not Achieved
1.	ASH	75	75	√	
2.	AQA	75	80	√	
3.	AAH	75	85	√	
4.	ASP	75	80	√	
5.	AEW	75	80	√	
6.	ANPJ	75	85	√	
7.	BSP	75	60		√
8.	BAC	75	80	√	
9.	BIN	75	65		√
10.	DA	75	85	√	
11.	DRN	75	55		√
12.	DSM	75	75	√	
13.	EARAG	75	80	√	
14.	EPS	75	85	√	
15.	EJFM	75	80	√	
16.	FMI	75	60		√
17.	GK	75	85	√	
18.	IFA	75	80	√	
19.	JSS	75	70		√
20.	KKSW	75	85	√	
21.	LAR	75	80	√	
22.	LZP	75	75	√	
23.	LIA	75	80	√	
24.	LD	75	65		√
25.	MRPP	75	85	√	
26.	NS	75	80	√	
27.	NPD	75	65		√
28.	PRR	75	85	√	
29.	RJFB	75	80	√	
30.	RBALA	75	85	√	
31.	RCP	75	85	√	
32.	RFW	75	85	√	
33.	SVR	75	80	√	
34.	TLL	75	55		√
35.	YLPD	75	85	√	
36.	YSM	75	80	√	
Total			2780	28 students	8 students
Mean Score			$\frac{2780}{36} = 77.2$		

## APPENDIX R

**The Results of Reading Comprehension Achievement Test Score  
(Cycle 2)**

No.	Students' Name	KKM	Score	Achieved	Not Achieved
1.	ASH	75	90	√	
2.	AQA	75	80	√	
3.	AAH	75	85	√	
4.	ASP	75	85	√	
5.	AEW	75	80	√	
6.	ANPJ	75	90	√	
7.	BSP	75	75	√	
8.	BAC	75	85	√	
9.	BIN	75	75	√	
10.	DA	75	90	√	
11.	DRN	75	90	√	
12.	DSM	75	80	√	
13.	EARAG	75	90	√	
14.	EPS	75	85	√	
15.	EJFM	75	80	√	
16.	FMI	75	70		√
17.	GK	75	85	√	
18.	IFA	75	90	√	
19.	JSS	75	65		√
20.	KKSW	75	90	√	
21.	LAR	75	80	√	
22.	LZP	75	80	√	
23.	LIA	75	80	√	
24.	LD	75	75	√	
25.	MRPP	75	85	√	
26.	NS	75	80	√	
27.	NPD	75	80	√	
28.	PRR	75	85	√	
29.	RJFB	75	90	√	
30.	RBALA	75	85	√	
31.	RCP	75	85	√	
32.	RFW	75	95	√	
33.	SVR	75	80	√	
34.	TLL	75	65		√
35.	YLPD	75	85	√	
36.	YSM	75	80	√	
Total			2970	33 students	3 students
Mean Score			$\frac{2970}{36} = 82.5$		

APPENDIX S

The Samples of the Students' Worksheets in Reading Test Cycle 1  
(The Highest Score)

85

**ACHIEVEMENT TEST**


Name : Desha Arif Time : 80 Minutes  
 Class : 8d Date : 06-02-2019

**A. SURVEY**  
 Please survey the title and the picture. Predict what the text is about and write down your prediction below: I'm moving to California because of his father's job that I had to go to the US because of his father's job

**B. QUESTIONS**  
 Please formulate questions based on the title and the picture you have surveyed.

1. What is his name?
2. What did he do in California?
3. Why did he move?

**C. READ**  
 Read the following text carefully.



**Moving to a New Country**

I was born in Jakarta, Indonesia. I lived there for a half of my childhood. When I was seven, my parents told me that we had to move to the US because of my dad's job. I was super mad and nervous because I didn't want to leave everything I knew behind. At the same time, I did not really know how to speak English. We moved to Fresno, California.

*Orientation*

**Fresno, California**

My parents then enrolled me to a Christian private school, where I was basically the only Asian kid in the class. At this point, the only things I knew how to say in English was "yes", "no", and "my name is Arnold". So needless to say I was a nervous wreck for my first day of school. I managed to survive the early part of the day, but then lunchtime came around. I saw my classmates getting out their lunch sacks, pulling out their Pancake Bananas, I sandwiches and juice boxes. Meanwhile, I brought a huge lunch box, with tupperwares filled with rice, tofu, and noodles. Everyone laughed at me, and I just wanted to disappear. I would get teased a bit and my classmates made sure that I was the weird kid in the classroom. To make matters worse, my parents requested to my teacher that during recess I would stay in the classroom by myself. It is because the weather was too cold for me to be playing outside. I felt even more secluded from my classmates.

From that point on, I wanted my English to be better. So on the weekends when everyone was out having fun, I spent my days having one-on-one tutor sessions with an English teacher. The strangest thing is with all the tutor sessions that I did, my English improved by me watching my favorite show, *the mighty morphin power rangers*. I was obsessed with that show. I watched that show every day. Then, it made my English better. Not only that, it made me fit in more with the kids in my classroom because we talked about the show non-stop. They didn't see me as the weird kid in the class anymore.

Little by little, they started embracing my culture by asking me questions about what I'm having for lunch or what I did for fun when I was in Indonesia. Things were definitely looking up. With this experience, I learned that life is full of curveballs that we can't control. Anything can change in a heartbeat, you can be stressed about it or you can learn to adapt and make the best out of situation.

(Adapted from : <https://starbooth.com/>)

*Event*

*Reorientations*

**D. RECITE**  
 Please summarize the text by rewriting the main points. (Note: use your own words)

Arnold was born in Jakarta, Indonesia. He moved to Fresno, California because of his father's job. He was nervous about moving to a new country and not knowing English. He brought a huge lunch box to school, but everyone laughed at him. He wanted to disappear. He took English lessons and watched his favorite show, The Mighty Morphin Power Rangers, to improve his English. He made friends with the kids in his class and they embraced his culture.

*Recitations*

**E. TEST**  
 Please read the following questions, then cross (x) the letter a, b, c, or d for the best answer based on the text above.

1. Where was the writer born?
  - a. He was born in Kuala Lumpur, Malaysia
  - b. He was born in Jakarta, Indonesia
  - c. He was born in Fresno, California
  - d. He was born in United State
2. When did the writer move to a new country?
  - a. When he was seven grade
  - b. When he was second grade
  - c. When he was six years old
  - d. When he was seven years old
3. Where did the writer and his parents move?
  - a. They moved to San Francisco, US
  - b. They moved to Kuantan, Malaysia
  - c. They moved to Fresno, California
  - d. They moved to Jakarta, Indonesia
4. What can you infer from the first paragraph?
  - a. The writer did not live in Jakarta when he was seven
  - b. The writer had to move to US when he was seven
  - c. The writer knew how to speak English very well
  - d. The writer did not want to move to Jakarta, Indonesia
5. What is the writer's name?
  - a. His name is Arnold
  - b. His name is Fresno
  - c. His name is Arish
  - d. His name is George
6. What did the writer feel at his first day of school?
  - a. He felt happy
  - b. He felt nervous
7. What happened when the lunch time came around?
  - a. Everyone asked for his foods and his lunch boxes
  - b. Everyone laughed at him because he ate different foods
  - c. Everyone paid attention on his lunch boxes and his juice boxes
  - d. Everyone took his lunch boxes and his juice boxes
8. What do you think about the reason that made the writer wanted to disappear when the lunch time?
  - a. The reason is because he did not want to have lunch time with his friends
  - b. The reason is because he was too shy when his friends laughed at him
  - c. The reason is because he did not bring J sandwiches, and juice boxes
  - d. The reason is because he did not want to give his foods to his friends
9. Why did the writer stay in the classroom by himself during recess?
  - a. Because the weather was too cold for the writer to play outside
  - b. Because the weather was too hot for the writer to play outside
  - c. Because the weather was too cloudy for the writer to play outside
  - d. Because the weather was too bright for the writer to play outside
10. What did the writer tell us in second paragraph?
  - a. The writer told us about how he enrolled to a new school
  - b. The writer told us about the lifestyle of US
  - c. The writer told us about his huge lunch box
  - d. The writer told us about his bad experience in his new school
11. What does this sentence mean "I felt even more secluded from my classmates"? It means...
  - a. he felt separated from his friends
  - b. he felt closer to his friends
  - c. he felt united to his friends
  - d. he felt free from his friends
12. What did the writer do to make his English better?
  - a. He spent his days playing with his friends

- b. He spent his days having fun outside the house
  - c. He spent his days having one on one tutor sessions
  - d. He spent his days talking with his friends
13. When did the writer spend his time to have one-on-one tutor session with an English teacher?
- a. On Mondays
  - b. On Thursdays
  - c. On Fridays
  - d. On weekends
14. Why wasn't the writer out having fun as everyone did on the weekends?
- a. Because he wanted to watch his favorite show
  - b. Because he wanted to improve his English
  - c. Because outside was too cold for him
  - d. Because outside was too crowded for him
15. What did the writer tell us in last paragraph?
- a. He told us about his lunch and his holiday in Indonesia
  - b. He told us about his life and his friends in Indonesia
  - c. He told us about his adaptation with his friends is getting better
  - d. He told us about his adaptation with his friends is getting worse

Please read the sentences below. Then, circle the letter (T) if the sentence is True and letter (F) if the sentence is False.

16.	The writer had to move to US because of his dad's job	<input checked="" type="radio"/> T / F
17.	The writer enrolled to an Islamic Private School	T / <input checked="" type="radio"/> F
18.	We can infer that the writer felt happy at his first day of school	T / <input checked="" type="radio"/> F
<input checked="" type="checkbox"/> 19.	The writer means by saying "I was the weird kid in the classroom" is because he was the only one kid who was from different country and had different culture	<input checked="" type="radio"/> T / <input checked="" type="radio"/> F
20.	The writer told us about his English improved by himself watching his favorite show in the third paragraph	<input checked="" type="radio"/> T / F



The Samples of the Students' Worksheets in Reading Test Cycle 1  
(The Lowest Score)

55


**ACHIEVEMENT TEST**

Name : Primo Ramadhan Time : 80 Minutes  
 Class : 8 Date : 6-07-2019

**A. SURVEY**  
 Please survey the title and the picture. Predict what the text is about and write down your prediction below.  
Primo Ramadhan born in Jakarta will move to Fresno, California

**B. QUESTIONS**  
 Please formulate questions based on the title and the picture you have surveyed.  
 1. Why did he want to move to California?  
 2. What is his name?  
 3. What is his hometown?

**C. READ**  
 Read the following text carefully.



**Moving to a New Country**

I was born in Jakarta, Indonesia. I lived there for a half of my childhood. When I was seven, my parents told me that we had to move to the US because of my dad's job. I was super mad and nervous because I didn't want to leave everything I knew behind. At the same time, I did not really know how to speak English. We moved to

**Fresno, California**

My parents then enrolled me to a Christian private school, where I was basically the only Asian kid in the class. At this point, the only things I knew how to say in English was "yes", "no", and "my name is Arnold". So needless to say I was a nervous wreck for my first day of school. I managed to survive the early part of the day, but then lunchtime came around. I saw my classmates getting out their lunch sacks, pulling out their Pancake Bananas, J sandwiches and juice boxes. Meanwhile, I brought a huge lunch box, with tupperwares filled with rice, tofu, and noodles. Everyone laughed at me, and I just wanted to disappear. I would get teased a lot and my classmates made sure that I was the weird kid in the classroom. To make matters worse, my parents requested to my teacher that during recess I would stay in the classroom by myself. It is because the weather was too cold for me to be playing outside. I felt even more secluded from my classmates.

From that point on, I wanted my English to be better. So on the weekends when everyone was out having fun, I spent my days having one-on-one tutor sessions with an English teacher. The strangest thing is with all the tutor sessions that I did, my English improved by me watching my favorite show, *the mighty morphin power ranger*. I was obsessed with that show. I watched that show every day. Then, it made my English better. Not only that, it made me fit in more with the kids in my classroom because we talked about the show non-stop. They didn't see me as the weird kid in the class anymore.

Little by little, they started embracing my culture by asking me questions about what I'm having for lunch or what I did for fun when I was in Indonesia. Things were definitely looking up. With this experience, I learned that life is full of curveballs that we can't control. Anything can change in a heartbeat, you can be stressed about it or you can learn to adapt and make the best out of situation.

(Adapted from : <https://storybooth.com/>)

**D. RECITE**  
 Please summarize the text by rewriting the main points. (Note: use your own words)  
Primo Ramadhan is a student who moved from Jakarta to Fresno, California. He was born in Jakarta, Indonesia. He lived there for a half of his childhood. When he was seven, his parents told him that they had to move to the US because of his father's job. He was very nervous and did not know how to speak English. He moved to Fresno, California. He was teased and felt isolated in his new school. He wanted to improve his English, so he took tutoring sessions. He watched his favorite show, The Mighty Morphin Power Rangers, which helped him improve his English and fit in with his classmates. He learned to adapt and make the best of his situation.

**E. TEST**

Please read the following questions, then cross (x) the letter a, b, c, or d for the best answer based on the text above.

- Where was the writer born?
  - a. He was born in Kuala Lumpur, Malaysia
  - b. He was born in Jakarta, Indonesia
  - c. He was born in Fresno, California
  - d. He was born in United State
- When did the writer move to a new country?
  - a. When he was seven grade
  - b. When he was second grade
  - c. When he was six years old
  - d. When he was seven years old
- Where did the writer and his parents move?
  - a. They moved to San Francisco, US
  - b. They moved to Kuantan, Malaysia
  - c. They moved to Fresno, California
  - d. They moved to Jakarta, Indonesia
- What can you infer from the first paragraph?
  - a. The writer did not live in Jakarta when he was seven
  - b. The writer had to move to US when he was seven
  - c. The writer knew how to speak English very well
  - d. The writer did not want to move to Jakarta, Indonesia
- What is the writer's name?
  - a. His name is Arnold
  - b. His name is Fresno
  - c. His name is Arish
  - d. His name is George
- What did the writer feel at his first day of school?
  - a. He felt happy
  - b. He felt nervous

- c. He felt joyful
  - d. He felt comfortable
- What happened when the lunch time came around?
  - a. Everyone asked for his foods and his lunch boxes
  - b. Everyone laughed at him because he ate different foods
  - c. Everyone paid attention on his lunch boxes and his juice boxes
  - d. Everyone took his lunch boxes and his juice boxes
- What do you think about the reason that made the writer wanted to disappear when the lunch time?
  - a. The reason is because he did not want to have lunch time with his friends
  - b. The reason is because he was too shy when his friends laughed at him
  - c. The reason is because he did not bring J sandwiches, and juice boxes
  - d. The reason is because he did not want to give his foods to his friends
- Why did the writer stay in the classroom by himself during recess?
  - a. Because the weather was too cold for the writer to play outside
  - b. Because the weather was too hot for the writer to play outside
  - c. Because the weather was too cloudy for the writer to play outside
  - d. Because the weather was too bright for the writer to play outside
10. What did the writer tell us in second paragraph?
  - a. The writer told us about how he enrolled to a new school
  - b. The writer told us about the lifestyle of US
  - c. The writer told us about his huge lunch box
  - d. The writer told us about his bad experience in his new school
11. What does this sentence mean "I felt even more secluded from my classmates"? It means...
  - a. he felt separated from his friends
  - b. he felt closer to his friends
  - c. he felt united to his friends
  - d. he felt free from his friends
12. What did the writer do to make his English better?
  - a. He spent his days playing with his friends

- b. He spent his days having fun outside the house
  - c. He spent his days having one on one tutor sessions
  - d. He spent his days talking with his friends
13. When did the writer spend his time to have one-on-one tutor session with an English teacher?
- a. On Mondays
  - b. On Thursdays
  - c. On Fridays
  - d. On weekends
14. Why wasn't the writer out having fun as everyone did on the weekends?
- a. Because he wanted to watch his favorite show
  - b. Because he wanted to improve his English
  - c. Because outside was too cold for him
  - d. Because outside was too crowded for him
15. What did the writer tell us in last paragraph?
- a. He told us about his lunch and his holiday in Indonesia
  - b. He told us about his life and his friends in Indonesia
  - c. He told us about his adaptation with his friends is getting better
  - d. He told us about his adaptation with his friends is getting worse

Please read the sentences below. Then, circle the letter (T) if the sentence is True and letter (F) if the sentence is False.

16.	The writer had to move to US because of his dad's job	<input checked="" type="radio"/> T / F
17.	The writer enrolled to an Islamic Private School	T / F
18.	We can infer that the writer felt happy at his first day of school	T / F
19.	The writer means by saying "I was the weird kid in the classroom" is because he was the only one kid who was from different country and had different culture	T / <input checked="" type="radio"/> F
20.	The writer told us about his English improved by himself watching his favorite show in the third paragraph	T / <input checked="" type="radio"/> F

APPENDIX T

The Samples of the Students' Worksheets in Reading Test Cycle 2  
(The Highest Score)

95

**ACHIEVEMENT TEST**

Name : Reka Febrian W.

Class : VII J

**A. SURVEY**  
Please survey the title and the picture. Predict what the text is about and write down your prediction below.


I predict the title will be about family got robbed. I predict the picture will show a person who is being robbed.

**B. QUESTIONS**  
Please formulate questions based on the title and the picture you have surveyed.

- Who is she?
- Why did she get robbed?
- Where did she get robbed? When did she get robbed?

**C. READ**  
Read the following text carefully while underlining the main points and your answer from your questions.

**My Family Got Robbed because I posted too Much**



**MY FAMILY GOT ROBBED I POSTED TOO MUCH!**

Hello, I am April. I have a story and a warning for you. My story is a very typical one. I adored using social media, and sometimes exaggerated. When I started studying at a new junior high school, I found lots of new friends all at once. I was a very sociable person and had lots of friends in real life. However, at my new school everyone was very active on their smartphones.

**D. RECITE**  
Please summarize the text by rewriting the main points. (Note: use your own words)

The author tells about how the family got robbed after they were going to Paris because she posted too much on social media.

**E. TEST**

**I. Please read the following questions, then cross (x) the letter a, b, c, or d for the best answer based on the text above.**

- What kind of text is the text above?
  - A descriptive text
  - A recount text
  - A narrative text
  - A report text
- What was the writer name?
  - The writer's name was Paris.
  - The writer's name was Charles.
  - The writer's name was Gaulle.
  - The writer's name was April.
- Why did the writer's daddy forbid the writer not to post their exact dates of their trip?
  - because he did not want anything happen to their family when vacation
  - because he did not want her daughter was exaggerate on her smartphone
  - because their trip was to go to Paris that spent a long time to travel
  - because their trip was a secret and he did not want his friends knew it
- There are three generic structures of a recount text. They are orientation, event and re-orientation. So, what can you infer from the event part?
  - The writer's name was April and she had a lot of friends in her new junior high school.
  - The writer got robbed and the cause was from posting personal data in social media.
  - The writer's opinion about the writer's action and the robbery that happened in the house.
  - The writer's characteristic who was active and addicted to smartphone and social media.
- Whom did the writer come to Paris with?
  - She came to Paris with her best friends.
  - She came to Paris with her grandparents.
  - She came to Paris with her teachers.
  - She came to Paris with her parents.

- What happened to the writer's house?
  - It was robbed when they got holiday.
  - It was collapsed when they got holiday.
  - It was flooded when they got holiday.
  - It was blackout when they got holiday.
- What moral value can you get from the story?
  - We should not visit all big towns for holiday.
  - We should not post all our privacy in social media.
  - We should not believe the police's identification.
  - We should not believe children's promises.
- Who had pale and mad expression?
  - The policeman
  - The robber
  - The father
  - The writer
- Where did the robbers know the information of the writer's exact dates of trip?
  - They got the information from the writer's family.
  - They got the information from the writer's social media.
  - They got the information from the writer's father.
  - They got the information from the policeman.
- What grade was the writer when she and her family went to Paris?
  - She was the first grade of elementary school.
  - She was the second grade of elementary school.
  - She was the second grade of junior high school.
  - She was the first grade of junior high school.

**II. Please read the sentences below! Then, circle the letter (T) if the sentence is True and letter (F) if the sentence is False!**

1. The orientation of the text above told us about the writer's profile and her characteristic	(T)
2. The writer was addicted to a social media.	(T)
3. Everyone in the writer's new school was not active on their smartphones.	(F)

4.	The writer obeyed her father's regulation during holiday.	T <input checked="" type="radio"/> F
5.	The writer tagged herself at Soekarno – Hatta airport for the last day and posted in social media.	T <input checked="" type="radio"/> F
6.	The writer's family was the suspect of the robbery.	T / <input checked="" type="radio"/> F
7.	The writer's father called the police panicky.	<input checked="" type="radio"/> T F
8.	The police indicated that the robbers were specialized in burglaries while families on vacation.	<input checked="" type="radio"/> T F
9.	The writer's meant in the last sentence of the third paragraph "that was the first time my daddy was really mad at me" was the writer's father was very angry at the writer twice.	<input checked="" type="radio"/> T F
10.	The writer felt regret after knowing the consequence of her action.	<input checked="" type="radio"/> T F

**F. REVIEW**  
 Please check the questions and the answers whether those are correct or not.  
 Yes ~~Correct~~ Correct

.....

.....

.....



The Samples of the Students' Worksheets in Reading Test Cycle 2  
(The Lowest Score)

65

**ACHIEVEMENT TEST**

Name : TARICHA LEDNY LUNA

Class : VIII / 34

**A. SURVEY**  
Please survey the title and the picture. Predict what the text is about and write down your prediction below.  
The text discusses about the writer family get robbed.

**B. QUESTIONS**  
Please formulate questions based on the title and the picture you have surveyed.

- What did the writer and her family do on vacation?
- What happened when she was in Paris?
- What happened when she was in Paris?

**C. READ**  
Read the following text carefully while underlining the main points and your answer from your questions.

**My Family Got Robbed because I posted too Much**

Hells, I am April. I have a story and a warning for you. My story is a very typical one. I adored using social media, and sometimes exaggerated. When I started studying at a new junior high school, I found lots of new friends all at once. I was a very sociable person and had lots of friends in real life. However, at my new school everyone was very active on their smartphones,

whether it was taking pictures and selfies, exchanging messages, updating their profiles every hour, liking things, or commenting all day long. I set up some more social media accounts and started posting something every day.

One day, my parents told me some marvelous news. In the summer, we were going to Paris. The only thing my dad asked me to do was not to tell anyone the exact dates of our trip. I agreed, but well, who cares! A trip to Paris was such a good reason to boast and get envious comments! I started taking pictures of every step of my preparations – from the tickets I had printed out (obviously with names and a departure date). Everything was posted online and approved by likes. I made a record of myself checking in at the airport, took pictures of the plane and the clouds from above. Finally, the last day in Paris I tagged myself at Charles de Gaulle airport and started to post it in my social media accounts.

After doing my last tag at the airport before flying home, I considered my job done, and relaxed. I was calm until I came home and found my house half-empty. We had been burgled while we were away! While my dad was calling the police, all panicky, I checked my belongings and found out that they had taken everything valuable. Horrible! The police came and checked the crime scene. They found certain indications that it was a well-known gang that specialized in burglaries while families were on vacation. The policeman claimed that as far as they knew, the gang members collected information on their victims through their social media accounts. My dad was incredulous and said "Impossible! None of us posted anything online about the trip! We were very careful!" Oops, I made a face that my dad noticed at once. "April, would you give me your phone?" While he was browsing my social media apps his face turned red, pale, and then red again. That was the first time my daddy was really mad at me.

Unfortunately, the police had not found the gang so far, but at least I have learned the lesson that we should not post our personal data in social media. It is because this information can be used against us and our relatives, and it will cause us a lot of trouble.

**D. RECITE**  
Please summarize the text by rewriting the main points. (Note: use your own words)

It was about the writer family got a robbed when they go to vacation in Paris.

---

**E. TEST**

I. Please read the following questions, then cross (x) the letter a, b, c, or d for the best answer based on the text above.

- What kind of text is the text above?
  - A descriptive text
  - A recount text
  - A narrative text
  - A report text
- What was the writer name?
  - The writer's name was Paris.
  - The writer's name was Charles.
  - The writer's name was Gaulle.
  - The writer's name was April.
- Why did the writer's daddy forbid the writer not to post their exact dates of their trip?
  - because he did not want anything happen to their family when vacation
  - because he did not want her daughter was exaggerate on her smartphone
  - because their trip was to go to Paris that spent a long time to travel
  - because their trip was a secret and he did not want his friends knew it

There are three generic structures of a recount text. They are orientation, event and re-orientation. So, what can you infer from the event part?

  - The writer's name was April and she had a lot of friends in her new junior high school.
  - The writer got robbed and the cause was from posting personal data in social media.
  - The writer's opinion about the writer's action and the robbery that happened in the house.
  - The writer's characteristic who was active and addicted to smartphone and social media.
- Whom did the writer come to Paris with?
  - She came to Paris with her best friends.
  - She came to Paris with her grandparents.
  - She came to Paris with her teachers.
  - She came to Paris with her parents.
- What happened to the writer's house?
  - It was robbed when they got holiday.
  - It was collapsed when they got holiday.
  - It was flooded when they got holiday.
  - It was blackout when they got holiday.
- What moral value can you get from the story?
  - We should not visit all big towns for holiday.
  - We should not post all our privacy in social media.
  - We should not believe the police's identification.
  - We should not believe children's promises.

Who had pale and mad expression?

  - The policeman
  - The robber
  - The father
  - The writer
- Where did the robbers know the information of the writer's exact dates of trip?
  - They got the information from the writer's family.
  - They got the information from the writer's social media.
  - They got the information from the writer's father.
  - They got the information from the policeman.
- What grade was the writer when she and her family went to Paris?
  - She was the first grade of elementary school.
  - She was the second grade of elementary school.
  - She was the second grade of junior high school.
  - She was the first grade of junior high school.

II. Please read the sentences below! Then, circle the letter (T) if the sentence is True and letter (F) if the sentence is False!

1. The orientation of the text above told us about the writer's profile and her characteristic	(T) F
2. The writer was addicted to a social media.	(T) F
3. Everyone in the writer's new school was not active on their smartphones.	(T) F



4.	The writer obeyed her father's regulation during holiday.	T / F
5.	The writer tagged herself at Soekarno – Hatta airport for the last day and posted in social media.	<input checked="" type="radio"/> T <input type="radio"/> F
6.	The writer's family was the suspect of the robbery.	<input type="radio"/> T <input checked="" type="radio"/> F
7.	The writer's father called the police panicky.	<input type="radio"/> T <input checked="" type="radio"/> F
8.	The police indicated that the robbers were specialized in burglaries while families on vacation.	<input type="radio"/> T <input checked="" type="radio"/> F
9.	The writer's meant in the last sentence of the third paragraph "that was the first time my daddy was really mad at me" was the writer's father was very angry at the writer twice.	<input type="radio"/> T <input checked="" type="radio"/> F
10.	The writer felt regret after knowing the consequence of her action.	<input type="radio"/> T <input checked="" type="radio"/> F

**F. REVIEW**  
 Please check the questions and the answers whether those are correct or not.  
 The questions and answers I have given are correct. I have got the information I want.  
 .....  
 .....  
 .....

## APPENDIX U

**Research permission letter from the Dean of of the Faculty of Teacher  
Training and Education**

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

17 JAN 2019

Nomor : **0501** / UN25.1.5 / LT / 2019  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 1 Jember  
Jember

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

Nama : Diana Laili Mukharromah  
NIM : 140210401045  
Jurusan : Pendidikan Bahasa dan Seni  
ProgramStudi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing the VIII-J Grade Students' Reading Comprehension Achievement by Using SQ3R Strategy at SMPN 1 Jember". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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



a.n. Dekan  
Wakil Dekan I,

**Prof. Dr. Suratno, M.Si.**

NIP. 19670625 199203 1 003

## APPENDIX V

## Research Permission Letter from the Principle of SMPN 1 Jember



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 1 JEMBER**  
Jl. Dewi Sartika 1 Telp. (0331) 486988 Jember



Nomor : 800/358/413.01.20523851/2019 Jember, 21 Januari 2019  
Lamp : -  
Perihal : **Ijin Melaksanakan Penelitian**

Kepada  
Yth. : Dekan Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Jember  
Jl. Kalimantan 37 jember

Menindak lanjuti surat Saudara Nomor: 0501/UN25.1.5/LT/2019 tanggal 17 Januari 2019 perihal Permohonan Izin Penelitian, maka dengan ini kami *tidak keberatan* menerima nama

N a m a : DIANA LAILI MUKHARROMAH  
N I M : 140210401045  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan Penelitian tentang "Enhancing the VIII-J Grade Student' Reading Comprehension Achievement by Using SQ3R Strategy at SMP Negeri 1 Jember" tgl. 28 Januari 2019 s.d 16 Februari 2019 di SMP 1 Negeri Jember.  
Demikian atas perhatian dan kerja sama yang baik, disampaikan terima kasih.

Pt. Kepala Sekolah,



*[Signature]*  
IB RUBYANTI, S.Pd  
NIP. 19590221 198101 2 001

## APPENDIX W

**Statement Letter of Accomplishing the Research from the Principle of SMPN  
1 Jember**

PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 1 JEMBER**  
Jl. Dewi Sartika 17 Telp. (0331) 486988 Jember



Nomor : 800/374/413.1/20523851/2019

Jember, 16 Februari 2019

Perihal : **Telah Melakukan Penelitian**

Kepada

Yth. : Dekan Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Negeri Jember  
Jalan Kalimantan No. 37 Jember

Di

**Tempat**

Menindak lanjuti surat saudara No. 0501/UN25.1.5/LT/2019 tanggal 17 Januari 2019 perihal permohonan penelitian, maka dengan ini kami Menerangkan Mahasiswa tersebut yang bernama :

N a m a : **Diana Laili Mukharromah**  
N I M : 140210401045  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian tentang : "Enhancing the Junior High School Students' Reading Comprehension Achievement by Using SQ3R Strategy at SMPN 1 Jember"

**Mulai tanggal 28 Januari sampai 16 Februari 2019.**

Demikian atas perhatian dan kerja sama yang baik, disampaikan terima kasih.

