ACTIVATING JUNIOR HIGH SCHOOL STUDENTS' BACKGROUND KNOWLEDGE TO HELP THEM COMPREHEND NARRATIVE TEXT

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program, Language and Arts Education Departments, The Faculty of Teacher Training and Education

By

ROSICHAH SARI

NIM 110210401065

ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, my father HasanBasri and my mother SitiMudholifah, thanks for your love, your support, and your suggestions,

2. My beloved sisters,IsmiNovita Sari,MaulidiaRahmaArifa Sari, and Gholibatul Reza, thanks for your support,

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MOTTO

" The reward of one duty is the power to fulfill another."

(George Elliot)

STATEMENT OF THESIS AUTHENTICITY

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1of the English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

Name	: Rosichah Sari
Identificationnumber	: 110210401065
Level	: 2011
Place and date of birth	: Banyuwangi, April06th 1993
Department	: Language and Arts Education
Study program	: English Language Education

Approved by:

Consultant I   Consultant II

Dr. Budi Setyono, M.A.   Drs. BambangSuharjito, M.Ed.
NIP.19630717 199002 1 001   NIP.19611023 198902 1 001

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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Day : Friday

Date: 04st January 2019

Place: The Faculty of Teacher Training and Education

Examination Committee

The chairperson,   The secretary,

Dr. AanErlyanaFardhani, M.Pd.   Drs. BambangSuharjito, M. Ed
NIP. 19650309 198902 2 001   NIP.196110231989021001

Member I,   Member II,

Dr. Budi Setyono, M.A.   Dra, ZakiyahTasnim, M.A.
NIP. 19630717 199002 1 001   NIP. 19620110 198702 1 001

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NIP. 19680802 199303 1 004

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I hope that this thesis will be useful for the readers. However, I realize that this thesis has some weaknesses and far for being perfect, therefore any suggestions and criticism will be fully appreciated.

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The Writer

Rosichah Sari
110210401065

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SUMMARY

ACTIVATING JUNIOR HIGH SCHOOL STUDENTS' BACKGROUND KNOWLEDGE TO HELP THEM COMPREHEND NARRATIVE TEXT; Rosichah Sari; 110210401065; 25pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the eighth grade students' reading comprehension achievement by activating students' background knowledge. The subjects of this research were class VIII F students of SMPN 1 Arjasa that were determined purposively. Based on the result of classroom observation in the pleminary study, it was found that many students of class VIII F experineced difficulties in doing reading. This finding was supported by the English teacher's admission and the result of reading test. The result of reading test from the English teacher's showed that only 11 students achieved the standard requirement score of English which was 70, while 14 students have score below 70. It could be concluded that only 44 % students had achieved the standard requirement score of English.

This classroom action research was conducted collaboratively with class VIII English teacher of SMPN 1 Arjasa. There were four stages of activities in this research, namely; planning of the action, implementation of the action, observation and evaluation, and data analysis and reflection. The data collection methodsused in this research were observation, reading test, interview, and documentation. This classroom action research was carried out in one cyclewith three meetings. The first and the second meetings were used to do the actions and the third meeting was used to conduct the reading achievement test.

In the firs cycle,the percentage of the students who got ≥ 70 in reading test was 84%. It means that the minimum requirement percentage of the students (75%) who got ≥ 70 had been acvieved in Cycle 1. Since all research target had been successfuly achieved in the second cycle, the action was stopped.

Based on the result from cycle1, it could be concluded that teacing reading by activating students' background knowledge could improve the studnets' reading comprehension achievement. Thus, the English teacher was suggested to activate students' background knowledge to the students to improve their academic performance like english reading since it could improve the students' reading achievement.

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CHAPTER 1. INTRODUCTION

This chapter presents the research background, research problems,research objectives, and research significance.

1.1. Research Background

In English language teaching, reading is one of the language skills students have to master in addition to listening, speaking and writing. Reading is the process of deriving meaning from texts (Cline et al, 2006), and it is the readers' ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2013). This means that reading is a meaning making process and the goal of reading is comprehension, i.e. to interpret the information or messages in the text (Grellet,1996). In the same way, Oakhill, Cain &Elbro (2015) state that reading means understanding what we read by comprehending words, sentences, paragraphs and the whole text.This is psycholinguistics process (Carrel et al., 1995), which stars from a linguistics surface representation encoded by a writer and ends with meaning which the reader constructs. To decode the writers' thoughts, readers need a process to construct meanings based on the visual and textual information in the text combined with their background knowledge about the topic.

In comprehending a reading text in whatever forms of genres, possessing adequate background knowledge of the topic proves to be an important factor. Afflerbach, (1990) Having more prior knowledge generally aids comprehension. There are many aspects to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A reader's interest in a subject matter will also influence the level of prior knowledge.In some cases, the reader does not have the knowledge necessary to form the inferences needed to comprehend a text (Hirsch, 2003). The reader's background knowledge may also be wrong and lead to erroneous inferences and poor memory of the text (Kendeou& van den Broek, 2007).

Previous researchers revealed the findings that background knowledge could help students' reading comprehension achievement, the findings of the previous studies on background knowledge are reported in the following.Mathewson (1985) raised about previous prior knowledge research. Students were randomly assigned from three blocks of reading ability (above average, average, and below average) to three treatment conditions as determined by their scores on the California Test of Basic Skills. One condition was designed to create positive attitudes toward the fictitious country of Titubia. Another condition was designed to present the information as objectively as possible. The final condition was designed to create negative attitudes toward Titubia. After documenting that the attitudes intended had been created, subjects read a neutral passage about Titubia. Lipson (1983) found also that a reader's background knowledge can inhibit the acquisition of new information from a text. In short, the reader's prior knowledge and aspects of the text can combine to either inhibit or enhance comprehension. Studies reporting the benefits of background knowledge on L2 reading comprehension have operationalized background knowledge in a multitude of ways. For example, some studies examined background knowledge in terms of the culture represented in the text and found that when readers were familiar with that culture, they scored significantly better on comprehension measures (e.g., Alptekin, 2006; Johnson, 1981, 1982; Lee, 2007; Steffensen, Joag-dev, & Anderson, 1979).

One kind of text types that the eighth grade students have to achieve is narrative text. It has beenstated in the school basedcurriculumKTSP (kurikulumtingkatsatuanpendidikan) of junior high schools for the eighth grade students. A narrative text is a text that tells a story that happened in the past. The purpose of narrative text is to entertain the readers about the story.

Based on the result of the premilinary study that was done by interviewing English teacher on October 2018 at SMPN 1Arjasa, it was known that most of the students in VIIIF had problem in reading comprehension. Most of the students still got difficulties in comprehending words, sentences, paragraph and the whole

text. They still had problem in memorizing words and understanding the text given. Based on thestudents' previous English scores, it was found that there were44% of the students who achieved the minimum requirement score of Englishthat was 70. From the activity of some students' in the classroom, in which some students just silent when the teacher asked them to answer the teacher's questions, then they never asked the question to the teacher when they had difficulties in learning reading comprehension. Furthermore, it was found that the English teacher rarely used media in teaching reading skill, she just explained some difficult sentences of the text then give the text to be read the text, then asked them to read the text in the work sheets, after that discussed it together with the students.

1.2 Research Problems

1. How does activating background knowledge help junior high school comprehend narrative text?
2. How are the changes in the scores of students' reading comprehension by activating students' background knowledge?

1.3 Research Objectives

1. To help junior high school students'comprehend narrative reading text.
2. To know the changes in the scores of reading comprehension by activating students' background knowledge.

1.4 Research Significance

The findings of this research were expected to give two kinds of contributions : empirical contribution and practical contribution

a. Empirical Contribution

Hopefully, the result of this research can be used as the reference by the English teacher to use this method rather than always uses a traditional one.The action which will be done by the researcher hopefully can solve their problem and help them activating Background Knowledge to comprehend Narrative text.

b. Practical Contibution

The result of this research can be used as a reference and information for the further research with the same problem by using different research design with different subject and school such as conducting a research about the use of background knowledge in students' writing skill.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter reviews three important points: related theories on background knowledge, the concepts explaining how background knowledge facilitates reading comprehension, and empirical evidence on the effectiveness of background knowledge in reading comprehension.

2.1 Theoretical Foundation of Background Knowledge

Text comprehension is affected by a number of factors.Somefactors that contribute to text comprehension are word reading skills, language skills (grammar, semantics and pragmatics), working memory, background knowledge and processes including inferential processing and comprehension monitoring (Burgoyne, et. al., 2011).

Background knowledge understood as the content area of knowledge or topic familiarity. Readershave (McNeil, 2011) is one of the important factors to text comprehension. With sufficient background knowledge, it makes it easier for readers to understand information or messages stated in a text.

The theoretical foundation of background knowledge is traced back to schema theory (McNeil, 2011). The point behind schema theory is that comprehension is composed of two parts, a linguistic component responsible for decoding text and sending information to the brain, and a conceptual component that connects this information to pre-existing knowledge structures (i.e., schemata). In describing how comprehension occurs from a schema theoretic perspective, Anderson and Pearson (1988:37)state that ''[to] say that someone has comprehended a text is to say that she has found a ''home'' for the information in the text, or else that she has modified an existing mental home in order to accommodate that new information''. Accounting for this melding of new information to old is regarded as the strength of schema theory (Alderson, 2000). Working predominately from this theoretical stance, a number of studies show that L2 readers benefit from possessing background knowledge of texts.

2.2 Activating Background Knowledge in Teaching Reading

The ultimate objective of reading is comprehension or the reconstruction of meaning, and one of the important factors in text comprehension is readers' background knowledge. Therefore, this part will discuss how to activate background knowledge in teaching reading and its effect on students' reading comprehension achievement.

There are a number of ways to activate students' background knowledge in teaching reading. Professional Development for Teachers (n.y) identify that there are two ways of activating background knowledge, i.e. through predicting and connecting, whereas Elbro&Buch-Iversen (2013) add providing graphic organizers as an effective way to activate background knowledge.

Predicting helps activate prior knowledge based on clues in text (pictures, subtitles, etc.). Connecting helps activate prior knowledge by making connection to new information. In providing texts with graphic organizers, the students are asked to put the relevant pieces of information stated in the texts or supplied from their background knowledge. Some of the boxes of the organizers are prefilled and the students only have to fill in the remaining empty boxes. At the beginning of each session, the teacher will tell the students about the overview of the session and explain any difficult words in the texts. The teacher provides complete explanations and modeling for the whole class.

2.3 Contribution of Background Knowledge in Reading Comprehension

In learning English, reading comprehension is a fundamental skill in order to understand and get information from the written text. According to Grellet (1996:3), reading comprehension is regarded as an active process involving predicting, checking, guessing, and asking one-self question. In line with this, Pang et. al. (2003:6) alsoclaim that comprehension is not a passive process but an active one by engaging readers actively with the text to construct meanings.

Readers' active engagement with text includes making use of their prior knowledgeto elicit text meanings by drawing inferences of the words, information, and ideas conveyed by the writer. According to Nunan(2003:74),

background knowledge includes all of the experiences that a reader brings to a text, such as life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. In short, without adequate background knowledge, the readers may fail in understanding the written text.

2.4 Previous Studies on the Use of Background Knowledge in Reading Comprehension

There are five previous studies reviewed related to the issue of background knowledge. First, Al-Noori (2014) conducted a research that aimed at measuring the amount of the effect of the reader's background knowledge on performance in reading comprehension tests through the assessment of information gained in reading comprehension (RC) tests across-four testing techniques, short answer questions ,true-false items , multiple - choice items , and cloze test and re-test. The analysis of the data showed that the background knowledge has an effect on the performance on reading comprehension.

Second, Alexandra and Maria (2013) investigated the effect of background knowledge and local cohesion on learning from texts. The study was based on construction–integration model. Participants were 176 undergraduate students who read a Computer Science text.The results showed that students with high background knowledge, reading the low-cohesion text, performed better in bridging-inference and in elaborative-inference questions, than those who read the high-cohesion text. Students with low background knowledge, reading the high-cohesion text, performed better in all typesof questions than students reading the low-cohesion text only in elaborative-inference questions. Those mean that background knowledge still becomes the main requirement for students to be good in reading.

Next, Jian and Ko (2012) investigated the effects of background knowledge on Chinese word processing during silent reading by monitoring adult readers' eye movements. Both higher knowledge (physics major) and lower knowledge (non-

physics major) graduate students were given physics texts to read. These findings suggest that both groups comprise mature readers with strong language concepts. However, differences in background knowledge led to different reading processes at different stages of reading. It means that there is a correlation between background knowledge in the quality of students' reading ability.

Further, Mc Nail (2010) investigated the combined and individual contributions of background knowledge and reading comprehension strategies to reading comprehension. Data collected from 20university-level English language learners were analyzed using regression analyses. The results indicated that background knowledge and reading comprehension strategies, operationalized as self-questioning, combined to account for a significantportion of variance in reading comprehension scores.

The last, Burgoyn, Whiteley, Ormskirk, and Hutchinson (2011) examined the role of background knowledge in text comprehension for children learning English as an additional language (EAL)and English-speaking (monolingual) childrenon two tests of comprehension, i.e. a standard measure, and an experimental measure (aimingto answer inferential questions before comprehension). Findings reported that (1)there were significant differences on both vocabulary measures with children learning EAL achieving significantly lower scores than their monolingual peers on both the expressive and receptive vocabulary tests; (2) differences in comprehension were significant on both measures in favor of the monolingual children. The differences reflect differences in the availability of relevant background knowledge which is needed to comprehend the texts.

From the previous studies above, it can be concluded that activating students' background knowledge gives positive effects on the student's reading comprehension, the students who have background knowledge performed good achievement and more academically one step ahead than other students. Thus, the researcher conducted a research to improve students' reading comprehension based on their background knowledge and to know the relation between background knowledge and students' reading achievement.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the methodology used in conducting the study. It discusses the research design, research context, research participants, data collection method and data analysis method. Each part will be presented in the following explanations respectively.

3.1 Research Design

The present study is designed as action research with the intentions to know the extent to which the reading tasks designed to activate readers' background knowledge help (make it easier for) students to understand the narrative text and know whether there are some improvement orchanges in the scores of reading comprehension after students receive the action plan in the forms of 'giving key vocabulary lists' and 'providing graphic organizers'. The present study follows the cycle model of action research proposed byKemmis and McTaggart (2010) covering the activities of reconnaissance, planning the action, implementing the action, observing the action, reflection on the action. The design of this action research is illustrated in the following diagram.

Diagram 1 . Model of Action Research

Cycle 1   Cycle 2

| Recconaissanc | → | Plan | → | Action | → | Revised Plan | → | Action |

| Reflect | ← | Observe | | Reflect | ← | Observe |
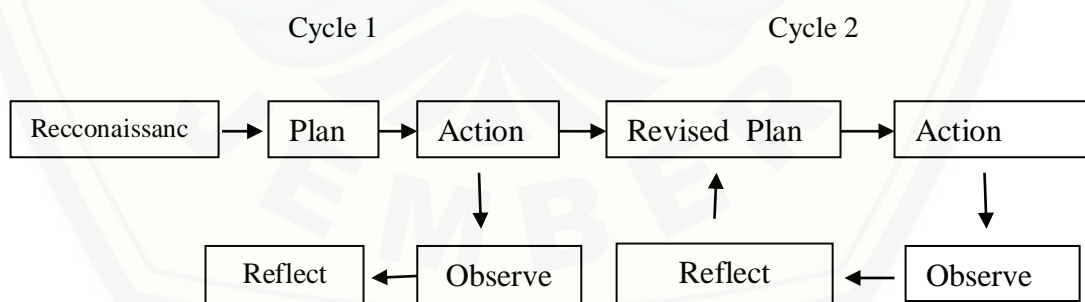
(*Adapted from Kemmis and McTaggart in Burns, 2010:9*)

Based on Diagram 1, the detailed procedures in conducting this action research are described in the following:

1. Reconnaissance or fact-finding activities were done by interviewing the English teacher and conducting classroom observation to know students' problems or difficulties in reading comprehension.

2. In planning, the researcher chose the appropriate action (i.e. activatingbackground knowledge in teaching reading) believed to be able to solve the students' problems in reading comprehension. In addition, the researcher also constructs lesson plans and reading test and setting the criteria for success.

3. Implementing the action plan for cycle 1, i.e. teaching reading by activating readers' background knowledge.

4. Observing the classroom activity. The researcher and the English teacher observed the teaching learning process of reading by activating readers' background knowledge in the classroom

5. Conducting reading comprehension test after the first cycle action.

6. Analyzing the result of reading comprehension test.

7. Reflecting the result of classroom observation and reading comprehension.

8. Conducting the second cycle if the results of action in the first cycle did not meet the criteria of success. There will be a number of revisions in some aspects predicted to be the obstacles of success in the first cycle.

3.2 Research Context

Purposefully, the present study was conducted in SMP Negeri 1Arjasa. There are several reasons for conducting action research in this school. The primary reason why this school is chosen is that the school principal and the English teacher have given permission to the researcher to conduct action research collaboratively with the English teacher. Second, this school has already implemented English Curriculum 2013 as a guide for teaching and learning process of English. In a week, English lesson is taught 4 x 40 minutes. The third reason deals with the students' difficulties in reading comprehension. The final reason is becausethe English teacher did not realize the importance of activating background knowledge in the process of understanding reading text.

3.3   Research Participants

The students from the VIII F class ofSMP Negeri 1 Arjasa(25 students) were selected to be the research participants.The researcher chose the class purposively based on the students' problems in reading comprehension. This class had problem in English, especially in reading comprehension of a text. As told by the English teacher that the grade eight students still experienced difficulties in reading comprehension. The reading test scores showed that there were still 11 or 44% of the students who could not achieve the standard minimum reading score, i.e.$\geq$70.

3.3.1   Action design

There are a number of ways to activate students' background knowledge in teaching reading. Professional Development for Teachers (n.y) identify that there are two ways of activating background knowledge, i.e. through predicting and connecting. Here are the steps in activating student's background knowledge to help them comprehend narrative text.

1. The teacher tells the students about the topic that is going to be learnt about narrative text, especially about English fables.

2. Then, the teacher will give some leading questions dealing with the topic. The leading qustions can be either in the form of ordinary questions such as "*Do you know about the story of the fox and the crow?", "Have yo ever got a story entitled The fox and The crow before?*, or in the form of giving pictures about the topic. So, the teacher will give pictures about crow and fox. Then, the teacher will let the students to guess about what the topic will be. At the end of this phase, the teacher will ask the students to retell what they know about the topic. This phase is regarded as the predicting phase where the students will activate their background knowledge to guess and predict what they know about the topic.

3. This phase is categorized as the connecting phase where the stuents helps activate prior knowledge by making connection to

newinformation. The teacher will provide texts with graphicorganizers, then the students are asked to put the relevant pieces of information stated in the texts or supplied from their background knowledge. Some of the boxes of the organizers are prefilled and the students only have to all in the remaining empty boxes. At the beginning of each session, the teacher will present the students with an overview of the session and explain any difficult words in the texts. The teacher provides thorough explanations and modeling for the whole class.

3.4 Data Collection Method

There are two kinds of data gathered in this present research: quantitative data and qualitative data. The quantitative data are in the forms of students' scores of reading comprehension test. These data will be collected from reading test. The qualitative data are in the forms of descriptive notes and students' work artifacts serving as evidences toexplain how activating background knowledge helps or makes it easier for students to understand narrative text.These data will be gathered through observation and samples of reading tasks already done by students (students work artefacts).

a) **Reading comprehension test**

Reading comprehension test has been developed to meet the content validity. Hughes (2003:26) claims that a test is said to be valid if it measures accurately what is intended to measure. To fulfill its content validity, the reading test has been developed to measure the reading comprehension stated in the curriculum 2013, i.e. students' ability to find the general and specific information of a narrative text.

The test items deal with word comprehension, sentence comprehension, paragraph comprehension andtext comprehension. The number of the test items in this research is 25 items of multiple choices. The multiple choice test consists of seven items for word comprehension, six items for sentence comprehension, six items for paragraph comprehension and six items for text comprehension. The

score of multiple choice item is 4 point for the correct answer and 0 point for the wrong answer. So the total score of the test items is 4(25) =100. The time allocation in doing the test is 2 X 30 minutes.

b) **Observation**

In this research, observation wasused to collect the data/ evidence that helpedto explain how teaching reading by activating background knowledge helped students to understand reading text. In this observation, the observers made important notes on students' behaviors when they did the reading tasks. These notes were analyzed to explain how prior knowledge facilitated students in comprehending the reading texts.

c) **Students work artifacts**

Samples of students work artifactswere collected to provide more evidences to explain the extent to whichthe design of reading tasks activating background knowledge can facilitate (make it easier for) junior high school students to comprehend the reading text. For this purpose, student's workswill be analyzed to answer the research question 1.

3.5 Data Analysis Method

The observational data containing notes about students' behaviors in the process of teaching reading by activating background knowledge and samples of students work artefactswere analyzed qualitatively. They were analyzed thematically through the process of coding, categorizing, and interpreting the data in order to answer the first research question. The results of analysis will be reported descriptively.

The scores of reading comprehension test will be analyzed using descriptive statistics by calculating the number of students who achieve minimally score ≥ 70. The following formula will be used to calculate students achieving the standard score.

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

Notes:

E: the percentage of the total number of the students whose score is ≥70

N: the total number of the students whose score ≥70

N: the total number of the students

(Adapted from Ali, 1998:189)

The criterion of success is "if at least or more than 75% of the students get score ≥70
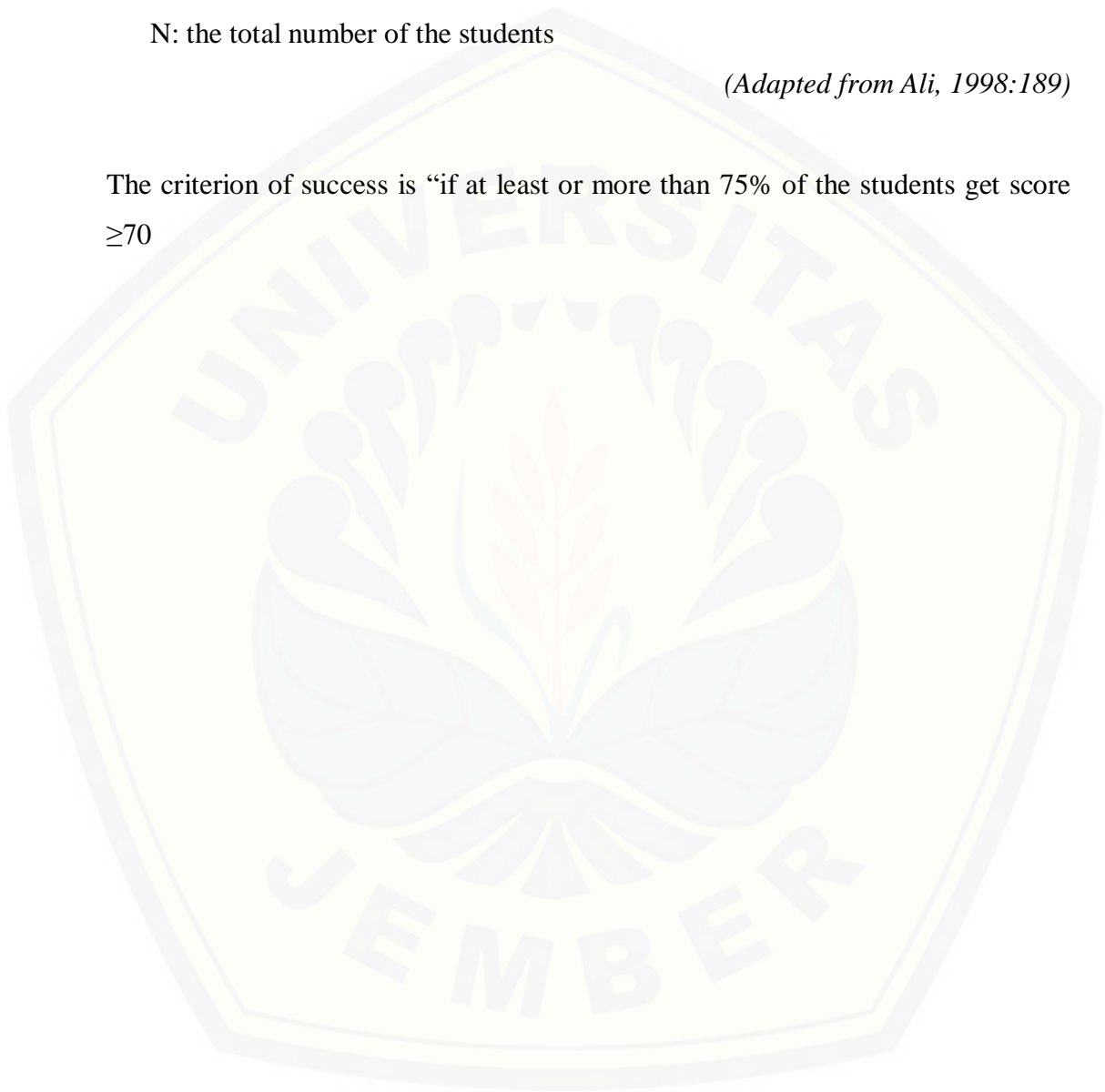
CHAPTER 5. CONCLUSION

This chapter discusses about the conclusion of this classroom action research and some suggestions to the English teacher, the students, and the future researcher.

5.1 Conclusion

Based on the result of the data analysis of the reading comprehension achievement test and observation after conducting the action in Cycles I, it can be concluded that the use of background knowledge could improve the eighth grade students' participation in the teaching learning process at SMPN 1 Arjasa. It was shown by the percentage of the students' reading comprehension achievement who achieved the standard score (70) in Pre-Action increased from 44% to 84% in the Post-Action.

Therefore, it proved that the use of background knowledge could improve the students' reading comprehension achievement in the teaching and learning process.

5.2 Suggestion

Considering the significant result of this research, some suggestions are proposed to the:

5.2.1   The English Teacher

Based on the research result, it is suggested to the English teacher to use background knowledge as the alternative way in teaching reading. It is due to the result of using background knowledge which could improve the students' reading comprehension achievement and participation because background knwoledge can help the students to recall all the memories about the topic being

discussed, and make the students feel easier to understand the content of the text and even answer all the questions about the text. .

5.2.2 The Students

The students of SMPN 1 Arjasa are suggested to use background knowledge to improve their reading comprehension achievement, and also to make them do not feel bored in learning reading.

5.2.3 The Future Researcher

It is suggested to the future researchers who have the same problems in the teaching and learning process of reading comprehension to use background knowledge, since it could help the students easier to understand a text by recalling their memories. It is also suggested to use this research result as an information and reference in conducting the same or different research design to increase the students' reading comprehension achievement.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Activating Junior High School Students Background Knowledge to Help Them Comprehend Narrative Text	1. How does background knowledge help students to comprehend English Fable? 2. Howdoes Background knowledge improve the students to understanding of narrative text?	1. Independent Variable: Activating studens background knowledge through predicting and connecting stage 2. Dependent Variable: a. Learning atmosphere during predicting and connecting stage b. The students' reading comprehension achievement	The actvities of teaching reading by using Narrative Text: 1. The teacher asks the students to read narrative text of english fable. 2. comprehending the word meaning of the reading text. 3. comprehending the sentence meaning of the reading text. 4. Comprehending the paragraph meaning of the reading text. 5. Comprehendingthe whole text meaning of the reading text.	1. Research subjects: The students of class VIII F SMP Negeri 01 ArjasaJember in the 2018/2019 academic year 2. Informant: The English teacher of class VIII F at SMP Negeri 01Arjasa in the 2019/2019 academic year 3. Documents: a. Research subjects' names b. The students' reading scores	1. Research design: Classroom Action Research with the cycle model that consists of : a. Planning the action b. Implementation the action c. Classroom observation and evaluation d. Data analysis and reflection of the action *(Adapted from: Lewin, 1980, in Elliot, 1991:70)* 2. Area Determination Method: Purposive 3. Research Subject Determination Method: Purposive 4. Data Collection Method: a. Primary data: • Reading comprehension test • Observation b. Secondary data: • Interview • Documentation 5. Data Analysis Method: The main data collected from vocabulary achievement test are analyzed statically by using the following formula: Notes: $$E = \frac{n}{N} \times 100$$ E=The percentage of the students' who get score ≥ 70 n= The number of students who get score ≥ 70 N= The number of the subjects

APPENDIX A

APPENDIX A

APPENDIX B

THERESULT OF INTERVIEW

I.   The Result of Interview

No.	Questions	Answers
1.	How many classes are in SMP Negeri 1Arjasa?	6 class
2.	What grades do you teach?	Eight grade
3.	What curriculum do you use in teaching English?	KTSP 2006
4.	How often do you teach reading skill to the students in one week?	Usually two times for one class in one week
5.	How do you teach reading?	Ask students to read the text, finding out the meaning of the word, ask them to do the exercises followed
6.	What kind of books do you use in teaching English, especially reading?	LKS, Paket
7.	Do the students have difficulties in learning English, especially reading?	Yes, sometimes
8.	What class has the most problem in learning English, especially in reading?	Eight class
9.	What kind of difficulties faced by the students?	They didn't know the meaning of some words, took long time to read.
10.	How do you solve the problems?	Ask them to look for the meaning in the dictionary
11.	What is the minimum requirement standard score of reading skill in this school?	70
12.	How is the students' participation during reading class?	Some students are active and some are not

II.   The Documentation

No.	The Data Taken	Data Resources
1.	The names of the research target	Documents
2.	The eight grade students' previous scores of reading achievement obtained from the English Teacher	Documents

APPENDIX C

The VIIIF Students' Previous Reading Comprehension Score at SMPN 1 Arjasa

No.	Name	Class	L	Score	Score≥70(Achieved)	Score≤ 70(Not Achieved)
1	AIAM	8F	L	68		V
2	AN	8F	L	70	V	
3	ABU	8F	L	75	V	
4	ANT	8F	L	66		V
5	DNS	8F	P	69		V
6	DLR	8F	P	75	V	
7	DF	8F	P	72	V	
8	DP	8F	L	75	V	
9	LH	8F	L	67		V
10	MDA	8F	L	72	V	
11	MRH	8F	L	65		V
12	MSZ	8F	L	68		V
13	MHR	8F	L	76	V	
14	MFE	8F	L	65		V
15	MRH	8F	L	60		V
16	MB	8F	L	77	V	
17	MFA	8F	L	65		V
18	MH	8F	L	68		V
19	NAS	8F	P	60		V
20	NNR	8F	P	69		V
21	NF	8F	P	74	V	
22	SK	8F	P	79	V	
23	SNQ	8F	P	72	V	
24	SO	8F	P	68		V
25	T	8F	P	64		v
	TOTALSC			1739	11 Students	14 Students
	MEANSC			69.58	44%	56%

(TakenfromEnglishteacher'sdocumentation)

APPENDIX D

LESSON PLAN

MEETING 1*(cycle1)*

Subject	: English
Level/semester	: VIII/II
Skill	: Reading
Time	: 2 x 40 minutes
Genre	: Narrative Text

I.   Standard Competence

11.   Memahami makna dalam esei pendek sederhana berbentuk *recount* dan ***narrative*** untuk berinteraksi dengan lingkungan sekitar.

II.   Basic Competence

11.3.   Merespon makna dan langkah etorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lngkungan sekitar dalam teks berbentuk *recount* dan ***narrative.***

III.   Indicators

a. Product
Cognitive

1. answering the specific information of narrative textindividually.

2. answering the general information of narrative text individually.

b. Process
Cognitive

1. Making predictions about the story based on the pictures displayed

2. Giving reasons why they choose particular answer from the options in the comprehension questions.

IV.   Teaching Learning Objectives

a.   Product
Cognitive

1. The students will be able to answer the specific information of narrative text individually.
2. The students will be able to answer the general information of narrative text individually.

b.   Process
Cognitive

1. Students will be able to make predictions about the story based on the pictures displayed

2. Students will be able to give reasons why they choose particular answer from the options in the comprehension questions.

V.	**Materials**	**:** Enclosed
VI.	**Method**	**:** Cooperative language learning
	Technique	**:** Think, pair, share

VII. Teaching Learning Activities

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	**Set Induction** - Greeting the students - Uttering Prayers - Giving some leading questions - Stating the learning objectives **Predicting** - Displaying some pictures related to the narrative text. - Asking students in pairs (with their seatmate) to observe the pictures and make prediction about the story - Reporting their prediction in front of the class by telling what the story is about, its main characters, settings (where and when the story takes place), climax is, end of the story. **Connecting** - Asking the students (in pairs) to complete graphic organizer to activate their background knowedgeabout the story to be read	- Greeting the teacher - Answering the questions - Responding - Responding - Predicting the story in pairs - Reporting the prediction in front of the class - Completing the graphic organizers in pairs. - Reporting the graphic organizer in front of class	1' 2' 2' 5' 5' 5' 10' 5'
2.	**Main Activity** **Reading and comprehending the story** - Distributing reading text to the whole class - Doing silent reading of the story individually - Answering the comprehension questions individually **Checking and sharing the answers** - Checking the answers with their seatmate - Sharing the answers to the whole class	 - Reading the story silently - Answering the questions - Checking the answer	 15' 15' 10'

3.	**Closure** - Drawing a conclusion by involving students - Parting - Follow-up activities	- Drawing a conclusion by answering the teacher's questions - Parting	4' 1'

VIII. **Sources and Media**
  a. **Sources** :
    • English textbook
  b. **Media** :
    ➢ Board marker
    ➢ White board
    ➢ Reading text
    ➢ Worksheet

IX. **Evaluation**
  a. **Informal assessment:** Students will be assessed informally when they deliver their prediction of the story, write graphic organizer, and answer comprehension questions.
  b. **Formal assessment:** Students' performance in reading comprehension will be assessed formally through reading test after meeting 1 and meeting 2

Jember, 10thJanuary 2018

English Teacher,   Researcher,

Ani Munawaroh   Rosichah Sari
NIP. 196910301994022001   110210401065

Appendix 1.
Learning Materials

1. **Pictures for leading questions**

2. **Leading Questions based on the pictures**
   a. Do you know what pictures above are?
   b. Have you ever known a story about those animals?
   c. In your opinion, do you know what kind of text that you are going to learn today?
3. **A fable (narrative text) to be read**

The Fox and The Crow

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouths watered at the sight, so he tought of a clever plan to get the cheese from himself.

Look up at the crow, he said"i have always admired your beauty with yor soft, shiny feathers and wellcurved beak. If your voice is as fine as your looks, you could be the Queen of the Birds!"

Now the crow wanted to be the queen. So, in order to prove that she could sing, she opened her beak and made a loud,"caw!"the place of cheese fell from her beak to the ground before she realized her mistake.

As the fox snatched up the cheese. He laughed,"my dear crow, your voice is fine, but your judgment is not! You shouldn't believe everything you hear!"

4. **Generic Structures of Narrative Text**
1) Orientation: this part introduces characters and sets the scene (Who/What, When/Where a story happened). The orientation is also called as the opening paragraph of the text.
2) Complication(s): in this part, the main character is faced to a problem. The problem happened could be more than one problem.
3) Resolution(s): this part tells how the problem is resolved, for better or worse. If the problem happened more than one as mentioned above, it means there are more than one problem solving here.
5. **Language Feature of Narrative Text**
   A narrative text has the language feature, acording to fathoni (2012), the languange feature of narrative text are as follows:

a) Using simple past tense in regular and irregular verbs forms,
   For examples:
   - Regular verb : *cried, kicked, played, shouted, etc.*

- Irregular verb : *bought, gave, sat, told, etc*
b) Using temporal conjunction
     For examples: *after, finally, next, once, when, etc*
c) Using adjective
   For examples: *angry, beautiful, good, happy, sad, ugly, etc*

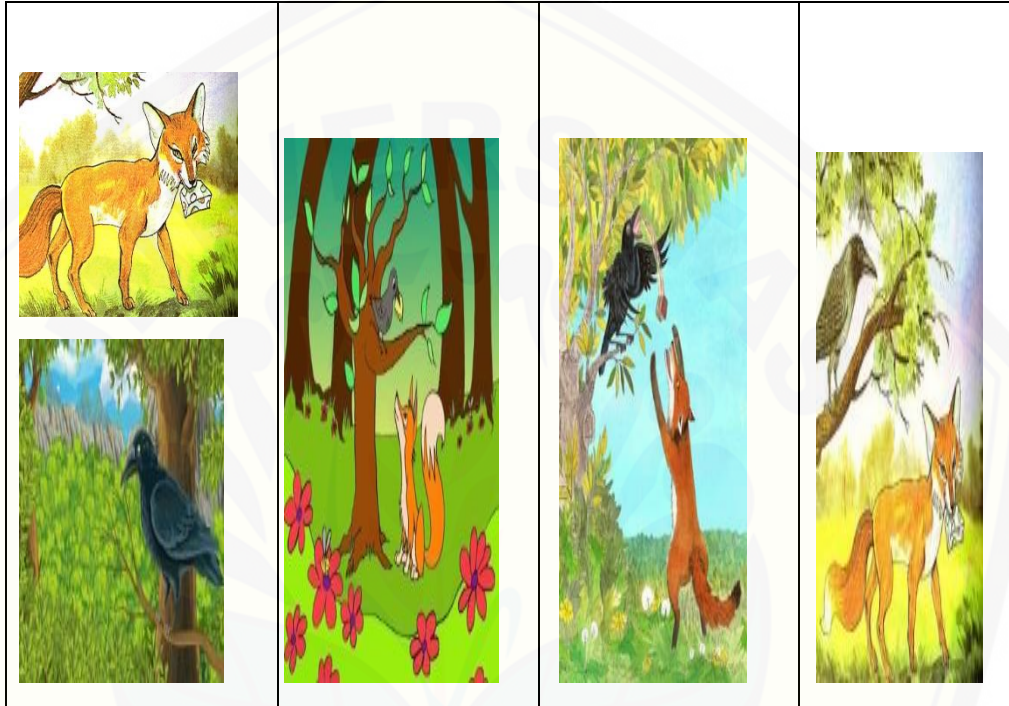**Appendix 2:**

Students' Worksheets

1. **Prediction activity**

Activity 1: Based on the following pictures, briefly predict where and when the story entitled "The Fox and The Crow"happened, the problems in the story, and the end of the story.

2. Completing graphic organizer

Activity 2 : Complete the graphic organizer below based on your predictions about the story in activity 1.Use your own words tofill in the blank spaces.

WHEN?

WHO?

WHY?

THE FOX AND THE CROW

WHERE?

WHAT?

HOW?
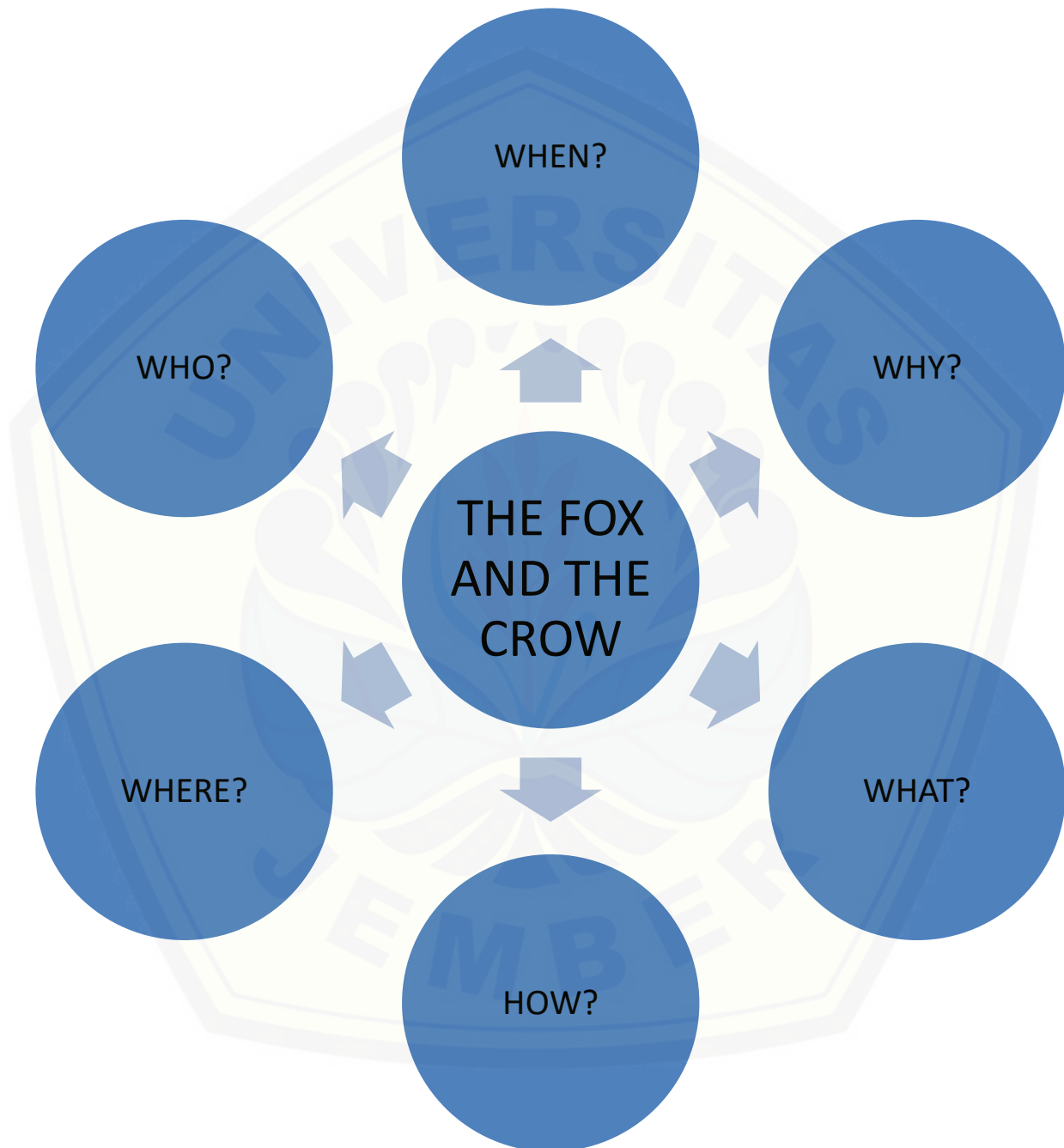
3. Answering comprehension questions

> **Activity 3:** Read the following text about "The Fox and The Crow", thenanswer the following comprehension questions.

The Fox and The Crow

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouths watered at the sight, so he tought of a clever plan to get the cheese from himself.

Look up at the crow, he said"i have always admired your beauty with yor soft, shiny feathers and wellcurved beak. If your voice is as fine as your looks, you could be the Queen of the Birds!"

Now the crow wanted to be the queen. So, in order to prove that she could sing, she opened her beak and made a loud,"caw!"the place of cheese fell from her beak to the ground before she realized her mistake.

As the fox snatched up the cheese. He laughed,"my dear crow, your voice is fine, but your judgment is not! You shouldn't believe everything you hear!"

Comprehension Questions

Choose a, b, c, or d as the best answer for the following questions based on the reading text above.

1. What is the genre of the text?
   a. Narrative text   c. Descriptive text
   b. Recount text   d. General text
2. What is the generic structure of the text?
   a. Orientation, complication,and resolution
   b. Identification, description
   c. Materials, steps
   d. General clasification, description
3. Who has stolen a tasty piece of cheese?
   a. Fox   c. Fox and crow
   b. Crow   d. None of them
4. Why did the crow have on her beak?
   a. Some water   c. A branch of tree
   b. Some taste meat d. A piece of cheese
5. What did the crow open her beak?
   a. To sing   c. To eat the food
   b. To bite the fox   d. To snatch the food
6. "As the fox **snatched** up the cheese...."(first paragraph) the underlined word means....
   a. Cut   c. left
   b. Put   d. Grabbed
7. How did the fox feel in the end of the story?
   a. Sad
   b. Angry
   c. Happy
   d. Hungry
8. **"She** had stolen a tasty piece of cheese..."(first paragraph). The underlined word refers to...
   a. The fox   c. An ugly black crow
   b. the crow   d. The fox and the crow

9. Why did the fox ask the crow show her voice?
   a. The fox wanted to listen to the crow's beautiful voice
   b. The fox wanted to trap for the crow's food
   c. The fox was sad
   d. The fox was bored
10. What can we learn from the story?
   a. You may cheat your friend to get something from you
   b. People may use flaterry to get something from you
   c. People may give you some food when you are hungry
   d. You must give away your food when somebody wants it.

ANSWER KEY

Part 3

1. A

2. A

3. B

4. D

5. A

6. D

7. C

8. B

9. B

10. B
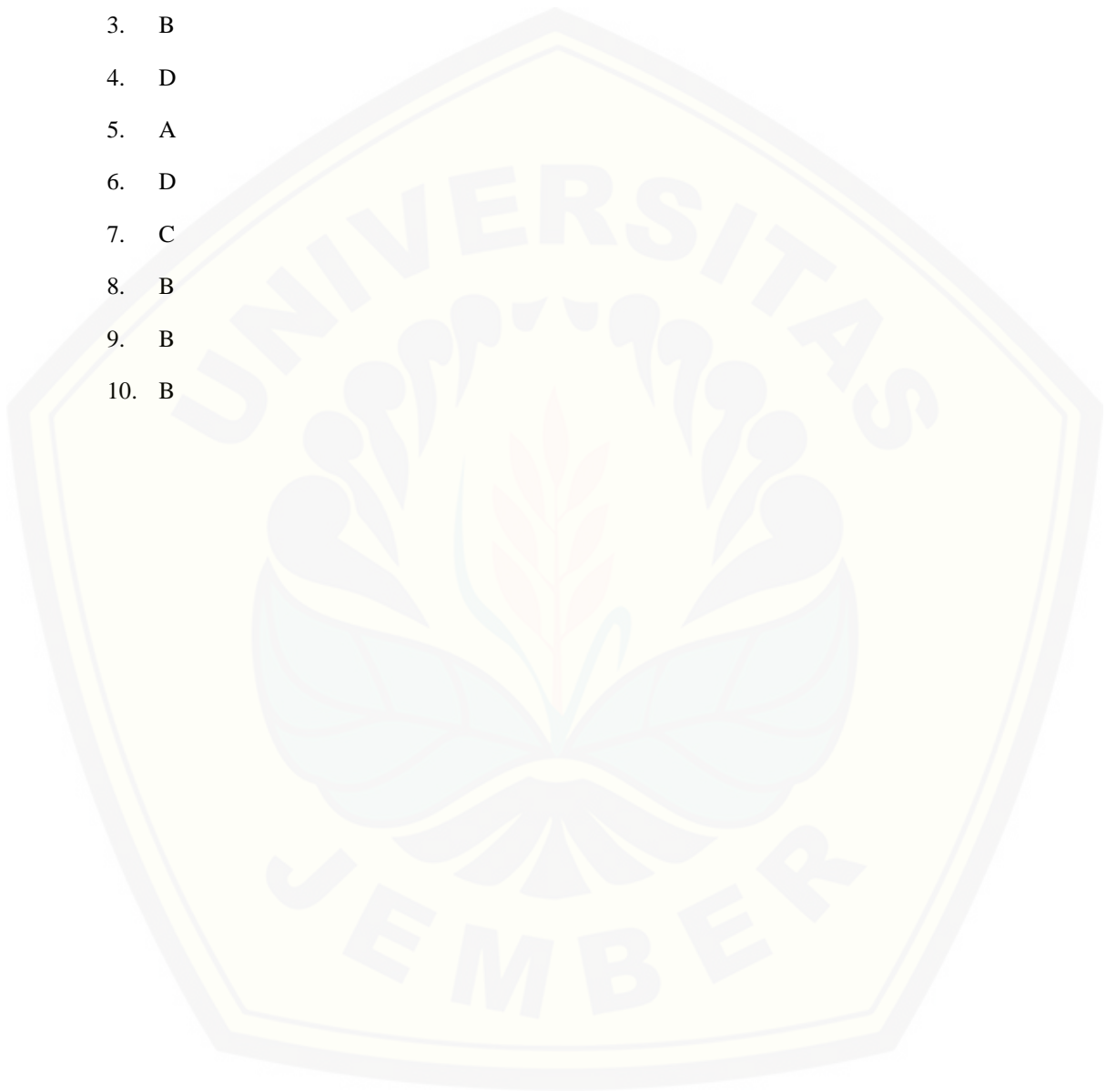
APPENDIX E

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LESSON PLAN

MEETING 2 *(cycle1)*

</div>

Subject	: English
Level/semester	: VIII/II
Skill	: Reading
Time	: 2 x 40 minutes
Genre	: Narrative

I. Standard Competence

11.   Memahami makna dalam esei pendek sederhana berbentuk *recount* dan ***narrative*** untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

11.3.   Merespon maknadan langkah etorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan ***narrative.***

III. Indicators

a. Product
Cognitive

1. answering the specific information of narrative textindividually.

2. answering the general information of narrative text individually.

b. Process
Cognitive

1.   Making predictions about the story based on the pictures displayed
2.   Giving reasons why they choose particular answer from the options in the comprehension questions.

IV. Teaching Learning Objectives

a. Product
 Cognitive

1. The students will be able to answer the specific information of narrative textindividually.
2. The students will be able to answer the general information of narrative text individually.

b. Process
 Cognitive

1. Students will be able to make predictions about the story based on the pictures displayed

2. Students will be able to give reasons why they choose particular answer from the options in the comprehension questions.

V.	**Materials**	**: Enclosed**
VI.	**Method**	**: Cooperative Language Learning**
	Technique	**:Think, Pair, Share**

VII. **Teaching Learning Activities**

No	Learning Activities		Time Allocation
	Teacher's activity	Students' activity	
1.	**Set Induction** - Greeting the students - Uttering Prayers - Giving some leading questions - Stating the learning objectives	- Greeting the teacher - Answering the questions - Responding	1' 2' 2'
	Predicting - Displaying some pictures related to the narrative text. - Asking students in pairs (with their seatmate) to observe the pictures and make prediction about the story - Reporting their prediction in front of the class by telling what the story is about, its main characters, settings (where and when the story takes place), climax is, end of the story.	- Responding - Predicting the story in pairs - Reporting the prediction in front of the class	5' 5' 5'
	Connecting - Asking the students (in pairs) to complete graphic organizer to activate their background knowedgeabout the story to be read	- Completing the graphic organizers in pairs. - Reporting the graphic organizer in front of class	10' 5'

2.	**Main Activity**		
	Reading and comprehending the story	- Reading the story silently	15'
	- Distributing reading text to the whole class - Doing silent reading of the story individually - Answering the comprehension questions individually	- Answering the questions	15'
	Checking and sharing the answers		
	- Checking the answers with their seatmate - Sharing the answers to the whole class	- Checking the answer	10'
3.	**Closure** - Drawing a conclusion by involving students	- Drawing a conclusion by answering the teacher's questions	4'
	- Parting	- Parting	1'
	- Follow-up activities		

XVII. **Sources and Media**

    a. Sources :
- Student's work book

    b. Media :
- Board marker
- White board
- Reading text
- Worksheet

XVIII. **Evaluation**

    a. Informal assessment: Students will be assessed informally when they deliver their prediction of the story, write graphic organizer, and answer comprehension questions.

    b. Formal assessment: Students' performance in reading comprehension will be assessed formally through reading test after meeting 1 and meeting 2

Jember, 10thJanuary 2018

English Teacher,   **Researcher,**

Ani Munawaroh   **Rosichah Sari**
NIP. 196910301994022001   **110210401065**

Appendix I

Learning Materials

I.   **Pictures for leading question**

II.   **Lea**
       a.
       b.
       c. ....oing to learn
          today?

III.   **A fable (narrative text) to be read**

Mouse deer and Mr. crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"Across the river, there was green grassland, with young leaves. 'Hmm..it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile."Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river."But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer."Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

IV.   **Generic Structures of Narrative Text**

1) Orientation: this part introduces characters and sets the scene (Who/What, When/Where a story happened). The orientation is also called as the opening paragraph of the text.

2) Complication(s): in this part, the main character is faced to a problem. The problem happened could be more than one problem.

3) Resolution(s): this part tells how the problem is resolved, for better or worse. If the problem happened more than one as mentioned above, it means there are more than one problem solving here.

V.   Language Feature of Narrative Text

A narrative text has the language feature, acording to fathoni (2012), the languange feature of narrative text are as follows:

a) Using simple past tense in regular and irregular verbs forms,
For examples:
-     Regular verb : *cried, kicked, played, shouted, etc.*
-     Irregular verb : *bought, gave, sat, told, etc*
b) Using temporal conjunction
     For examples: *after, finally, next, once, when, etc*

c) Using adjective
     For examples: *angry, beautiful, good, happy, sad, ugly, etc*

Appendix 2:

Students' Worksheets

1. **Prediction activity**

Activity 1: Based on the following pictures, briefly predict where and when the story entitled "Mouse deer and Mr. crocodile"happened, the problems in the story, and the end of the story.
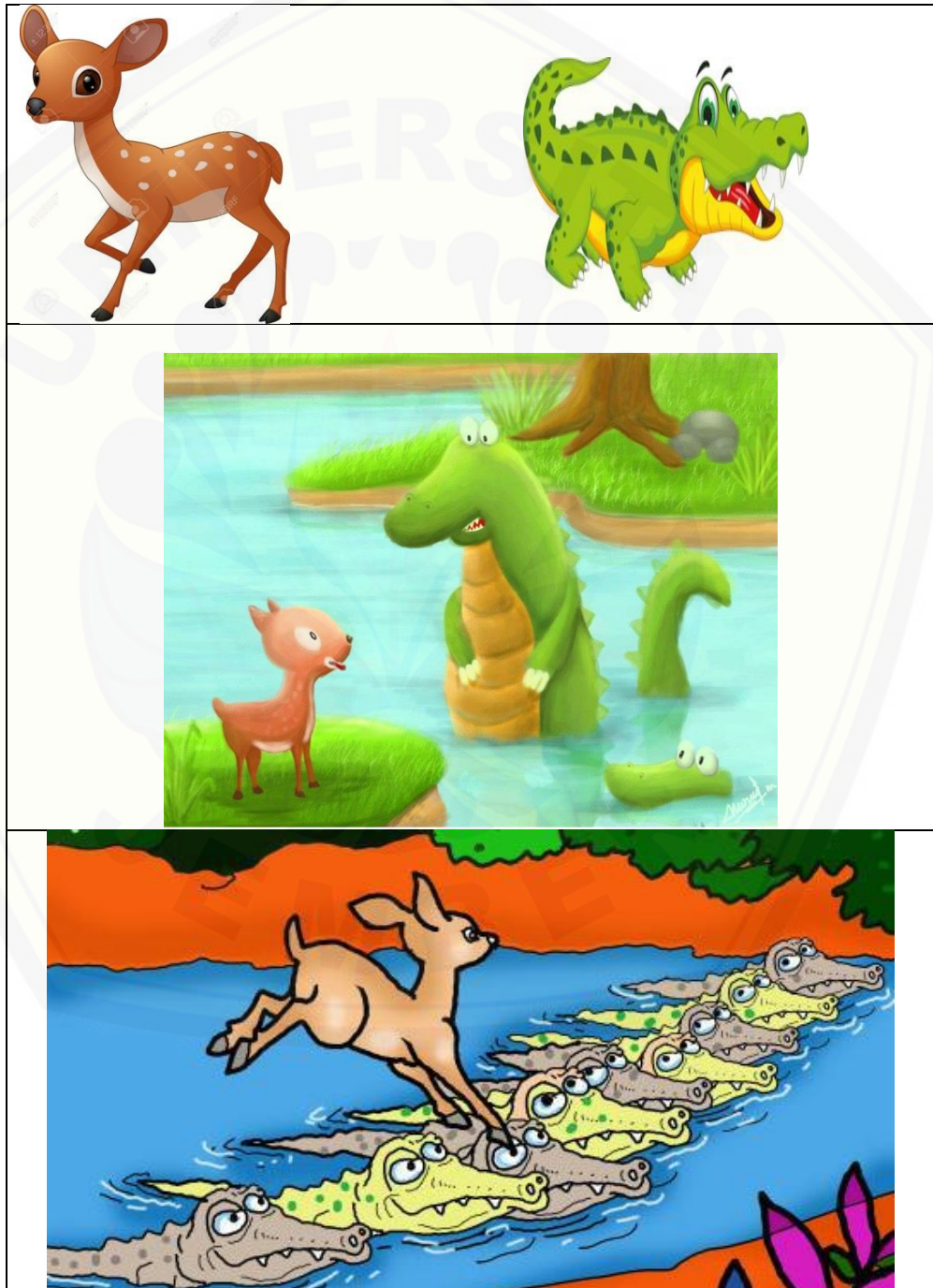
2. **Completing graphic organizer**

> **Activity 2 :**Complete the graphic organizer below based on your predictions about the story in activity 1.Use your own words tofill in the blank spaces.

WHEN?

WHO?

WHY?

Mouse Deer and Mr. Crocodile

WHERE?

WHAT?

HOW?
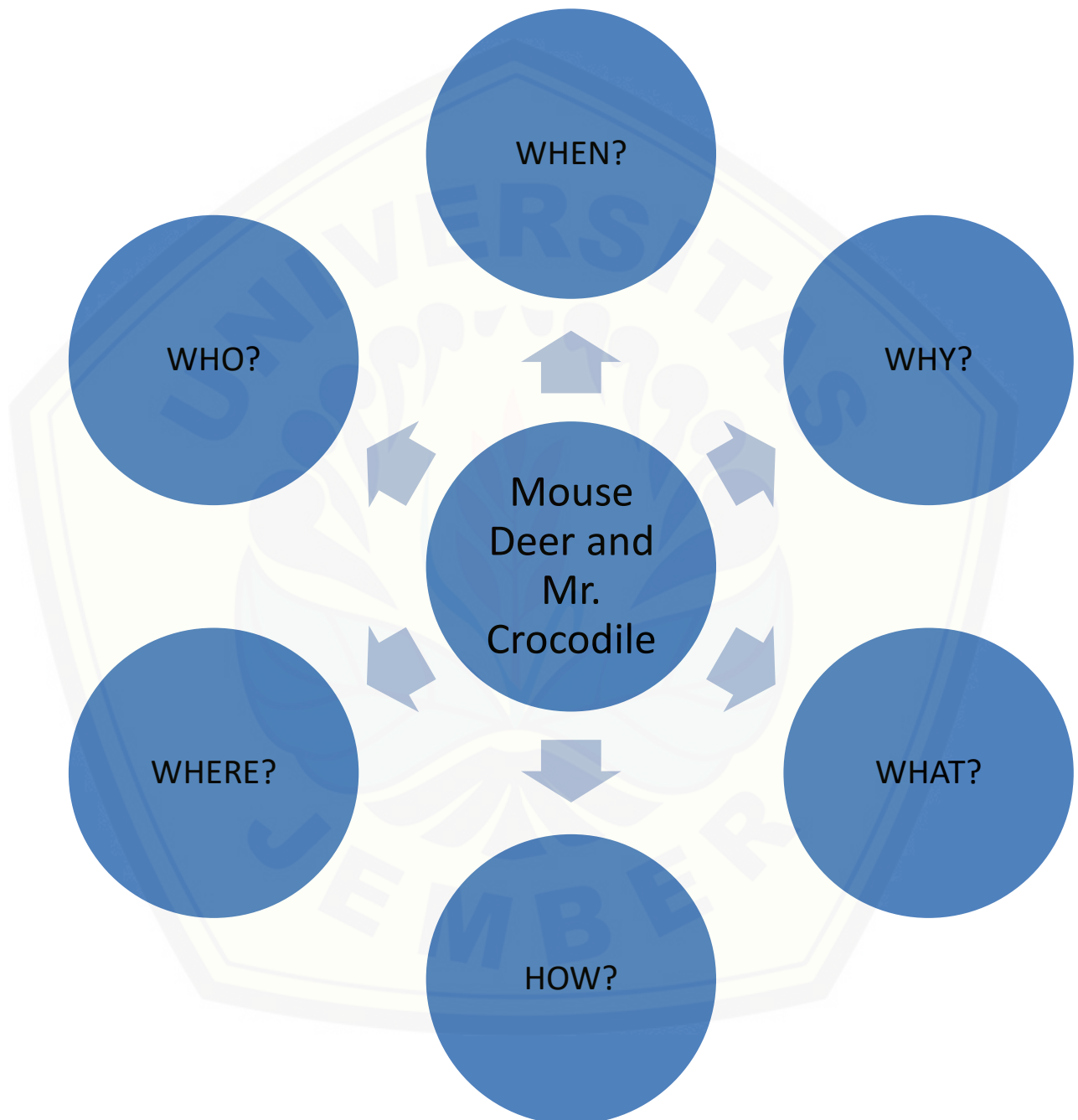
3. **Answering comprehension questions**

Activity 3: Read the following text about "The Fox and The Crow", then answer the following comprehension questions.

Mouse deer and Mr. crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"Across the river, there was green grassland, with young leaves. 'Hmm..it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile."Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river."But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer."Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

Comprehension Questions

Choose a, b, c, or d as the best answer for the following questions based on the reading text above

1. What is the genre of the text? 1
   a. Narrative text   c. Descriptive text
   b. Recount text   d. General text
2. What is the generic structure of the text?
   a. Orientation, complication,and resolution
   b. Identification, description
   c. Materials, steps
   d. General clasification, description
3. How many caracters were there in the story?
   a. 1
   b. 2
   c. 3
   b. 4

4. Who was starving?

   a.the mouse deer

   b. the crocodile

   c. the mouse deer and crocodile

   d. none of them

5 . Why did the mouse deer want to go across the river?
a. Because he was very hungry
b. Because he wanted to cheat Mr. Crocodile
c. He wanted to eat some dying trees
d. He was afraid of the current of the river

6. How many crocodiles were there in the story above?
a. Three crocodiles
b. Ten crocodiles
c. Thirteen crocodiles
d. No mention

7 What was the mouse deer's request to the crocodile? 7

a. Forgive him

b. Make a line up

c. Go away from the lake

d. Give him food

8. .... But we are a large group, I can't count it <u>precisely</u>," The underlined word has closest meaning with ....

a. Accurately

b. Objectively

c. Definitely

d. Obviously

9. After reading the text, we may conclude that the mouse deer was ....

a. Very greedy animal

b. Cunning animal

c. Dumb animal

d. Frightened animal

10. What can we learn from the text above?

a. help each other

b. be patient

c. be careful

d. be smart

Answer Key

1. A
2. D
3. A
4. C
5. B
6. D
7. C
8. C
9. C
10. C
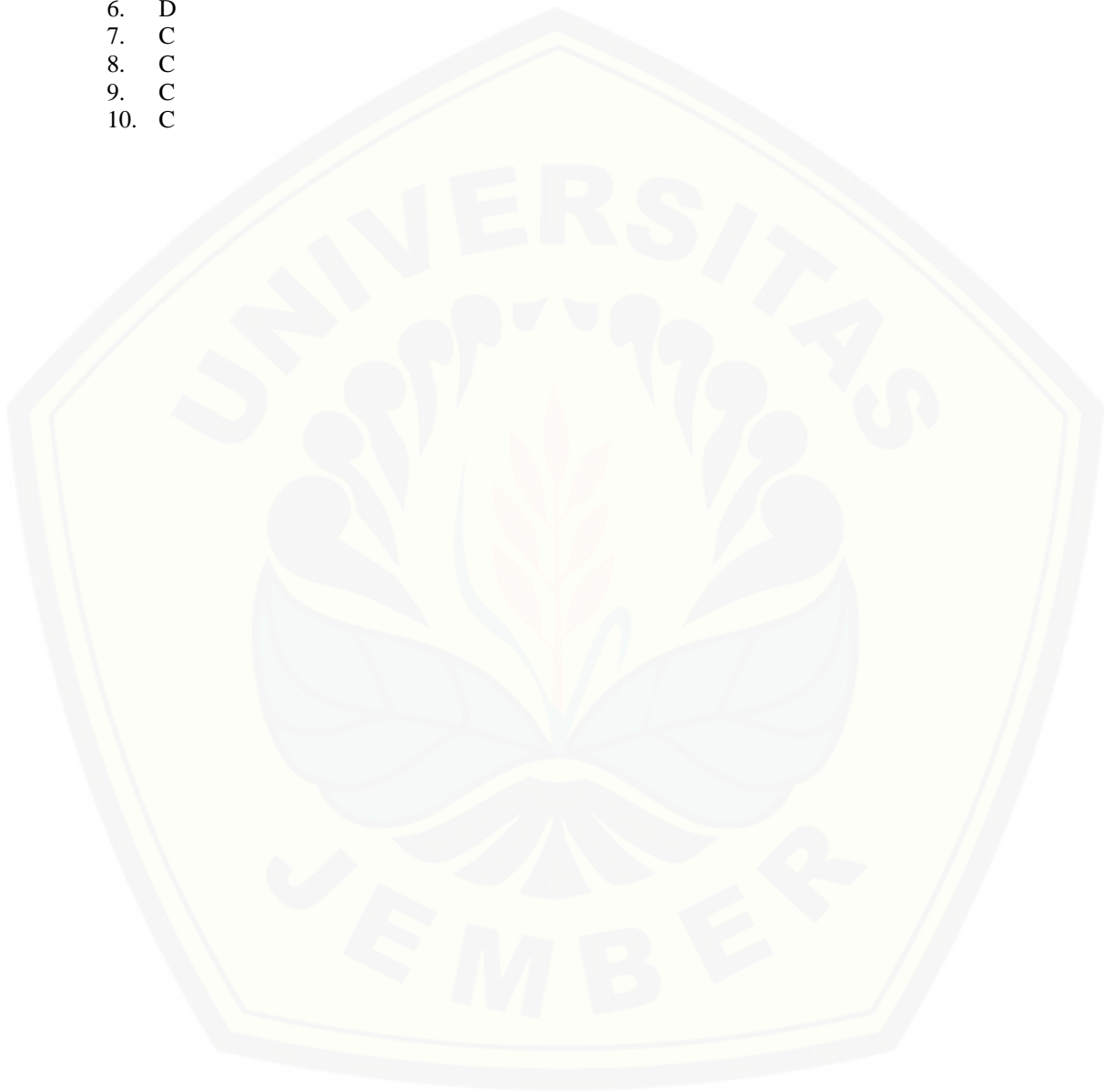
APPENDIX F

Reading Comprehension Test (Cycle 1)

Subject : **English**
Grade/Semester : **VIII/II**
Language Skill : **Reading**
Text Type : **Narrative Text**
Time : **75 minutes**
=============================

Name : ....

Student's Number : ....

Read text 1 and 2 in the following then answer the comprehension questions.

Text 1

The Rabbit and The Turtle

One day, a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

1. **Choose a, b, c, or d as the best answer for the following questions based on the text above!**

   1. What is the genre of the text?
      a. Narrative text   c. Descriptive text
      b. Recount text   d. General text
   2. What is the generic structure of the text?
      a. Orientation, complication,and resolution
      b. Identification, description
      c. Materials, steps
      d. General clasification, description
   3. How many characters were there in the story?
      a. 1
      b. 2
      c. 3
      b. 4
   4. What did the turtle challenge the rabbit to?
      a. Sing a song
      b. Play games
      c. Eat together
      d. Have a race
   5. Who was the umpire?

   a. The fox
   b. The rabbit
   c. The turtle
   d. None of them
6. What did everyone think about the race?
   a. The race is a joke.
   b. They laugh at the race.
   c. They believe the rabbit will leave away the turtle.
   d. The race will never be going to happen.
7. Which of the following statement is true according to the text?
   a. The rabbit took a nap
   b. The turtle stopped walking
   c. The rabbit won the race
   d. The race was postponed
8. *He* just kept going (*paragraph 4*). The underlined word refers to…
   a. The rabbit
   b. The turtle
   c. The audience
   d. All of them
9. "...or **tired** he got". The underlined word refers to...
   a. Good
   b. Exhausted
   c. Careful
   d. Happy
10. What can we learn from the story above?
   a. Don't be selfish
   b. Nothing is imposible
   c. Don't judge anyone from its cover
   d. Stay patient

Text 2

The Armadillo

There once lived an armadillo who loved music more than anything else in the world. After every rainfall, the armadillo would drag his shell over to the large pond filled with frogs and he would listen to the big green frogs singing back and forth, back and forth to each other in the most amazing voices.

"Oh," thought the armadillo, "Oh how I wish I could sing."

The armadillo would creep to the edge of the water and watch the frogs leaping and swimming in a frantic green ballet, and they would call back and forth, back and forth in beautiful, musical tones. He loved to listen to the music they made as they spoke, though he didn't understand their words; which was just as well - for the frogs were laughing at this funny animal that wanted so badly to sing like a frog.

"Don't be ridiculous," sang the frogs as they played. "Armadillos can't sing."

Then one day a family of crickets moved into a new house near the armadillo , and he was amazed to hear them chirp and sing as merrily as the frogs. He would creep next to their house and listen and listen all day, all night for their musical sounds.

"Oh," sighed the armadillo, "Oh how I wish I could sing."

"Don't be ridiculous," sang the crickets in their dulcet tones. "Armadillos can't sing."

But the armadillo could not understand their language, and so he just sighed with longing and listened to their beautiful voices laughing at him.

Then one day a man came down the road carrying a cage full of canaries . They were chirping and flittering and singing songs that were more beautiful even than those of the crickets and the frogs. The armadillo was entranced. He followed the man with the cage down the road as fast as his little legs would carry him, listening to the canaries singing.

"Oh," gasped the armadillo, "Oh how I wish I could sing."

Inside the cage, the canaries twittered and giggled. "Don't be ridiculous," sang the canaries as they flapped about. "Armadillos can't sing."

II. Choose a, b, c, or d as the best answer for the following questions based on the text above!

11. Why did the armadillo like to drag himself into pond when raining?
    a. To enjoy the rainfall in the pond
    b. To meet with frogs
    c. To listen the song of the frog
    d. To hide himself

12. He loved to listen to the music they made. The word "they" refer to? (*Paragraph 2)*
    a. The armadillo
    b. The frog and armadillo
    c. The crickets
    d. The frogs

13. Why were the frogs laughing at the armadillo?
    a. Because the armadillo really wanted to sing like a frog
    b. Because armadillo can sing like frog
    c. Because the frog can sing badly
    d. Because the armadillo has a funny face

14. Why did the armadillo still listen to frogs and crickets even though they were laughing athim?
    a. Because the armadillo loved them
    b. Because armadillo got no idea about what they said
    c. Because armadillo was a very patient animal that not easily got angry
    d. Because armadillo really wanted to sing like them

15. The canaries' singing is... the frog and crickets' singing
    a. as good as
    b. as bad as
    c. better than
    d. worse than

16. What is the main idea of paragraph 3
    a. The move if crickets family
    b. The amazement of armadillo towards crickets' sing
    c. The armadillo and the crickets
    d. The crickets that lived near to the armadillo

17. When would the armadillo drag his shell over to the large pond?
    a. In the morning
    b. At night
    c. After a rainbow
    a. After every rainfall

18. What did the armadillo wantso badly to do?
    a. Singing
    b. Sleeping
    c. Running
    d. Talking

19. Who moved into a new house near the armadillo?
    a. The crickets

b. The armadillo
c. The man
d. The frog
20. What did the man carry?
a. Seed
b. Canaries
c. Food
d. Nothing

ANSWER KEY !

1	A	6	C	11	C	16	B
2	A	7	A	12	D	17	D
3	C	8	B	13	A	18	A
4	D	9	B	14	B	19	A
5	A	10	B	15	C	20	B

APPENDIX G

The Scores of the Students' Reading Comprehension Test in Cycle I

NO	The Students' Initials	The Students' Score	Score ≥70 (Achieved)	Score ≤ 70 (Not Achieved)
1	AIA	80	√	
2	AN	84	√	
3	AB	64		√
4	AN	76	√	
5	DN	76	√	
6	DL	80	√	
7	DF	76	√	
8	DP	76	√	
9	LH	84	√	
10	MD	80	√	
11	MR	76	√	
12	MS	92	√	
13	MH	64		√
14	MF	80	√	
15	MR	68		√
16	MB	92	√	
17	MF	80	√	
18	MH	64		√
19	NA	88	√	
20	NN	88	√	
21	NF	76	√	
22	SK	84	√	
23	SN	80	√	
24	SO	84	√	
25	T	76	√	
	TOTA	1968	21 students	4 students
	AVERA	78.11	84%	16%

Name	Class	L	Score	Score≥70(Achieved)	Score≤ 70(Not Achieved)
AIAM	8F	L	68	V	
AN	8F	L	70	V	
ABU	8F	L	75	V	
ANT	8F	L	66		V
DNS	8F	P	69	V	
DLR	8F	P	75	V	
DF	8F	P	72	V	
DP	8F	L	75	V	
LH	8F	L	67	V	
MDA	8F	L	72	V	
MRH	8F	L	65		V
MSZ	8F	L	68	V	
MHR	8F	L	76	V	
MFE	8F	L	65		V
MRH	8F	L	60		V
MB	8F	L	77	V	
MFA	8F	L	65		V
MH	8F	L	68		V
NAS	8F	P	60		V
NNR	8F	P	69	V	
NF	8F	P	74	V	
SK	8F	P	79	V	
SNQ	8F	P	72	V	
SO	8F	P	68		V
T	8F	P	64		v
TO			1739	16 Students	9 Students
M			69.58	64%	36%

APPENDIX I

No.	Name	Class	L	Score	Score≥70(Achieved)	Score≤ 70(Not Achieved)
1	AIAM	8F	L	68	V	
2	AN	8F	L	70	V	
3	ABU	8F	L	75	V	
4	ANT	8F	L	66	V	
5	DNS	8F	P	69	V	
6	DLR	8F	P	75	V	
7	DF	8F	P	72	V	
8	DP	8F	L	75	V	
9	LH	8F	L	67	V	
10	MDA	8F	L	72	V	
11	MRH	8F	L	65		V
12	MSZ	8F	L	68	V	
13	MHR	8F	L	76	V	
14	MFE	8F	L	65		V
15	MRH	8F	L	60		V
16	MB	8F	L	77	V	
17	MFA	8F	L	65		V
18	MH	8F	L	68	V	
19	NAS	8F	P	60		V
20	NNR	8F	P	69	V	
21	NF	8F	P	74	V	
22	SK	8F	P	79	V	
23	SNO	8F	P	72	V	
24	SO	8F	P	68	V	
25	T	8F	P	64		V
TOTALSC				1739	19 Students	6 Students
MEANSC				69.58	76%	24%