



**ENHANCING THE EIGHTH GRADE STUDENTS' ACHIEVEMENT
OF READING COMPREHENSION BY USING KWL (KNOW,
WANT TO KNOW AND LEARNT) STARTEGY
AT SMPN 9 JEMBER**

THESIS

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

2016



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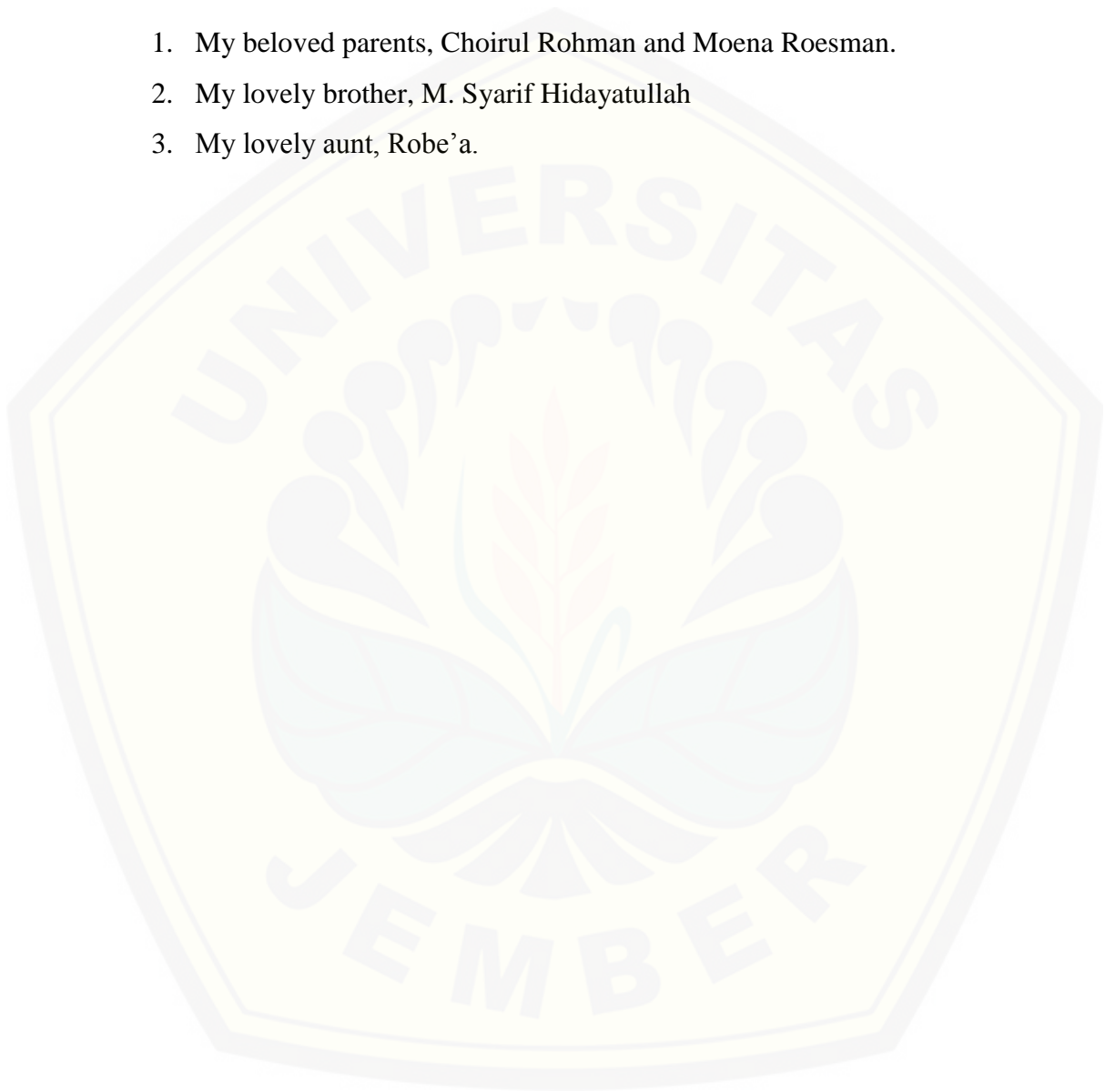
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JEMBER UNIVERSITY**

2016

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Choirul Rohman and Moena Roesman.
2. My lovely brother, M. Syarif Hidayatullah
3. My lovely aunt, Robe'a.



MOTTO

“Don’t chase success, chase excellence and success will follow”

-Racho¹-



¹ Chopra, Vidhu Vinod. 2009. *3 Idiots*. Vinod Chopra Films. India. 171 minutes.

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**ENHANCING THE EIGHTH GRADE STUDENTS' ACHIEVEMENT
OF READING COMPREHENSION BY USING KWL (KNOW,
WANT TO KNOW AND LEARN) STRATEGY
AT SMPN 9 JEMBER**

THESIS

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Education Program of the Language and Arts Education Department
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3. The Chairperson of the English Education Program;
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7. My beloved almamater, Jember University.

Lastly, I believe that this thesis has some weaknesses. Therefore, any criticism and suggestion would be wisely appreciated.

Jember, September 2nd, 2016

The Researcher

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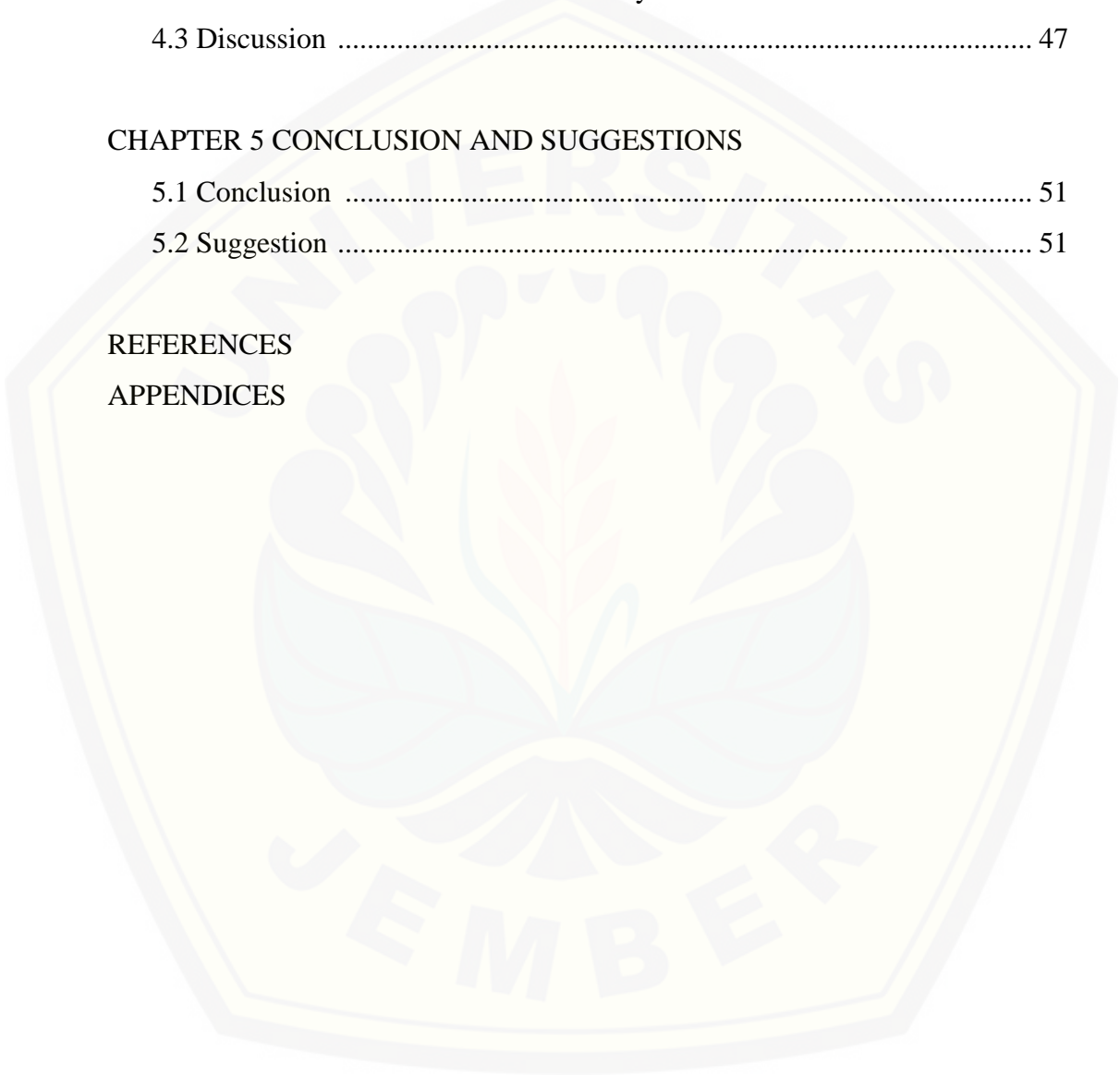
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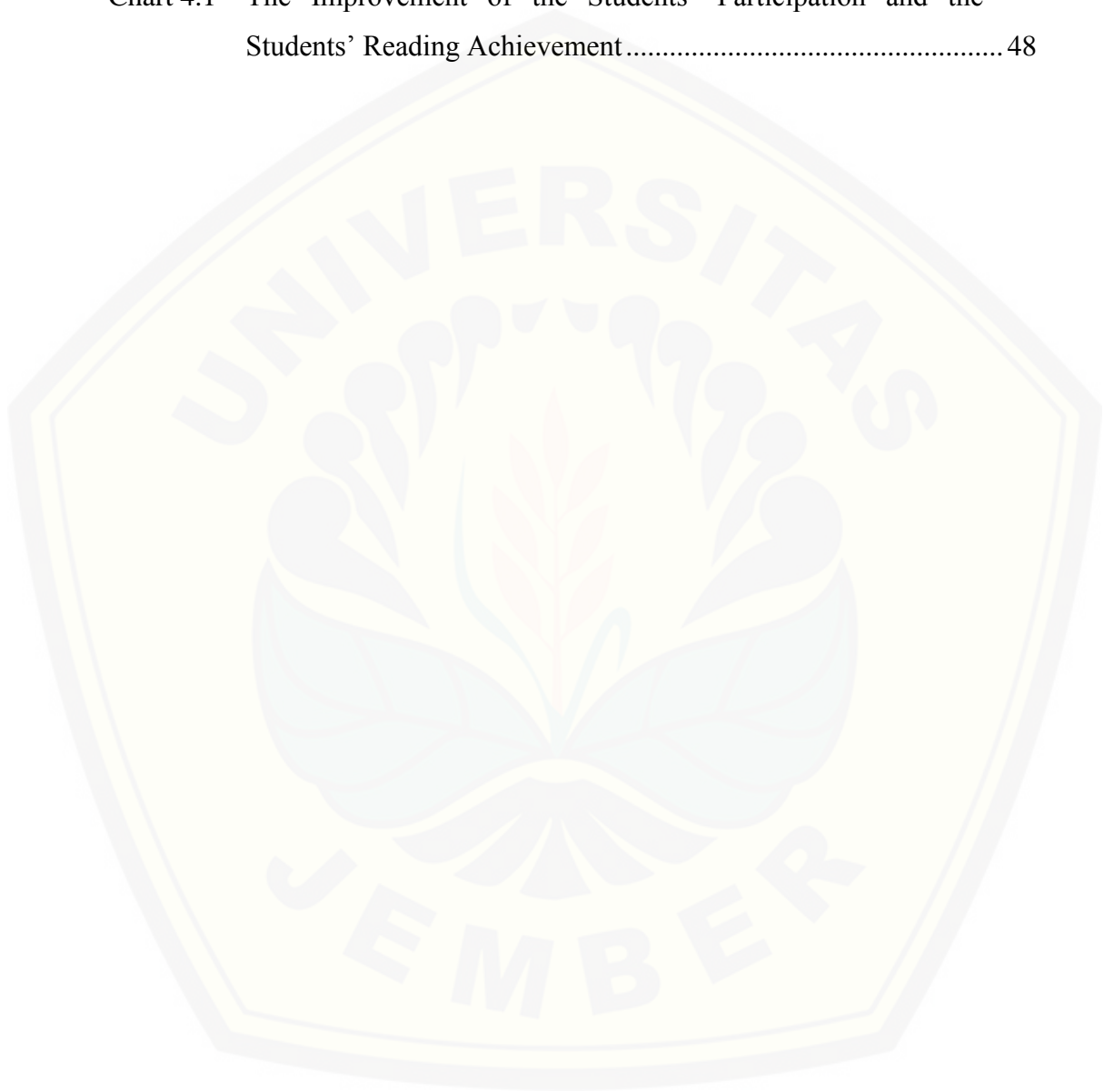
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SUMMARY

Enhancing the Eighth Grade Students' Achievement of Reading Comprehension by using KWL (Know, Want to know and Learnt) Strategy at SMPN 9 Jember; Rulina Istiqomah; 120210401056; 2016; 138 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

This action classroom action research was intended to enhance the eighth grade students' reading comprehension achievement by using KWL strategy at SMPN 9 Jember. Based on preliminary study, it was known that the eighth B grade students had problem in comprehending the text because the teacher only asked them to read aloud. It made the students only read it without comprehending the text. Then, they also are less motivated to look for the meaning of unfamiliar words because the teacher gave them those unfamiliar words directly after they read. It was shown from reading test administered by the English teacher that the eighth B grade students was the lowest class who achieved the minimum standard requirement score (KKM). The minimum score requirement is 74 and only 7 students or 18.9% of 37 who achieved the standard score. Meanwhile, the active participation of the students in reading class was only 27%. Furthermore, KWL strategy was used to enhance the students' reading comprehension achievement.

This research was done in two cycles in order to check the consistency of the research result. One cycle covered two meetings of implementation the action and one meeting of the reading test. The observation checklist consisted of 5 indicators, namely: 1) Filling **K** column dealing with their background knowledge that they have known about the topic, 2) Filling **W** column dealing with the questions that they want to know the answers, 3) Filling **L** column dealing with the information that they have learnt, 4) Making note, 5) Doing the task that is given by the teacher. The students were categorized as the active students if they did at least 3 indicators. The observation results in Cycle 1 showed that 95.75% the students actively participated in teaching learning process. It means that it was

improved 68.75% from 27% in pre-Cycle. Then, the percentage of the students' reading achievement showed that 77.1% the students who got ≥ 74 . It means that it was improved 58.2% from 18.9% in pre-Cycle. It can be said that, Cycle 1 fulfilled the criteria of success because 75% of the students achieved the research criteria. Although Cycle 1 had achieved the criteria of success, the action was continued to Cycle 2 to check the consistency of the students reading comprehension achievement and participation.

The result of Cycle 2 showed much better than Cycle 1. Based on the result of observation in Cycle 2 it was found that 98.55% of the students involved actively during teaching and learning activity. That was improved 2.8% from Cycle 1. Furthermore, the result of the students' reading comprehension achievement test showed that 80% of the students passed the standard minimum score. It was improved 2.9% from Cycle 1.

Based on the result of the teaching learning process by using KWL strategy, it could be concluded that the use of KWL strategy could enhance the eighth grade students' reading comprehension achievement.

CHAPTER 1. INTRODUCTION

This chapter provides some points related with the topic such as background of the research, problems of the research, objectives of the research, and significance of the research.

1.1 Background of the research

English is considered as a compulsory subject for junior high school and senior high school. It is stated in KTSP curriculum for junior high school and senior high school that the students need to learn four language skills, namely listening, speaking, reading, writing and three language components such as vocabulary, pronunciation and grammar. Thus, teaching of the four language skills are integrated with the three language components. It is hoped that the students are able to use English well to prepare them to continue education or their life in the future.

Concerning with the four language skills and the three language components, reading seems to be the one of the major issue. The result of the panel of The National Reading Panel (Shanahan, 2005:3) announced that reading comprehension has been a major issue for more than 20 years. Besides, the teaching and learning process and the final examination focus on reading. That is why the teacher must give emphasis on teaching reading.

From the explanation above, it is necessary to master the reading skill. Then, it is the teacher's job to make the students capable in comprehending a text, especially the students of junior high school. It is because junior high school students are the basic level to learn English. Based on KTSP curriculum, there are three genres of text that are taught in the eighth grade of junior high school, for instance descriptive text, recount text and narrative text. The researcher takes narrative text because it is stated on the second semester of the eighth grade of junior high school.

Based on the preliminary study which was conducted on November 14th 2015 by interviewing the teacher, the researcher found that the most problematic

issue in the class is reading comprehension. It was showed when the teacher was conducting reading class. She always asked some students to read the text aloud and gave the meaning of the difficult words directly then asked them to do the exercises. Unfortunately, it made the students difficult to get the message of the text because they just read the text without comprehending the text. It also made them less motivated to look for the meaning of unfamiliar words in the text in the dictionary because the teacher gave them those unfamiliar words directly after they read. The reasons above made the students inactive during the reading class. The active participation of the students in reading class was only 27%. Besides, according to the English teacher, the eighth B grade student was the lowest class who achieved the minimum standard requirement score (KKM). The mean of the reading test score was 52.8, while, the minimum score requirement is 74. The result from reading test showed only 7 students or 18.9% of 37 who achieved the standard score and 30 students or 81.1% of 37 obtained below 74.

From these problems found the teacher has to think about a strategy that will be used in the class to help their students to solve their problem to improve their reading achievement. The strategy is used as a bridge or a tool in teaching learning process. Choosing the best strategy will enhance students' reading comprehension achievement.

To solve the problem above, the researcher tried to use KWL (Know, Want to know, and Learnt) in teaching reading. KWL was created by Ogle in 1986. KWL Strategy has three steps: Accessing what I Know, Determining what I Want to learn and Recalling What I did Learn (Ogle, 1986). KWL Strategy can be used to assist the students' comprehension because by doing KWL worksheet helps the students merge between their background knowledge before they read the text and the new information they find in the text after reading. There are three steps in KWL worksheet: 1) filling K column to access their background knowledge, 2) filling W column with the question that they want to know, 3) filling L column with the new information that they have gotten. By filling KWL worksheet can help the students to enrich their vocabulary because they have to write sentences in K column, W column and L column. So if they are lack of

vocabularies, they will find by themselves in dictionary. In addition, KWL worksheet can be saved by the students so they can review the material. It is hoped this strategy can assist the students to code their own meaning of the text and comprehend the text easily.

In line with the previous research conducted by Rizal (2015) at SMPN 1 Mumbulsari in 2014/2015 academic year, it was proved that KWL could improve the student's reading comprehension achievement. He used descriptive text as the materials in his research. The result showed that KWL Strategy could improve the students' reading comprehension achievement from 25% to 77.14% in Cycle 1 to 82.85% in Cycle 2. While the result for active participation also improved from 28% to 77.77% in Cycle 1 to 81.94% in Cycle 2. In addition, Kurnia (2014) conducted experimental research at SMAN 1 Besuki in the 2014/2015 academic year. The finding showed that KWL in the experimental group was 3.94% more effective than the controlled group.

The differences between Rizal's research and Kurnia's research from this one are on research subject, research area, the standard minimum score and the implementation of the action. Rizal conducted a classroom action research to improve the seventh C grade students' reading comprehension achievement of descriptive text at SMPN 1 Mumbulsari in the 2014/2015 academic year. Besides, Kurnia conducted an experimental research at SMAN 1 Besuki in the 2014/2015 to prove whether or not narrative text was suitable for KWL Strategy. While, this action classroom action research is intended to enhance the eighth B grade students' reading comprehension achievement of narrative text at SMPN 9 Jember.

In addition, the English teacher of the eighth grade at SMPN 9 Jember has never applied KWL during teaching and learning English. That's why the researcher takes KWL as strategy to enhance reading achievement in classroom action research. Therefore, the researcher conducted this research entitled: "Enhancing the Eighth Grade Students' Achievement of Reading Comprehension by using KWL (Know, Want to know and Learnt) Strategy at SMPN 9 Jember".

1.2 The Problems of the Research

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

1. Can the use of KWL Strategy enhance the eighth grade students' participation in the teaching and learning process of reading at SMPN 9 Jember?
2. Can the use of KWL Strategy enhance the eighth grade students' achievement of reading comprehension at SMPN 9 Jember?

1.3 The Objectives of the Research

Based on the research problem above, the objectives of the research are:

1. To enhance the eighth grade students' participation in the teaching and learning process of reading by using KWL Strategy at SMPN 9 Jember?
2. To enhance the eighth grade students' achievement of reading comprehension by using KWL Strategy at SMPN 9 Jember.

1.4 Significance of the Research

The result of this research is expected to be helpful for the English teacher, the students and the other researchers.

1.4.1 The teacher

The result of the research is expected to be useful for the English teacher of the eighth grade at SMPN 9 Jember as information or input in teaching reading by using KWL Strategy to enhance the students' participation and the students' reading comprehension achievement.

1.4.2 The students

The result of the research can encourage and motivate the students through KWL Strategy to enhance their reading skill achievement and their participation in reading class.

1.4.3 The future researcher

The results of this research can help other researchers as a reference to conduct a further research dealing with the use of KWL Strategy to enhance the students' achievement in teaching reading with the same or the different research design.

CHAPTER 2. REVIEW OF THE RELATED LITERATURE

This chapter comprises some aspects related to the literature review such as reading comprehension achievement, narrative text, KWL (Know, Want to know and Learnt), advantages and disadvantages of KWL, teaching reading by using KWL Strategy in reading class and action hypotheses.

2.1 Reading Comprehension Achievement

Reading is considered as one of the English skills that involves an active occupation (Harmer, 2004:70). It means that we have to catch what the words mean, understand them and work out if we agree with them. Then, Grellet (1996:8) states reading is an active skill which means there is a process of guessing, predicting, checking and asking oneself question. Introducing questions related with the text can encourage the students to desiderate the content of the text.

There are two reasons for reading, they are reading for pleasure and reading for information (Grellet, 1996:4). Reading for pleasure is just for a fluency activity, mainly involving global understanding. While, reading for information means looking for something and doing something that we get. As mentioned by Neufeld (2005:302), reading comprehension is a process of constructing meaning in understanding the text. According to Grellet (1996:3), reading comprehension is how to understand a written text to get information that you need. Then, reading comprehension is an active skill because the readers have to understand what the text means by thinking, predicting and guessing the author's message. Therefore, we have to comprehend the text if we want to find the information of the text.

To know the result of the reading comprehension, an achievement test is needed. Furthermore, Grellet (1996:6) says that reading comprehension achievement means measuring the students' result of guessing, predicting and checking the written text by giving achievement test. There are four aspects in

reading comprehension: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension (McWhorter, 1989:90). The four aspects of reading comprehension are discussed in the following section.

2.1.1 Word Comprehension

To comprehend the whole text, we have to know the words that are written in the text. In fact, inadequate vocabulary bothers the reading comprehension (Bean, 2001:136). Whereas, Duke (2011:56) states that a good reader attempts to know the unfamiliar words. It happens because the texts that they read involve technical terms that are used in unfamiliar ways or have some different meanings. According to Perfetti (2013:5), comprehending the text includes comprehending the words.

Based on the explanation above, word comprehension is how the readers can catch the meaning of the words. The readers are able to comprehend the text easily if they know more vocabularies. The text below is the example of word comprehension question in narrative text entitled **“The dog and the shadow”**. The complete text is showed in the subtopic of text comprehension (See page 10). The researcher only takes paragraph 3 since the answer of the question occurs in that paragraph.

Instruction: Read the text carefully and choose the best answer.

So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen more.

(Taken from Aesop’s Fables)

1. The word “dropped” has the similar meaning with...
 - a. took
 - b. put
 - c. fell
 - d. got

ANSWER: C

Explanation: In dictionary the word “dropped” has the same meaning with “fell”

2.1.2 Sentence Comprehension

When we talk about reading comprehension, not only word comprehension should the readers have but sentence comprehension as well. Comprehending the sentences in the reading text is crucial. It is supported by Grellet (1996:15), he says that it is important to conceive a sentence at least from a simple sentence that consists of subject and verb. In addition, Grellet states if the readers want to understand what the sentences mean, it is not necessary to translate the word one by one.

It can be said that sentence comprehension is how the readers can gain the writer's meaning without translating the sentence word by word. If the readers do so, it will miss the whole meaning of the sentence.

There are three types of sentences namely simple sentence, compound sentence, and complex sentence (Todd, 1995:68).

1. Simple sentence is a sentence which contains one subject and one predicate. It can be followed by object and adverb.

Example: He writes a letter.

2. Compound sentence consists of two or more simple sentences that are connected with conjunction such as, but, and, or, so, neither....nor, either...or, etc.

Example: Rani can dance but I can't.

3. Complex sentence consists of one main clause and one or more subordinate clauses.

Example: The man who stands in front of the school's gate is my uncle.

The example of sentence comprehension question is showed in paragraph 2 in the text of "**The dog and the shadow**".

Instruction: Read the text carefully and choose the best answer.

As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also.

(Taken from Aesop's Fables)

1. What did the dog think when he saw another dog in the water?
 - a. The dog wanted to get that meat
 - b. The dog wanted to kill another dog
 - c. The dog wanted to go home
 - d. The dog made a decision

ANSWER: A

Explanation: The answer can be found in the last sentence. The dog thought that there was another dog with another meat and he wanted to get it too.

2.1.3 Paragraph Comprehension

Paragraph is a part of a text. According to Wall (2011), paragraph comprehension is the way how we get the information from written text. Then, Lunsford (2011:75) defines that a paragraph is a series sentences that must have one focus as controlling idea. So the information of each sentence must be connected to the idea.

There are three essential elements that an effective paragraph should consistently contain: topic sentence, supporting details and concluding sentences (Wong, 1999:366).

1. Topic sentence gives the main idea of the paragraph.
2. Supporting details support the topic sentence or main idea.
3. Concluding sentences sum up the paragraph to tell the readers that the writer has finished your discussion.

Furthermore, paragraph comprehension is a part of comprehending the text that we read. Thus, the readers have comprehended the paragraph if they are able to catch the whole meaning of the paragraph.

The example of paragraph comprehension question is taken only paragraph 1 of 3 in the text of **“The dog and the shadow”**.

Instruction: Read the text carefully and choose the best answer.

It happened that a dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook.

1. Which statement is **not true** based on the paragraph?
 - a. The dog had a piece meat on his mouth
 - b. The dog was running when he was going home
 - c. The dog walked on a plank
 - d. It happened when he was on his way to go home

(Taken from Aesop's Fables)

ANSWER: B

Explanation: From the paragraph we know that there is no statement if the dog was running when he was going home. So, the answer is B.

2.1.4 Text Comprehension

Comprehending the text means we know what the writer's intention of the text that we read. People read to look for important information, not only what stated in the text but also when not explicitly stated. The text is not made up from independent sentences or clauses but it is built from related ideas to be unity throughout the passage (Grellet, 1996:15).

The students have to comprehend all aspects of reading comprehension, not only word comprehension, sentence comprehension and paragraph comprehension but also text comprehension. The example of text comprehension question is as follow.

Instruction: Read the text carefully and choose the best answer.

The Dog and the Shadow

It happened that a dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook.

As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also.

So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen more.

(Taken from Aesop's Fables)

1. What can we learn from the text?
 - a. Don't be afraid with your own shadow
 - b. Don't be greedy
 - c. Eat well at your home
 - d. Be careful when you are walking

ANSWER: B

Explanation: The text tells about the greedy dog that wanted to have the meat more although he had his own meat.

2.2 Narrative Text

Narrative is taught in the second semester of the eighth grade in junior high school. Narrative text has three general subcategories such as folklore, fantasies and realistic fiction (Tompkins, 2010:291). Folklore consists of fables, folktales, myths and legend. While, fantasy includes modern literary tales, fantastic stories science fiction and high fantasy. Contemporary stories and historical stories belong to realistic fiction. According to Hidayati (2015:25), narrative text is the text which tells story including fiction story. While, Pardiyono (2012:3) states narrative text is a problematic event in order to amuse or to entertain the readers and to get a lesson of moral value.

This research will use narrative text, especially fable. Fable is a kind of narrative text that tells about animals' story. Fable is chosen in order to gain the students' interest in reading. It is also a way for the students to express themselves creatively and imaginatively. Besides, narrative text always contains moral values and advices to the readers. So the students can take the positive points that can be applied in their life.

The generic structure of narrative text consists of three parts (Hidayati, 2015:25):

- a. Orientation : tells about who the characteristics in the story, when and where the story happened.
- b. Complication : tells the beginning of the problems which lead to the crisis of the participants.
- c. Resolution : the problem is resolved either happy ending or sad ending.

The language features of narrative text are:

- a. The character of the story is specific: the dog, the mouse-deer, the lion, etc.
- b. Using past tense: He saw three large white swans swimming toward him.
- c. Using direct and indirect speeches are often used
- d. Using adverb of time: once upon a time, long time ago, one day, etc.
- e. Using time conjunction: when, then, suddenly, finally, etc.
- f. Using action verbs: lived, run, drank, killed, etc.

Here is an example of narrative text.

Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.

Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson, the huge grey duckling splashed and paddled as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly.

However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked. The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself.

One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear, these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

Adapted from: <http://guruberbagirasa.blogspot.com>

Orientation

Complication

Resolution

2.3 KWL (Know, Want to know and Learnt) Strategy

KWL is one of the strategies that can be applied in teaching and learning process. Ogle (1986:564) develops this strategy to help the students in reading situation to gain their knowledge before reading. It can be applied for any grade level either group learning or individual learning. According to Foote *et al* (2001:54), KWL is a simple and powerful strategy for reading to establish the students' prior knowledge on particular topic. In line with this idea, Tompkins (2010:441) says this procedure is to help the students use their background knowledge actively and merge new information with their knowledge and learn technical vocabulary. KWL encourages the students to activate their current

knowledge to answer the questions about particular story or topic. KWL can be applied both narrative and informational text (Strickland & Morrow, 2000:145). While, Xu (2010:183) states that KWL is implemented with expository text but it can be used effectively with narrative text. In addition, Ortlieb and Cheek (2012:368) state that KWL often is used for expository text and recently is used for narrative text as well. Besides to help the students, this strategy can help the teacher to be more responsive to the students' knowledge and their interest when they are reading.

There are three steps in KWL strategy: assessing what I **K**now, determining what I **W**ant to learn and recalling what I did **L**earn as a result of reading (Ogle, 1986:565). In assisting the students doing this strategy, Ogle creates a simple worksheet during the thinking-reading process. The following is the example of the worksheet.

Table 2.1 KWL Worksheet

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
1.	1.	1.
2.	2.	2.

(Adapted from Ogle, 1986:565)

There are three columns on its worksheet, they are as follows:

1. **K (Know)** column.

It means what I **K**now. The students start to access their background knowledge related to the topic before they read the text. If the students have known about the topic, then the students will write words, phrases or sentence easier in **K** column. But if they have none about it, the teacher should help them to begin their background understanding by giving a picture or broader idea. Then, Wright (1989:139) suggests a picture can stimulate the students to understand a new language.

After that, the teacher writes their idea on the whiteboard or an overhead projector.

2. **W (Want to know)** column

This stage means the students put what they want to learn about the text. The students have to write down on **W** column some questions that they want to know from the text. The teacher has the students predict what they might learn from the text and help them raise questions.

3. **L (Learnt)** column

L column means what did I Learn. In this step, during or after reading the students fill **L** column with their new information that they have gotten from the text. So they can check their questions in **W** column and their statement in **K** column to avoid misperceptions.

The following is the example of how the students should do with KWL worksheet with the reading text entitled **Ugly Duckling** (full text on page 12).

Table 2.2 The Example of How to Fill KWL Worksheet

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
1. He was different from the other duck around him. 2. He didn't have friends. 3. He was very sad. 4. He finally found his own group.	1. Why was he different? 2. Was he really ugly? 3. How did he find his own group? 4. Did his family accept him? 5. How was the end of the story? Was it sad/happy ending?	1. He was so big and very gray. He wasn't like the others at all. 2. Actually he was not a duck but a beautiful swan. 3. He found his own group when he run away, he swam in the pond and saw three large white swans swimming toward him. 4. His mother accepted him but

		<p>his brother and sister didn't.</p> <p>5. In the end of the story was happy ending. He lived happily with his new friends, swans.</p> <p>6. Her mother liked him.</p> <p>7. His sisters and brother disliked him.</p>
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It can be concluded that KWL Strategy is one of the strategies that can be applied in reading class by filling out KWL worksheet that contains K (what I **K**now) column, W (what I **W**ant to know) column and L (what I **L**earnt) column. It is a good strategy to dig up background knowledge of the students. Sometimes, the teacher neglects the students' background knowledge, whereas it has the important role for high-thinking reader.

2.4 Advantages and Disadvantages of KWL Strategy

Everything must have positive and negative effects. KWL also has the strengths and the weaknesses. The explanations are written below.

2.4.1 Advantages of KWL Strategy

KWL strategy has four advantages for the students in teaching and learning process (Tompkins, 2010:441), such as:

1. The students will activate their background knowledge that is crucial part in reading process.
2. The students combine their background knowledge and new information that they have gotten.
3. The students learn about vocabularies that related with the topic of the text.
4. It makes the students curious and more engaged during reading class by applying KWL.

It is not only for the students but it has plus points for the teacher as well (Foote *et al*, 2001:55). They are as follow.

1. The teacher can apply interactive model of reading.
2. The teacher can monitor and adjust what the students really need in the reading process.

From some points above, it can be concluded that teaching reading by using KWL can assist the students to gain their prior knowledge and combine it with new knowledge. Thus, they will get wider knowledge in the last section of KWL. In step **W**, it makes the students curious about the text that they want to know. While, the teacher can also control what the students' focus on the text and make the teacher use an interactive model in reading class, so it becomes active learning.

2.4.2 Disadvantages of KWL Strategy

Besides the strengths, it also has the weaknesses such as Foote (2001:56) notes some negative points of KWL, namely:

1. It takes time because the teacher should highlight that the students really know what they claim to know and make sure that they generate what they want to learn.
2. It can be used both narrative and informational text. It means it cannot be used for all genre of text.
3. It is little difficult if the students are blank about the topic because it makes the students stuck to encourage their prior knowledge.

Considering with the weaknesses above, the researcher gives solution to overcome the problems such as (1) dividing the students into small group that is divided based on their ability, one group consists of high achiever, middle achiever and low achiever, (2) explaining to the teacher that this is not for all genre of the text to avoid misuse, (3) giving a help for the students who are lack in background knowledge by showing pictures that related with the topic of the text or asking broader questions that encourage their prior knowledge.

2.5 Teaching of Reading Narrative Text by Using KWL Strategy

This research deals with teaching reading by using KWL. This strategy was created by Ogle. The researcher took this strategy to enhance the students' reading comprehension achievement on narrative text.

The following was the process how to do KWL in teaching and learning in the class. These are adapted from Ogle (1986:565).

1. Dividing the students into a small group. It could be four students each group. In order to have the same power in all groups, it must be divided based on their ability. It can be based on their previous reading score. Each group consisted of one student of higher achiever, two students of middle achiever and one student of low achiever.
2. Giving KWL worksheet to each student in every group.
3. Explaining how to do KWL worksheet. The teacher showed the example of how to work with KWL worksheet. He/she should explain what they had to do with three columns in the worksheet.
4. Introducing the topic of the text to the students.
5. Filling **K** (Know) column.

After the teacher gave them the topic, the teacher asked them some questions related with the topic to dig up their background knowledge. Then, they wrote down on **K** column what they have known about the topic in groups. Every group had to share what they get in **K** column to the whole class. The teacher's role was writing their ideas on the whiteboard or overhead projector to record whatever they said about the topic. But the teacher could not accept their idea immediately. He/she could do probing to make the students think the reason of their statement before.

6. Filling **W** (Want to know) column.

As the students thought about what they have already known about the topic of the text, it might appear disagreement for some students with their friends' statements. The teacher's role must highlight disagreement and gaps to help the students raise questions that focus on the topic of the text when they are reading later. Then, each student filled the **W** column

with some questions that they want to know the answer. Such as the previous step, the students shared their idea with their own group to enrich the questions and the teacher wrote the students' interest from every group on whiteboard or overhead projector.

7. Filling **L** (Learnt) column.

In this stage, the students had to read the text individually. The next step, the students wrote down in **L** column with what they have learnt from the text in groups. In the **L** column, the students would know the answer of their own questions from **W** column. The teacher's role was to check their questions in **W** column whether the answers were on the text or not. Besides, the students could clear up misperceptions about they have written in **K** column when they have not read the text.

There were three phases during reading class. They are pre-reading phase, whilst reading phase and post-reading phase. These are the explanation:

1. In pre-reading, the students gained their prior knowledge from the topic that was given by giving leading questions from the teacher. Then, the students wrote what they know in **K** column. After that, they listed some questions about what they want to know about the text in **W** column. In this phase, the students activated their background knowledge and got their purpose of reading.
2. In whilst reading, the students did silent reading. In this case, the students would find the answer of the questions that they have been made in **W** column. The teacher should help the students if they met difficulty in comprehending the content of the text.
3. The last was Post-reading. In this section, after the students have read the text, they would find new information from their silent reading to answer the questions. Then, they filled what they have learnt in **L** column to clarify misperception they had before read the text.

From the explanation above, KWL Strategy involved three phases in reading process. Pre-reading was done to fill **K** and **W** columns. Doing silent reading was in whilst reading to find the answer of their questions in **W** column. Post-reading was done to fill **L** column to answer some questions that have been made. So, the researcher also applied these three phase of reading in teaching and learning process by using KWL Strategy in the reading class.

2.6 Action Hypothesis

Based on the research problem and the review of related literature above, the action hypothesis of this classroom research are formulated as follows:

1. The use of KWL Strategy can enhance the eighth grade students' participation in reading comprehension at SMPN 9 Jember.
2. The use of KWL Strategy can enhance the eighth grade students' achievement of reading comprehension at SMPN 9 Jember.

CHAPTER 3. RESEARCH METHOD

This chapter presents the research method applied in this research. It involves research design, area determination method, subject determination method, operational definition of the terms, the data collection methods and the research procedure.

3.1 Research Design

This research applied a classroom action research design because it was intended to enhance the eighth grade students' reading comprehension achievement by using KWL at SMPN 9 Jember. According to Creswell (2012:577), the action classroom research is to improve in practice of education from the students' difficulties, to solve those problems by collecting, analyzing data and implementing changes based on their finding. In addition, Millis (2011) in Creswell (2012:577) states that the classroom action research is a systematic procedure done by teachers to collect information about how the particular educational setting operates, the teacher teaches and the students learn. Then, the classroom action research is how the teacher finds the problem that is faced in the class and solves the problem.

This action classroom research was done collaboratively with the English teacher at SMPN 9 Jember. After interviewing the English teacher, she suggested the researcher to do this research to the eighth B grade students because she found that the students face difficulty in reading comprehension. Their reading achievement and their participation in reading class were low. KWL strategy was proposed to be alternative to enhance the students' achievement and participation. Furthermore, this classroom action research consists of reflecting, getting data, planning, acting, and analyzing the result of the action (Lodico *et al*, 2010:322). The design of this classroom research can be seen in the figure 3.1.

Figure 3.1 The Design of Classroom Action Research Model



(Adapted from Lodico *et al*, 2010:322)

Based on the design of the research above, the procedure of this research was as follows:

1. Interviewing the English teacher of SMPN 9 Jember to know the problem that the students face in reading class.
2. Getting the supporting data of the research such as the name of the research subject and the students' reading score.

3. Determining the action.
4. Planning the action. The researcher constructed lesson plans, teaching materials, an observation checklist, a reading test and the criteria of success.
5. Implementing the action by using KWL in reading class.
6. Observing the students' activity during the implementation of the action in the class. It would be helped by the English teacher.
7. Giving a reading comprehension test.
8. Analyzing the students' score of reading comprehension test.
9. Reflecting the result of students' score collaboratively with the English teacher.
10. If the result did not achieve the target, the researcher needed repeating the action with some corrections in the action.

3.2 Area Determination Method

Purposive Method is applied to determine the research subject in this research. According to Freankel and Wellen (2012:100), purposive method is how the researcher uses personal judgment to choose a sample that represents the research subject. Ary *et al* (2010:156) says that it is called judgment sampling because the sample elements are chosen from the population. The area of this research was SMPN 9 Jember, this school was chosen purposively based on these following consideration:

1. It was found that students of SMPN 9 Jember especially the eighth B grade students had problem in reading comprehension.
2. KWL was never applied in the teaching reading by the English teacher.
3. The principle of SMPN 9 Jember agreed and gave the permission to the researcher to conduct this research at the school.

3.3 Research Subject Determination Method

The research subject of this research was the eighth B grade students at SMPN 9 Jember. The researcher chose the eighth B grade students because the English teacher said that they had the problem with reading comprehension. This

information was proved by the result of their reading achievement test. It showed the eighth B grade students had the lowest score compared to other classes. The mean score of the reading test was 52.8 and it is enclosed on Appendix 3.

3.4 Operational Definition of the Key Terms

The operational definition is needed because it avoids the ambiguity and misunderstanding for the readers. Based on Creswell (2012:151), operational definition is a focus what the researcher write in the research to make it clear. It makes the researcher and the readers have the same conception about the concept of this research. The terms are defined as follows:

3.4.1 KWL Strategy

KWL strategy was used for the teacher and groups of the students working together. The aim of KWL was help the students comprehend the text by filling KWL worksheet. The worksheet consisted of three columns. In the first step, they did brainstorming about what they know about the topic given and wrote down in **K** column. Then, they filled what they want to know in **W** column in the form of questions. The last, they wrote what they learnt after reading the text in **L** column. So the students could link between their prior knowledge and the new information that they have gotten in order to code their own meaning of the text and to comprehend the text.

3.4.2 Reading Comprehension Achievement

Achievement test was intended to know how successful students had achieved the learning goal. Researcher took the students' reading test score after the students applied KWL strategy to know the students' reading achievement. The reading text covered word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

3.4.3 Narrative Text

Narrative text was used as the material in this research. Narrative text is imaginative story to amuse the readers (Amin, 2015:18). Fable is a kind of narrative text that tells about animals but they behave and speak as human being

for instance Little Red Riding Hood, the Monkeys and the Capseller, the Lion and the Mouse, the Mouse-deer and the Farmer, etc. The purpose is to entertain and to gain the reader's interest.

3.5 Data Collection Method

There were two data which are obtained in this research. They were primary data and supporting data. The primary data was taken from reading comprehension test and observation. Then, interview and documentation were used to get supporting data.

3.5.1 Reading Test

Reading test is used to collect the primary data after they do the reading class by using KWL. Test is an instrument that is delivered to an individual to elicit responses which score can be gained (Ary *et al*,2010:201). There are four kinds of test. They are proficiency test, achievement test, diagnostic test and placement test (Hughes, 2003). Achievement test is chosen to measure the grade eighth grade B students' reading comprehension achievement because the researcher can know how successful individual students, group of students or the courses themselves achieved the goal.

According to Creswell (2012:159), selecting an instrument must be reliable and valid. Reliability means the scores are consistent and stable, although the instrument is given in different place and time, the scores should be consistent. Further, Ary *et al*.(2010:225) explain that validity is an instrument measured what it claimed to measure. A test is said as content validity if its content represents a sample of the language skill, structure, etc (Hughes, 2003:26). Therefore, this research is about reading comprehension, so the test must represent about reading that covers word comprehension, sentence comprehension, paragraph comprehension and text comprehension.

Hughes (2003:9) classifies that there are two types of tests; they are objective test and subjective test. The objective test has no judgment required on the part of the scorer. In the other hand, if there is a judgment called for, the

scoring is said to be subjective. The researcher gives objective test such as multiple choices and True-False statements are applied in this research. The objective test is easier because the scoring is done by comparing the students' answers with the scoring key (Ary, *et al* (2010:201). In short, it can be concluded that the objective test is more practical because it is only one correct answer. So it does not take much time and also gives objective score.

The reading comprehension test was given to the students after doing an action in cycle one. There were two texts in the test entitled "The Boy Who Screamed Wolf" and "A Mouse and A lion". The texts were adapted from: <http://www.belajarbahasainggris.us/2014/01/5-contoh-narrative-text-fabel.html>.

The total number of the reading test was 30 test items. There were 10 questions of True-False statements and 20 questions of multiple choices. Dealing with score, each correct answer was scored 1 and each incorrect answer was given 0. The distribution of the reading comprehension test items are presented in the following table.

Table 3.1 The distribution of the reading comprehension test items

Kinds of comprehension	Reading Text	The number of test items	Total
Word comprehension	Text 1	6, 7, 8, 9	8
	Text 2	21, 22, 23, 24	
Sentence comprehension	Text 1	1, 2, 10, 11	8
	Text 2	16, 17, 25, 28	
Paragraph comprehension	Text 1	3, 4, 12	7
	Text 2	26, 27, 29, 30	
Text comprehension	Text 1	5, 13, 14, 15	7
	Text 2	18, 19, 20	

The time allocation to do the reading test was 80 minutes. The test items were constructed by the researcher and consulted to the English teacher and the research consultants.

3.5.2 Observation

Observation is one of the primary data. The process of gathering information by observing people and places at a research site is called observation (Creswell, 2012:213). In this case, it was aimed to record the students' participation in the reading class by applying KWL. The observer used the observation checklist to check the students' participation. There are five indicators in the observation checklist, they are (1) filling **K** column dealing with their background knowledge that they have known about the topic, (2) filling **W** column dealing with the questions that they want to know the answers, (3) filling **L** column dealing with the information that they have learnt, (4) making note, (5) doing the task that is given by the teacher. The students were categorized as the active students if they did at least 3 indicators. The following is the observation checklist for students' participation.

Table 3.2 Observation Checklist of the Students' Participation

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

The indicators to be observed are:

1. Filling **K** column dealing with their background knowledge that they have known about the topic.
2. Filling **W** column dealing with the questions that they want to know the answers.
3. Filling **L** column dealing with the information that they have learnt.
4. Making note.
5. Doing the task that is given by the teacher.

Note:

Active: When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.

3.5.3 Interview

Interview occurs when the researcher asks a participant and records the answers to be analyzed (Creswell, 2012:218). In addition, Ary *et al* (2010:283) says interview is used to gain valid responses and to record them accurately and completely.

Interview was conducted with the eighth grade English teacher at SMPN 9 Jember. The interview instrument in this research was used to acquire the detailed information such as the curriculum, the teacher's method in teaching reading, the problem faced by the students in reading class and the students' participation.

3.5.4 Documentation

Documentation involves public and private records such as newspaper, personal journal and letters (Creswell, 2012:223). In this research, the researcher used documentation to obtain the data of the curriculum at SMPN 9 Jember, the syllabus, the students' name of the eighth B grade and the previous score in reading comprehension test from the eighth grade English teacher at SMPN 9 Jember .

3.6 Research Procedure

This action classroom research was conducted to enhance the students' reading comprehension. There are five stages namely reflect, get data, plan, act, and analyze the action. The further detailed descriptions are showed below.

3.6.1 Reflect

In this stage, it was intended to identify the problem. It was done by interviewing the English teacher such as the teaching technique and the problem in reading. This interview was needed to support the data that would be gotten. The result of the interview can be seen on Appendix 2.

3.6.2 Get Data

The next step was gathering the data to get information related with the problem such as the students' score and the condition of the students during the English teaching and learning process. As they found the cause, the next step was

finding the way how to solve the problem. Eventually, the researcher chose KWL strategy in teaching reading.

3.6.3 Plan

In this stage, the researcher planned the action before implementing the action. Planning the action had several activities. The activities were as follows:

1. Choosing the theme and sub theme based on curriculum (KTSP) in the second semester for the eighth grade at SMPN 9 Jember.
2. Constructing the lesson plan for cycle 1.
3. Constructing the observation checklist.
4. Constructing the reading test for cycle 1
5. Setting the criteria of success

3.6.4 Act

The implementation of the action was done based on the English schedule of the eighth B class at SMPN 9 Jember. In this action, the researcher taught reading narrative text by using KWL to enhance reading comprehension achievement. Cycle 1 was done in three meeting. The first and the second meeting were used to do the action and the third meeting was used for the reading test. In the first meeting, the researcher did the action while the English teacher did the observation. In the second meeting, the teacher did the observation again because she knew well her students so it was easier to check the students' participation. Then the researcher did the action. The observation used the observation checklist that consisted of five indicators (See table 3.2).

3.6.5 Analyze

After the researcher implementing the action, the next step was the researcher analyzes and reflects the result of the action. There were two evaluation in this stage namely process evaluation and product evaluation. The process evaluation was intended to know the percentage of the students' participation. While, the product evaluation was intended to measure the students' reading

achievement after they were given the action. The criteria to determine the success of the action are:

1. The use of KWL can enhance the students' participation if 75% of the students actively participate in teaching learning process.
2. The use of KWL can enhance the students' mean score of a reading comprehension test at least 74 and it could be reached by at least 75% of the students.

a. Data analysis method

The data was obtained from observation checklist that was analyzed quantitatively based on the data from the percentage of the students' participation during reading class by using this formula:

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

Notes:

E = the percentage of the students' who participated actively teaching reading process by using KWL

A = the number of the students who participated actively

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

(Cohen *et al*, 2000:326)

The result of the students' reading achievement test was analyzed by using the following formula:

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

Notes:

M = the students' mean score

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

N = the total number of the students doing the test

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

Notes:

E = the percentage of the students' who got ≥ 74

A = the number of the students who got score ≥ 74

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

(Cohen *et al*, 2000:326)

b. Reflection of the action

In this stage, the decision was made whether the action was either successful or not. It was said success if the target in cycle one fulfill the criteria of the success. Otherwise, if it did not fulfill the criteria of the success, the researcher would continue to cycle 2.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusion and the suggestions. The suggestions are proposed to the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the result of the data analysis and discussion, it can be concluded that:

1. The use of KWL strategy can enhance the eighth grade students' participation in reading comprehension at SMPN 9 Jember. The result of the observation showed that the average of the students' participation during teaching and learning process by using KWL Strategy improved from 95.75% in Cycle 1 to 98.55% in Cycle 2.
2. The use of KWL strategy can enhance the eighth grade students' achievement of reading comprehension at SMPN 9 Jember. The result of the students' reading achievement showed that the percentage of the students' who got ≥ 74 improved from 77.1% in Cycle 1 to 80% in Cycle 2.

5.2 Suggestions

Considering the result that the use of KWL Strategy can enhance the students' participation and the students' reading achievement, some suggestions are proposed the English teacher, the students and the future researchers as follows.

1. The English Teacher

The English teacher is suggested to use KWL Strategy as an alternative teaching of reading to enhance the students' participation and the students' reading achievement. It is because KWL Strategy helps the students activate their background knowledge and merge between their prior knowledge and new information that they got. It makes them code their own meaning during reading process.

2. The Students

The students are suggested to participate actively during the teaching and learning process of reading by using KWL Strategy. This strategy helps the students comprehend the text easily by giving KWL worksheet. As the result, it can enhance their reading comprehension achievement.

3. The Future Researcher

The future researchers are suggested to conduct a similar research design dealing with KWL Strategy. It can be applied at difference school, different level of research subjects or different texts. KWL strategy can be implemented with the types of expository text such as descriptive text, report text, analytical exposition, hortatory exposition, etc. Then, it will be better if the result of implementing the action is analyzed not only for the class but also for each student.

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APPENDIX 1. RESEARCH MATRIX

RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method	Hypothesis
Enhancing The Eighth Grade Students' Achievement of Reading Comprehension by Using KWL (Know, Want to know and Learnt) Strategy at SMPN 9 Jember	<ol style="list-style-type: none"> Can the use of KWL Strategy enhance the eighth grade students' participation in reading comprehension at SMPN 9 Jember? Can the use of KWL Strategy enhance the eighth grade students' achievement of reading comprehension at SMPN 9 Jember? 	<p>Independent Variable : The use of KWL Strategy in reading comprehension.</p> <p>Dependent Variable :</p> <ol style="list-style-type: none"> The active participation of students in reading comprehension The students' achievement of reading comprehension 	<ol style="list-style-type: none"> The use of KWL in the teaching of reading. The students' achievement of reading comprehension covers : <ol style="list-style-type: none"> Word comprehension Sentence comprehension Paragraph comprehension Text comprehension The students' participation in reading class consists of: <ol style="list-style-type: none"> Filling K column dealing with their background knowledge that they have known about the topic 	<ol style="list-style-type: none"> Participant of the research: The eighth B grade students at SMPN 9 Jember. Informant and Collaborator: The English teacher of the eighth B grade students at SMPN 9 Jember. Documents: <ol style="list-style-type: none"> The names of participants The participants' previous reading test score 	<ol style="list-style-type: none"> Research Design: Classroom Action Research with the cycle model. The stages of each cycle are: <ol style="list-style-type: none"> Reflect Get data Plan Act Analyze (Lodico <i>et al</i>, 2010:322) Research Area Determination method: Purposive Method Research Subject Determination Method : Purposive method Data collection method : <ol style="list-style-type: none"> Primary data : <ul style="list-style-type: none"> Reading test Observation Supporting data : <ul style="list-style-type: none"> Interview Documentation Data Analysis method : <ol style="list-style-type: none"> The data of the observation checklist is analyzed by using the following formula: $E = \frac{A}{N} \times 100\%$ Notes: E = the percentage of the 	<ol style="list-style-type: none"> The use of KWL Strategy can enhance the eighth grade students' participation in the teaching and learning process of reading at SMPN 9 Jember. The use of KWL Strategy can enhance the eighth grade students' achievement of reading comprehension at SMPN 9 Jember.

			<p>b. Filling W column dealing with the questions that they want to know the answers.</p> <p>c. Filling L column dealing with the information that they have learnt.</p> <p>d. Making note</p> <p>e. Doing the task that is given by the teacher.</p>		<p>students' who participated actively teaching reading process by using KWL</p> <p>A = the number of the students who participated actively</p> <p>N = the total number of the students (the subject)</p> <p>(Cohen <i>et al</i>, 2000:326)</p> <p>b. The primary data from from reading test will be analyzed by using this following formula:</p> $M = \frac{\sum X}{N}$ <p>Notes:</p> <p>M = the students' mean score</p> <p>$\sum X$ = the total score of the students' reading test</p> <p>N = the total number of the students doing the test</p> $E = \frac{A}{N} \times 100\%$ <p>Notes:</p> <p>E = the percentage of the students' who participated actively teaching reading process by using KWL</p> <p>A = the number of the students who participated actively</p> <p>N = the total number of the students (the subject)</p> <p>(Cohen <i>et al</i>, 2000:326)</p>	
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APPENDIX 2

SUPPORTING DATA INSTRUMENTS

I. Interview Guide

No.	Questions	Answer
1.	What curriculum is used at SMPN 9 Jember?	This school uses KTSP curriculum.
2.	How many times English are taught in a week?	English is taught twice a week.
3.	How many hours are in one meeting?	It has 2 x 40 minutes.
4.	What problems are faced by the students?	I think they have difficulties in comprehending the text. They are less motivated to read and look for unfamiliar words in the dictionary and also passive during learning process.
5.	How do you overcome the problem?	I asked them to pay attention and asked some questions to make them active.
6.	From the eighth class, which class has the most problem in reading?	The eighth B class, the students of this class often gets the lowest score in the test.
7.	How is about students' participation in reading class?	Not all students are active, it is only 10 students who are active in the class.
8.	How do you teach reading in the class?	When reading class, after I explain the material, I give the example. Next, I ask the students to read the text and give the meaning of the difficult words. After that, I ask them to do the exercise.
8.	What book do you use for teaching English?	I use two books and one students' work sheet. But the students have the students' work sheet only. It happened because they don't have enough money.
9.	Have you ever used certain technique in teaching English?	Sometimes I use discussion.
10.	What is the minimum standard score?	It is 74.
11.	Have you ever used KWL for teaching English?	No, I haven't

II. Documentation

NO.	The Data Taken	Data Resource
1.	The students' reading score	Documents
2.	The names of the research subjects	
3.	The curriculum at SMPN 9 Jember	
4.	The syllabus	



APPENDIX 3

THE EIGHTH B GRADE STUDENTS' READING SCORE

NO	ID NUMBER	NAME	SCORE
1	5288	AR	50
2	5289	AB	36
3	5290	ANA	76
4	5291	AFR.	76
5	5292	AS	50
6	5293	AEW	36
7	5294	AH	50
8	5295	AS	56
9	5296	AA	52
10	5298	ASA	74
11	5300	DRPS	64
12	5301	EFZ	42
13	5302	EAM	30
14	5303	FR	56
15	5304	GW	74
16	5305	GRS	50
17	5306	HPP	74
18	5307	IJU	46
19	5308	IM	46
20	5309	IPS	50
21	5310	IC	58
22	5311	MA	50
23	5312	MRA	56
24	5313	MRF	48
25	5314	MR	52
26	5315	MZA	50
27	5316	NDP	50
28	5317	NW	54
29	5319	O	56
30	5320	RYD	78
31	5321	RK	22
32	5322	RAS	80
33	5323	RAN	46
34	5324	RAA	38
35	5325	SUK	35

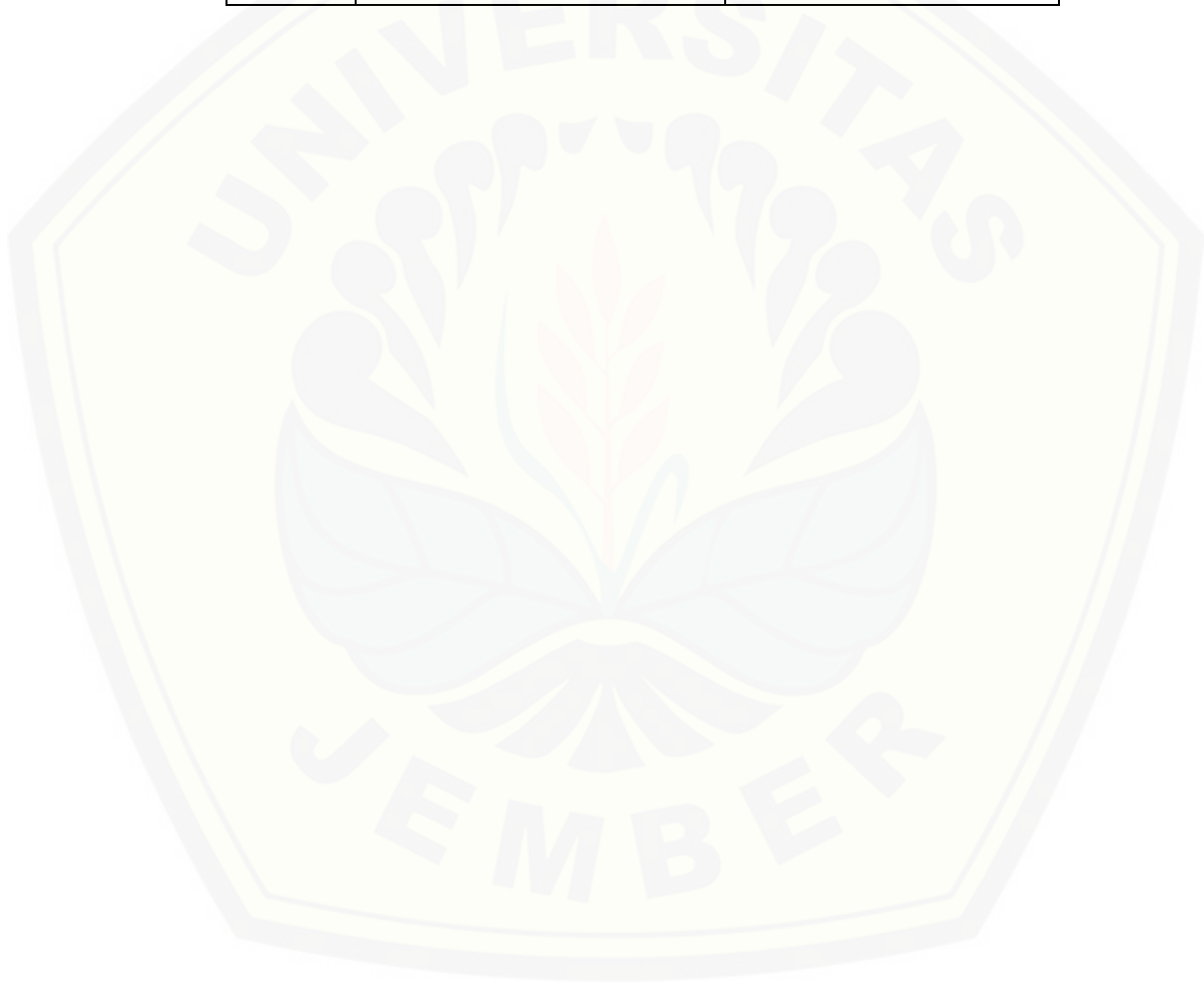
36	5327	ZK	44
37	5445	ZR	50
		Mean Score	$1955/37 = 52.8$



APPENDIX 4

The Mean Reading Test Score of the Eighth Grade at SMPN 9 Jember

No.	Class	Mean Score
1.	VIIIA	55.3
2.	VIIIB	52.8
3.	VIIIC	57.4
4.	VIIID	55.4
5.	VIIIE	56.1
6.	VIIIF	59.8



APPENDIX 5

LESSON PLAN MEETING 1

Cycle 1

Subject	: English
Level	: Junior High School
Grade / Semester	: VIII/ 2
Language skill	: Reading Skill
Genre	: Narrative Text
Time Allocation	: 2 x 40 minutes

I. Standard of 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 retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators

3.1 Cognitive Product

1. Finding word meaning in narrative text.
2. Finding sentence meaning in narrative text.
3. Finding paragraph meaning in narrative text.
4. Finding text meaning in narrative text.

3.2 Cognitive Process

1. Writing about what they know related with the topic in **K** column.
2. Writing some questions what they want to know about the topic in **W** column.
3. Writing the answers that they have made in **W** column after reading the text in **L** column.

IV. Learning Objectives

4.1 Cognitive Product

1. The students are able to find word meaning in narrative text.
2. The students are able to find sentence meaning in narrative text.
3. The students are able to find paragraph meaning in narrative text.
4. The students are able to find text meaning in narrative text.

4.2 Cognitive Process

1. The students are able to write about what they know related with topic in **K** column.
2. The students are able to write some questions what they want to know about the topic in **W** column.
3. The students are able to write the answers that they have made in **W** column after reading the text in **L** column.

V. Learning Materials : Enclosed

VI. Teaching Learning Activities

- a. Approach : Contextual Teaching and Learning (CTL)
- b. Strategy : KWL (Know, Want to know, Learnt)

No	Teacher's Activities	Students' activities	Time
1	Set Induction 1. Greeting, praying, and checking students' attendant list. 2. Preparing students' readiness. 3. Stating teaching learning objectives. 4. Showing pictures and asking some questions related with the picture.	1. Responding to the teacher. 2. Preparing the readiness. 3. Listening to the teacher. 4. Responding to the question.	(7 minutes) 2' 1' 1' 3'
2	Main Activities <i>Pre-reading</i> 1. Explaining about narrative text. 2. Asking the students to make groups of 4. 3. Giving KWL worksheet to each student in groups. 4. Explaining how to fill out KWL worksheet.	1. Paying attention to the teacher and making note. 2. Making group of 4. 3. Receiving KWL worksheet. 4. Making note to the teacher's explanation.	(70 minutes) 5' 1' 1' 10'

	<p>(Filling K column)</p> <p>5. Asking the students about their background knowledge with the reading text entitled “ Little Red Riding Hood”</p> <p>6. Asking the students to write what they know about the topic in K column and ask them to discuss together with the class.</p> <p>(Filling W column)</p> <p>7. Asking the students to make some questions and write down about what they want to know from the topic in W column and discuss together with the class</p> <p><i>Whilst-reading</i></p> <p>8. Distributing the text to the students.</p> <p>9. Asking the students to read the text silently and individually.</p> <p><i>Post-reading</i></p> <p>(Filling L column)</p> <p>10. Asking the students to recheck the information that they have written in K column and clarify if they have misperception and then write them in L column.</p> <p>11. Asking the students to answer the questions that they have made in W column and write them in L column based on the information they have got then discuss together with the class.</p> <p>12. Asking them to write new information that they get after reading text in L column.</p> <p>13. Asking the students to do the task based on the text individually.</p> <p>14. Discussing to the whole class.</p>	<p>5. Answering the teacher’s question orally.</p> <p>6. Writing what they know in K column and discuss together with the class.</p> <p>7. Writing some questions in W column and discussing together with the class.</p> <p>8. Receiving the text.</p> <p>9. Reading the text silently and individually.</p> <p>10. Rechecking and clarifying the information in K column and writing down in L column.</p> <p>11. Answering the questions in W column and writing down in L column then discuss together with the class.</p> <p>12. Writing new information after reading the text in L column.</p> <p>13. Doing the task individually.</p> <p>14. Discussing to the whole class.</p>	<p>5’</p> <p>5’</p> <p>5’</p> <p>1’</p> <p>5’</p> <p>5’</p> <p>5’</p> <p>5’</p> <p>10’</p> <p>7’</p>
3	<p>Closure</p> <p>1. Making a conclusion of the lesson.</p> <p>2. Parting.</p>	<p>1. Drawing the conclusion orally.</p> <p>2. Parting.</p>	<p>(3 minutes)</p> <p>2’</p> <p>1’</p>

VII. Media and Sources

1. Media : pictures, white board, board marker and KWL worksheet.
2. Sources :
 - a. <http://guruberbagirasa.blogspot.com>

b. www.englishadmin.com

VIII. Evaluation

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

Observation checklist of the students' participation that will be measured:

No.	Name	Indicators					Total	Active	Pasive
		1	2	3	4	5			

The indicators to be observed are:

1. Filling **K** column dealing with their background knowledge that they have known about the topic.
2. Filling **W** column dealing with the questions that they want to know the answers.
3. Filling **L** column dealing with the information that they have learnt.
4. Making note.
5. Doing the task that is given by the teacher.

Note:

The students are categorized as the active students if they at least fulfill 3 indicators.

2. Product evaluation

Instrument: Reading comprehension exercises.

Formula

$$\text{Score} = \frac{\text{correct answer}}{\text{whole questions}} \times 100$$

Jember, May 17th, 2016

Collaborator

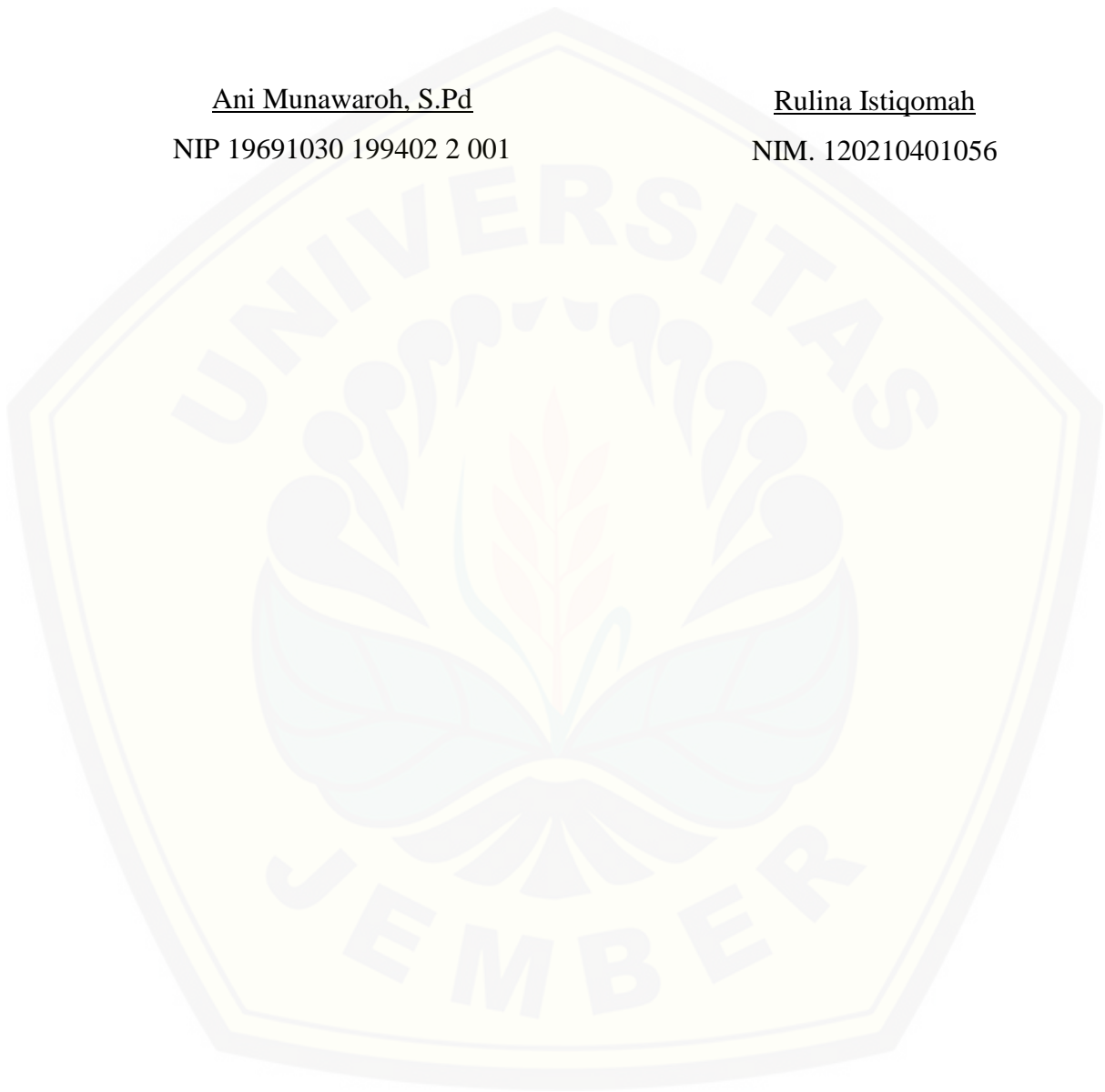
Researcher

Ani Munawaroh, S.Pd

NIP 19691030 199402 2 001

Rulina Istiqomah

NIM. 120210401056



Instructional Materials

1. Pre Instructional Activities



Giving leading questions based on the picture given:

- a. Do you know what picture it is?
- b. Do you like reading a story?
- c. What story have you ever read?
- d. How's the story in the picture?
- e. What do you think might happen to the little red riding hood?

2. Main activity

1. Narrative text is the text which tells about fiction story. The purpose of the text is to amuse or to entertain the reader..
2. The generic structure of narrative text consists of:
 - a. Orientation: tells about who is in the story, when and where the story happened.
 - b. Complication: tells the beginning of the problems which lead to the crisis of the participants.
 - c. Resolution : the problem is resolved either happy ending or sad ending.

3. The language features of narrative text are:
 - a. The character of the story is specific: the dog, the mouse-deer , the lion, etc.
 - b. Using past tense:
She lived with her aunt and uncle because her parents were died.
 - c. Using adverb of time:
Once upon a time, long time ago, one day, etc.
 - d. Using time conjunction: when, then, suddenly, finally, etc.
 - e. Using action verbs: lived, run, drank, killed, etc.

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

The example of the narrative text.

Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.

Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson, the huge grey duckling splashed and paddled as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly.

However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked. The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself.

One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear, these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

Adapted from: <http://guruberbagirasa.blogspot.com>

Orientation

Complication

Resolution

The example of how to fill KWL worksheet.

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
1. He was different from the other duck around him. 2. He didn't have friends. 3. He was very sad. 4. He finally found his own group.	1. Why was he different? 2. Was he really ugly? 3. How did he find his own group? 4. Did his family accept him? 5. How was the end of the story? Was it sad/happy ending?	1. He was so big and very gray. He wasn't like the others at all. 2. Actually he was not a duck but a beautiful swan. 3. He found his own group when he run away, he swam in the pond and saw three large white swans swimming toward him. 4. His mother accepted him but his brother and sister didn't. 5. In the end of the story was happy ending. He lived happily with his new friends, swans. 6. Her mother liked him.

Instruction: Each student will get the KWL Worksheet and do the following steps.

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
1. 2.	1. 2.	1. 2.

Step 1

The students write down in K column what they have known about the topic entitled “Little Red Riding Hood” before they read the text.

Step 2

The students generate the questions that they want to know from the text in W column.

Step 3

During or after reading, the students write down what they have learnt from the text in L column by answering the question in W column, checking the statement in K column and adding new information that they got from the text.

TEXT

Read the text carefully.

Little Red Riding Hood

Line 1	One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was walking to his grandmother’s house, little red riding hood met a wolf.
Line 5	“Where are you going, a little girl?” the wolf asked. “I’m willing to give this cake to my grandmother” replied little red riding hood.
Line 10	The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother’s house. After arriving to grandmas’ house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma’s clothes and laid in bed, waiting for little red riding hood.
Line 15	When little riding hood arrived, the wolf in disguise told her to come in. Little riding hood did not realize that it was the wolf. Then the wolf ate little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came, he saw a large wolf’s belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf’s stomach with a big stone. Then he threw the wolf into the river.

Adapted from: www.englishadmin.com

TASK 1

Write T if the statement is “true” and F if the statement is “false” based on the text!

No.	Statements	T/F
	<i>The girl's name was little red riding wood.</i>	<i>F</i>
1.	She went to her grandma by foot.	
2.	Paragraph three tells us about the wolf had a bad plan.	
3.	Little red riding hood was asked by her mother to give cake to her grandma.	
4.	It is true that little red riding hood was died.	
5.	Little red riding hood didn't realized that her grandma was the wolf because she wore little riding hood's clothes.	

TASK 2

Cross (x) either a, b, c or d for the best answer based on the text!

1. The wolf had been at grandma's house. This information can be found in paragraph/s...
 - a. 1
 - b. 2
 - c. 3
 - d. 1 and 2

2. “The wolf had an evil plan that he wanted to eat **them** both.” (Line 6)

The word “**them**” refers to...

 - a. mother and little red riding hood
 - b. the cakes and little riding hood
 - c. grandma and little red riding hood
 - d. the woodcutter and little red riding hood

3. “The wolf had an **evil** plan that he wanted to eat them both.” (Line 6)

What is the synonym of “**evil**”?

- a. angel
- b. good
- c. bad
- d. amazing

4. “He saw a large wolf’s **belly**...”. (Line 14)

The word “**belly**” has the same meaning with...

- a. stomach
- b. bell
- c. body
- d. tusk

5. What is the moral value of the text?

- a. not to meet the wolf
- b. not to believe in stranger
- c. not to use riding hood
- d. not to sleep in the river

ANSWER KEY

TASK 1	TASK 2
1. T	1. B
2. F	2. C
3. T	3. C
4. F	4. A
5. F	5. B

Kinds of comprehension	Number of items
Word comprehension	7, 8, 9
Sentence comprehension	1, 3, 5
Paragraph comprehension	2, 6
Text comprehension	4, 10

APPENDIX 6

The result of the students' KWL worksheet
(Little Red Riding Hood)

KWL WORKSHEET

NAME: Diony Ramadhani P. S

NUMBER: 11 (Sebelas)

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<p>① There is somebody girl</p> <p>② she wore red veil</p> <p>③ The wolf sleep</p> <p>④ The wolf wore pajamas</p> <p>⑤ she brought basket</p> <p>⑥ The girl and the wolf were Sabert friend</p> <p>⑦ The wolf was wearing clothes</p>	<p>① Where did the story happen?</p> <p>② How many characters were in the story?</p> <p>③ were they friend?</p> <p>④ what is the character of little red hood?</p> <p>⑤ what is the character of the wolf?</p> <p>⑥ how is the end of the story?</p> <p>⑦ The wolf was wearing clothes</p>	<p>① the story happened in grand mother's house</p> <p>② there were four characters</p> <p>③ initially they were not friend</p> <p>④ the character of little red hood is kind help each other</p> <p>⑤ the character of wolf is bad</p> <p>⑥ in the end of the story was happy ending</p> <p>⑦ the wolf disguise saved little red riding hood and grand mother's</p>

KWL WORKSHEET

NAME: ERWIN AKBAR M.
 NUMBER: 13

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ol style="list-style-type: none"> 1. there is a wolf 2. there is a girls 3. she wore red VEIL 4. she brought basket 5. wolf and girls is a best friend 6. the wolf sleep 7. the wolf wore pass mas 	<ol style="list-style-type: none"> 1. where where did his story happen? 2. how many characters were in the story? 3. were they friend? 4. what is the character of little red riding hood? 5. what is the wolf? 	<ol style="list-style-type: none"> 1. his story happened in the grand ma's house 2. there were four characters 3. they were not friend 4. the characters little red riding is kind help each other 5. the wolf disguise as grand mother

KWL WORKSHEET

NAME: M. Riki Aldiansyah

NUMBER: 23

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
* Wolf Sleep in the bed * There is a wolf and Little Red Riding Hood	* Where did the story happen..? * How many character in this story..?	* False Character * Grand mothers house

APPENDIX 7

LESSON PLAN MEETING 2

Cycle 1

Subject	: English
Level	: Junior High School
Grade / Semester	: VIII/ 2
Language skill	: Reading Skill
Genre	: Narrative Text
Time Allocation	: 2 x 40 minutes

I. Standard of 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 retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators

3.1 Cognitive Product

1. Finding word meaning in narrative text.
2. Finding sentence meaning in narrative text.
3. Finding paragraph meaning in narrative text.
4. Finding text meaning in narrative text.

3.2 Cognitive Process

1. Writing about what they know related with the topic in **K** column.
2. Writing some questions what they want to know about the topic in **W** column.
3. Writing the answers that they have made in **W** column after reading the text in **L** column.

IV. Learning Objectives

4.1 Cognitive Product

1. The students are able to find word meaning in narrative text.
2. The students are able to find sentence meaning in narrative text.
3. The students are able to find paragraph meaning in narrative text.
4. The students are able to find text meaning in narrative text.

4.2 Cognitive Process

1. The students are able to write about what they know related with topic in **K** column.
2. The students are able to write some questions what they want to know about the topic in **W** column.
3. The students are able to write the answers that they have made in **W** column after reading the text in **L** column.

V. Learning Materials : Enclosed

VI. Teaching Learning Activities

- a. Approach : Contextual Teaching and Learning (CTL)
- b. Strategy : KWL (Know, Want to know, Learnt)

No	Teacher's Activities	Students' activities	Time
1	Set Induction 1. Greeting, praying, and checking students' attendant list. 2. Preparing students' readiness. 3. Stating teaching learning objectives. 4. Showing pictures and asking some questions related with the picture.	1. Responding to the teacher. 2. Preparing the readiness. 3. Listening to the teacher. 4. Responding to the question.	(9 minutes) 2' 1' 1' 5'
2	Main Activities <i>Pre-reading</i> 1. Reviewing about narrative text. 2. Asking the students to make groups of 4. 3. Giving KWL worksheet to each student in groups.	1. Paying attention to the teacher and making note. 2. Making group of 4. 3. Receiving KWL worksheet. 4. Listening or making	(67 minutes) 3' 1' 1' 6'

	<p>4. Explaining how to fill out KWL worksheet. (Filling K column)</p> <p>5. Asking the students about their background knowledge with the reading text entitled “The Monkeys and The Capseller”.</p> <p>6. Asking the students to write what they know about the topic in K column and ask them to discuss together with the class. (Filling W column)</p> <p>7. Asking the students to make some questions and write down about what they want to know from the topic in W column and discuss together with the class.</p> <p><i>Whilst-reading</i></p> <p>8. Distributing the text to the students. 9. Asking the students to read the text silently and individually.</p> <p><i>Post-reading</i> (Filling L column)</p> <p>10. Asking the students to recheck the information that they have written in K column and clarify if they have misperception and then write them in L column.</p> <p>11. Asking the students to answer the questions that they have made in W column and write them in L column based on the information they have got then discuss together with the class.</p> <p>12. Asking them to write new information that they get after reading text in L column.</p> <p>13. Asking the students to do the task based on the text individually. 14. Discussing to the whole class.</p>	<p>note to the teacher’s explanation.</p> <p>5. Answering the teacher’s question orally.</p> <p>6. Writing what they know in K column and discuss together with the class.</p> <p>7. Writing some questions in W column and discussing together with the class.</p> <p>8. Receiving the text. 9. Reading the text silently and individually.</p> <p>10. Rechecking and clarifying the information in K column and writing down in L column.</p> <p>11. Answering the questions in W column and writing down in L column then discuss together with the class.</p> <p>12. Writing new information after reading the text in L column.</p> <p>13. Doing the task individually. 14. Discussing to the whole class.</p>	<p>5’</p> <p>5’</p> <p>5’</p> <p>1’ 7’</p> <p>5’</p> <p>5’</p> <p>10’ 8’</p>
3	<p>Closure</p> <p>1. Making a conclusion of the lesson. 2. Parting.</p>	<p>1. Drawing the conclusion orally. 2. Parting.</p>	<p>(4 minutes) 3’ 1’</p>

VII. Media and Sources

1. Media : pictures, white board, board marker and KWL worksheet.
2. Sources : <http://englishadmin.com/2012/07/narrative-text-contoh-generic-structure.html>

VIII. Evaluation

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

Observation checklist of the students' participation that will be measured:

No.	Name	Indicators					Total	Active	Pasive
		1	2	3	4	5			

The indicators to be observed are:

1. Filling **K** column dealing with their background knowledge that they have known about the topic.
2. Filling **W** column dealing with the questions that they want to know the answers.
3. Filling **L** column dealing with the information that they have learnt.
4. Making note.
5. Doing the task that is given by the teacher.

Note:

The students are categorized as the active students if they at least fulfill 3 indicators.

2. Product evaluation

Instrument: Reading comprehension exercises.

Formula

$$\text{Score} = \frac{\text{correct answer}}{\text{whole questions}} \times 100$$

Jember, May 18th, 2016

Collaborator

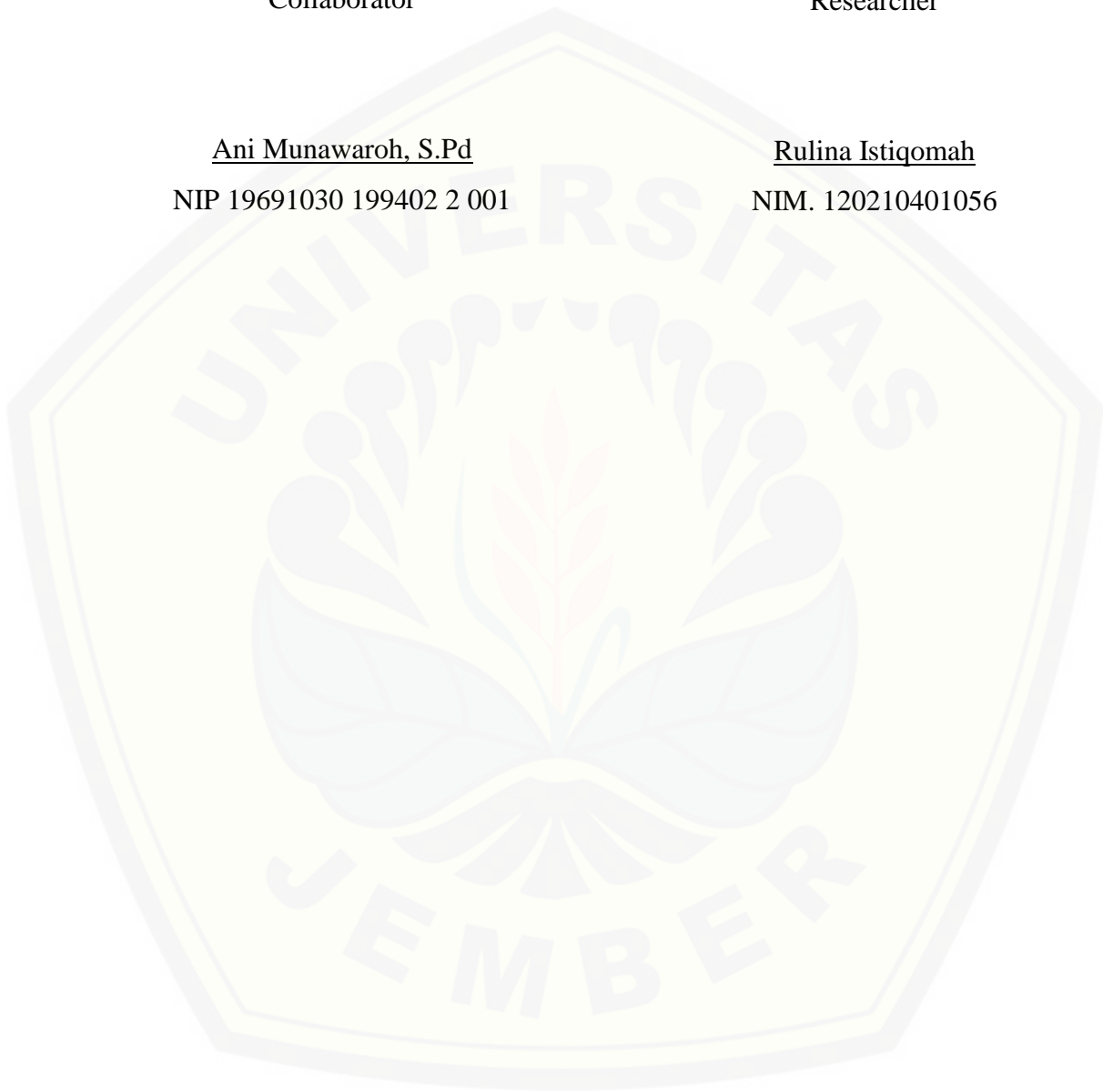
Researcher

Ani Munawaroh, S.Pd

NIP 19691030 199402 2 001

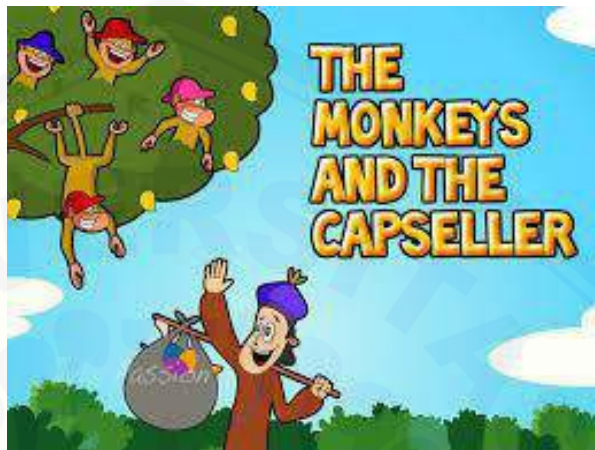
Rulina Istiqomah

NIM. 120210401056



Instructional Materials

1. Pre Instructional Activities



Giving leading questions based on the picture given:

- a. Do you know what picture it is?
- b. Do you like reading a story?
- c. How's the story in the picture?
- d. What do you think might happen to the capseller?

2. Main activity

1. Narrative text is the text which tell story about fiction story. The purpose of the text is to amuse or to entertain the reader.
2. The generic structure of narrative text consists of:
 - a. Orientation: tells about who is in the story, when and where the story happened.
 - b. Complication: tells the beginning of the problems which lead to the crisis of the participants.
 - c. Resolution : the problem is resolved either happy ending or sad ending.

3. The language features of narrative text are:
 - a. The character of the story is specific: the dog, the mouse-deer , the lion, etc.
 - b. Using past tense:
She lived with her aunt and uncle because her parents were died.
 - c. Using adverb of time:
Once upon a time, long time ago, one day, etc.
 - d. Using time conjunction: when, then, suddenly, finally, etc.
 - e. Using action verbs: lived, run, drank, killed, etc.

Instruction: Each student will get the KWL Worksheet and do the following steps.

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
1.	1.	1.
2.	2.	2.

Step 1

The students write down in K column what they have known about the topic entitled “The Monkeys and The Capseller” before they read the text.

Step 2

The students generate the questions that they want to know from the text in W column.

Step 3

During or after reading, the students write down what they have learnt from the text in L column by answering the question in W column, checking the statement in K column and adding new information that they got from the text.

TEXT**Read the text carefully!****The Monkeys and The Capseller**

Line 1	Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.
Line 5	The cap seller had slept for one hour. When he got up, the first thing he did was to look into his bag. He was shock when he found all his caps were not there.
Line 10	When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys are wearing a cap of on its head. They had done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he began to make gesture, the monkeys also imitated him.
Line 15	At last he found a clever idea. “Monkeys are a great imitator,” he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

Taken from: www.englishadmin.com

TASK 1

Write T if the statement is “true” and F if the statement is “false” based on the text!

No	Statements	T/F
	<i>His bag was full of caps.</i>	<i>T</i>
1.	Capseller means a person who sells a cap.	
2.	The monkeys that stole his caps.	
3.	He didn't wear his cap when he slept.	
4.	Paragraph 2 tells the capseller realized that his caps were stolen by the monkeys.	
5.	The text tells about a capseller who gave caps to every monkey.	

TASK 2

Cross (x) either a, b, c or d for the best answer based on the text!

1. “So he **took off** his own cap...” (Line 15). The word “took off” has antonym with...
 - a. pulled off
 - b. took down
 - c. put on
 - d. look up
2. The capseller felt that his caps were lost. This information can be found in paragraph...
 - a. 1
 - b. 2
 - c. 3
 - d. 4

3. What is the main idea of paragraph 4?
 - a. The monkeys stole his caps
 - b. He felt tired and slept under the tree
 - c. He collected his caps
 - d. He found an idea to make his caps back
4. What is the characteristic of the capseller on the text?
 - a. Clever
 - b. Fool
 - c. Sleeper
 - d. Diligent
5. Which one is NOT TRUE about the text?
 - a. The capseller slept for a hour
 - b. The capseller didn't get his caps
 - c. The monkeys were good imitators
 - d. The monkeys stole the caps

ANSWER KEY

TASK 1	TASK 2
1. T	1. c
2. T	2. b
3. F	3. d
4. F	4. a
5. F	5. b

Kinds of comprehension	Number of items
Word comprehension	1, 6
Sentence comprehension	2, 3
Paragraph comprehension	4, 7, 8
Text comprehension	5, 9, 10

APPENDIX 8

The result of the students' KWL worksheet
(The Monkeys and the Capseller)

KWL WORKSHEET

NAME: Zulfatul Rohmania
NUMBER: 38

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ul style="list-style-type: none"> - There was a man - There were many monkeys - The man sold cap - The monkeys were on the tree - The monkeys took the cap from capseller - The capseller brought bag - the bag was full of caps 	<ul style="list-style-type: none"> - did the monkey steal the cap from the cap seller - did the monkey walk in the the jungle - who brought the cap - How many monkeys were on the tree 	<ul style="list-style-type: none"> - yes, they did - No the monkey lived in the jag jungle - capseller brought the cap - there were many monkeys - the monkeys were a great imitator

KWL WORKSHEET

NAME: Nova Wulandari

NUMBER: 28

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ul style="list-style-type: none"> - There were many Monkeys, the Capseller sold cap - The monkeys wore cap the - The monkeys cap-seller wore cap - The monkeys lived Jungle - The capseller brought many caps - There were 4 monkeys 	<ul style="list-style-type: none"> - Why did the capseller walk in the jungle? - How many monkeys were on the tree? - why capseller bring many caps? - why was the capseller happy? 	<ul style="list-style-type: none"> - He was very tired and needed to rest. - There were many monkeys. - because the man sold the caps - no, because the monkey stole his caps. - the monkeys were a great imitator.

KWL WORKSHEET

NAME: Eka Firdana Zubaidah

NUMBER: 12

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ol style="list-style-type: none">1. There were four monkeys2. There was a capseller3. Capseller to brought a bag4.	<ol style="list-style-type: none">1. Why did the monkeys steal the cap?2.	<ol style="list-style-type: none">1. Because a capseller had sleep so the monkeys stole his caps.

APPENDIX 9

TEST 1

Subject	: English
Class/Semester	: VIII/2
Language skill	: Reading
Text type	: Narrative text
Time	: 80 minutes

The following text is for questions number 1-15.

TEXT 1**The Boy Who Screamed Wolf**

Line 1	<p>There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near, except for three farmers he could see working in the fields in the valley below.</p> <p>One day, the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley screaming, “Wolf! Wolf!”. The men ran to meet him and they found out there was no wolf.</p> <p>The boy enjoyed the company so much. The next day, he tried the same thing, again and again the men ran to help him but there was no wolf. It was just his trick to get the men’s attention.</p> <p>A few days later, a real wolf came from the forest and began to steal the sheep. The boy ran toward the valley, and he screamed more loudly, “Wolf! Wolf!”. But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.</p>
Line 5	
Line 10	
Line 15	

Adapted from: www.belajarbahasainggris.com

I. Write T if the statement is “true” and F if the statement is “false” based on the text!

No.	Statements	T/F
1.	The boy tended his sheep with the farmers.	
2.	He felt alone when he tended his sheep.	
3.	In paragraph 2 and 3, the boy lied if there was a wolf.	
4.	In paragraph 3 told about the farmers didn't help the boy because they didn't believe in him anymore.	
5.	It was true that the boy was tricking the farmers many times.	

II. Cross (x) either a, b, c or d for the best answer based on the text!

6. “It was lonely for him watching the sheep all day.” (Line 2)
The underline word refers to...
- the farmer
 - the men
 - the boy
 - the sheep
7. “No one was near...” (Line 3). The underline word has **antonym** with the word...
- close
 - far
 - beside
 - in front of

8. “He ran down toward the valley screaming, “Wolf! Wolf!”.” (Line 6)
The word “**screaming**” has the same meaning with the following word...
- shouting
 - whispering
 - waving
 - listening
9. “The men ran to meet him and they found out there was no wolf.” (Line 7). The underline word refers to...
- the farmers
 - a young shepherd boy
 - the sheep
 - the wolfs
10. How many farmers were there in the fields?
- 1
 - 2
 - 3
 - 4
11. Where did the boy tend his sheep?
- In the forest
 - In the canal
 - In the field near his house
 - In the foot mountain
12. The real wolf came to the field to steal the boy’s sheep. This information can be found in paragraph...
- 1
 - 2
 - 3
 - 4

13. Which statement is NOT TRUE about the text?
- There was a young boy who tended his sheep.
 - The boy made a plan to make some fun because he felt alone.
 - In the end of the story, the men helped the boy to save the sheep.
 - The wolf came to steal the sheep.
14. Which statement is TRUE about the text?
- The boy felt happy when he got the men's attention.
 - In the valley there were three women working in the field.
 - The wolf wanted to steal the boy.
 - The men had been fooled three times.
15. What can we learn from the text?
- Not to lie to everyone.
 - Not to tend the sheep in the field near dark forest.
 - Make a plan before you do something.
 - Not to disturb the other.

The following text is for questions number 16-30.

TEXT 2

A Mouse and a Lion

Line 1	Once, a lion was sleeping in his den, a naughty little mouse ran up his tail onto his back and jumped on his head, so that the lion woke up.
Line 5	The lion was angry. He roared in anger, "How dare you wake me up! Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!"
Line 10	The terrified mouse begged the lion to let him go. "Please don't eat me your majesty! it was a mistake. I was only playing. Please let me go and I promise I will be your friend forever. Who knows but one day I could save your life?" said the mouse.

Line 15	<p>The lion looked at the tiny mouse and laughed, “You save my life?” he said. “But you have made me laugh and put me into a good mood again, so I shall let you go.” The lion let the mouse go free. “Oh thank you, your majesty”, squeaked the mouse.</p> <p>A few days later the lion was caught in a hunter's snare. He couldn't break free. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse.</p>
Line 20	<p>The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse bit the rope that caught the lion so that the lion could escape from the trap. The lion was very grateful to the mouse and they became best friends forever.</p>

Adapted from: www.belajarbahasainggris.com

I. Write T if the statement is “true” and F if the statement is “false” based on the text!

No.	Statements	T/F
16.	The mouse that made the lion woke up.	
17.	The lion was very angry because the mouse disturbed him.	
18.	It was true that the lion killed the mouse.	
19.	It is implied that a small help would be very meaningful.	
20.	It was true that the lion could escape from the snare by himself.	

II. Cross (x) either a, b, c or d for the best answer based on the text!

21. “...a naughty little mouse ran up his tail...” (Line 1). The word “his” refers to...
- the lion
 - the mouse
 - his den
 - the hunter

22. “The lion was **angry**.” (Line 4). What is the opposite meaning of the underlined word?
- hungry
 - calm
 - rude
 - mad
23. “Every animal heard it...” (Line 17). The word “**it**” refers to...
- the mouse
 - the snare
 - the hunter
 - the lion’s roar
24. “A few days later the lion was caught in a hunter's **snare**.” (Line 15). What do you know about “**snare**”?
- It is a trap that is used to catch the animals.
 - It is the hunter’s house.
 - It is a collection of ropes.
 - It is a big hole.
25. Who is the King of the jungle?
- The mouse
 - The lion
 - The hunter
 - Every animal
26. What is the main idea of paragraph 2?
- The mouse helped the lion.
 - The lion was kind animal.
 - The lion was mad.
 - The mouse was afraid.

27. What is the main idea of paragraph 3?
- The mouse wanted to the lion forgave him.
 - The mouse saved the lion's life.
 - The lion woke up because of the mouse.
 - The lion could not escape.
28. The lion let the mouse go. This information can be found in paragraph...
- 2
 - 3
 - 4
 - 5
29. How did the mouse help the lion escape from the hunter's snare?
- The mouse called his friends to help the lion.
 - The mouse bit the rope.
 - The mouse didn't do anything.
 - The mouse was powerless.
30. The lion and the mouse became friend. This information can be found in paragraph...
- 1
 - 3
 - 5
 - 6

Answer Key of Reading Test Cycle 1**TEXT 1**

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

TEXT 2

11. D
12. D
13. C
14. A
15. A
16. T
17. T
18. F
19. T
20. F
21. A
22. B
23. D
24. A
25. B
26. C
27. A
28. C
29. B
30. D

Kinds of comprehension	Reading Text	Number of items
Word comprehension	Text 1	6, 7, 8, 9
	Text 2	21, 22, 23, 24
Sentence comprehension	Text 1	1, 2, 10, 11
	Text 2	16, 17, 25, 29
Paragraph comprehension	Text 1	3, 4, 12
	Text 2	26, 27, 28, 30
Text comprehension	Text 1	5, 13, 14, 15
	Text 2	18, 19, 20

APPENDIX 10

LESSON PLAN MEETING 1

Cycle 2

Subject	: English
Level	: Junior High School
Grade / Semester	: VIII/ 2
Language skill	: Reading Skill
Genre	: Narrative Text
Time Allocation	: 2 x 40 minutes

I. Standard of 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 retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators

3.1 Cognitive Product

1. Finding word meaning in narrative text.
2. Finding sentence meaning in narrative text.
3. Finding paragraph meaning in narrative text.
4. Finding text meaning in narrative text.

3.2 Cognitive Process

1. Writing about what they know related with the topic in **K** column.
2. Writing some questions what they want to know about the topic in **W** column.
3. Writing the answers that they have made in **W** column after reading the text in **L** column.

IV. Learning Objectives

4.1 Cognitive Product

1. The students are able to find word meaning in narrative text.
2. The students are able to find sentence meaning in narrative text.
3. The students are able to find paragraph meaning in narrative text.
4. The students are able to find text meaning in narrative text.

4.2 Cognitive Process

1. The students are able to write about what they know related with topic in **K** column.
2. The students are able to write some questions what they want to know about the topic in **W** column.
3. The students are able to write the answers that they have made in **W** column after reading the text in **L** column.

V. Learning Materials : Enclosed

VI. Teaching Learning Activities

- a. Approach : Contextual Teaching and Learning (CTL)
- b. Strategy : KWL (Know, Want to know, Learnt)

No	Teacher's Activities	Students' activities	Time
1	Set Induction 1. Greeting, praying, and checking students' attendant list. 2. Preparing students' readiness. 3. Stating teaching learning objectives. 4. Showing pictures and asking some questions related with the picture.	1. Responding to the teacher. 2. Preparing the readiness. 3. Listening to the teacher. 4. Responding to the question.	(8 minutes) 2' 1' 1' 4'
2	Main Activities <i>Pre-reading</i> 1. Reviewing about narrative text. 2. Asking the students to make groups of 4. 3. Giving KWL worksheet to each student in groups. 4. Explaining how to fill out KWL worksheet.	1. Paying attention to the teacher and making note. 2. Making group of 4. 3. Receiving KWL worksheet. 4. Listening and making note to the teacher's	(68 minutes) 3' 1' 1' 6'

	<p>(Filling K column)</p> <p>5. Asking the students about their background knowledge with reading text entitled “Mouse-Deer and Farmer”.</p> <p>6. Asking the students to write what they know about the topic in K column and ask them to discuss together with the class.</p> <p>(Filling W column)</p> <p>7. Asking the students to make some questions and write down about what they want to know from the topic in W column and discuss together with their class.</p> <p><i>Whilst-reading</i></p> <p>8. Distributing the text to the students.</p> <p>9. Asking the students to read the text silently and individually.</p> <p><i>Post-reading</i></p> <p>(Filling L column)</p> <p>10. Asking the students to recheck the information that they have written in K column and clarify if they have misperception and then write them in L column.</p> <p>11. Asking the students to answer and discuss with their group about the questions that they have made in W column and write them in L column based on the information they have got then discuss together with the class.</p> <p>12. Asking them to write new information that they got after reading text in L column.</p> <p>13. Asking the students to do the task based on the text individually.</p> <p>14. Discussing to the whole class.</p>	<p>explanation.</p> <p>5. Answering the teacher’s question orally.</p> <p>6. Writing what they know in K column and discuss together with the class.</p> <p>7. Writing some questions in W column and discussing with the group.</p> <p>8. Receiving the text.</p> <p>9. Reading the text silently and individually.</p> <p>10. Rechecking and clarifying the information in K column and writing down in L column.</p> <p>11. Answering that have been made in W column and writing down in L column then discuss together with the class.</p> <p>12. Writing new information after reading the text in L column.</p> <p>13. Doing the task individually.</p> <p>14. Discussing to the whole class.</p>	<p>5’</p> <p>5’</p> <p>5’</p> <p>1’</p> <p>8’</p> <p>5’</p> <p>5’</p> <p>10’</p> <p>8’</p>
3	<p>Closure</p> <p>1. Making a conclusion of the lesson.</p> <p>2. Parting.</p>	<p>1. Drawing the conclusion orally.</p> <p>2. Parting.</p>	<p>(4 minutes)</p> <p>3’</p> <p>1’</p>

VII. Media and Sources

1. Media : pictures, white board, board marker and KWL worksheet.
2. Sources : www.englishadmin.com

VIII. Evaluation

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

Observation checklist of the students' participation that will be measured:

No.	Name	Indicators					Total	Active	Pasive
		1	2	3	4	5			

The indicators to be observed are:

1. Filling **K** column dealing with the topic that they have known.
2. Filling **W** column dealing with the questions that they want to know the answer.
3. Filling **L** column dealing with the text that they have learnt.
4. Making note.
5. Doing the task that is given by the teacher.

Note:

The students are categorized as the active students if they at least fulfill 3 indicators.

2. Product evaluation

Instrument: Reading comprehension exercises.

Formula

$$\text{Score} = \frac{\text{correct answer}}{\text{whole questions}} \times 100$$

Jember, May 20th, 2016

Collaborator

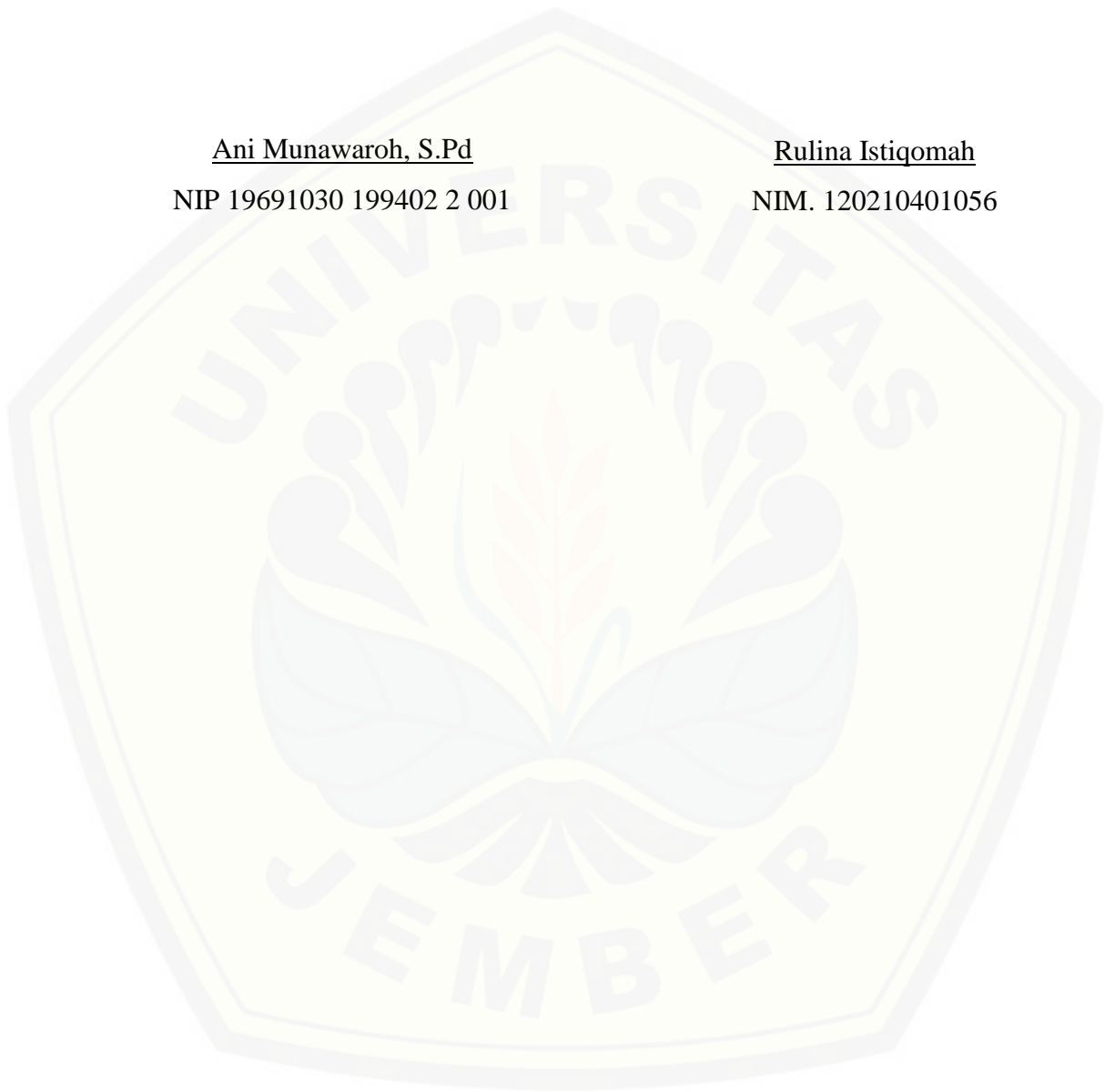
Researcher

Ani Munawaroh, S.Pd

NIP 19691030 199402 2 001

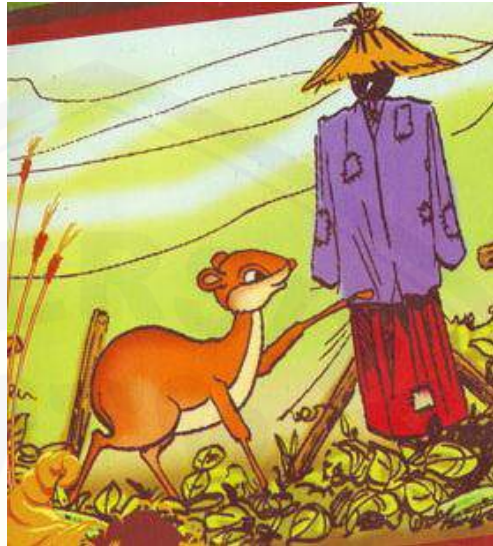
Rulina Istiqomah

NIM. 120210401056



Instructional Materials

1. Pre Instructional Activities



Giving leading questions based on the picture given:

- a. Do you know what picture it is?
- b. Do you like reading a story?
- c. Have you ever read the story in the picture?
- d. What do you think it is a good story?

2. Main activity

1. Narrative text is the text which tell story including fiction story. The purpose of the text is to amuse or to entertain the reader..
2. The generic structure of narrative text consists of:
 - a. Orientation: tells about who is in the story, when and where the story happened.
 - b. Complication: tells the beginning of the problems which lead to the crisis of the participants.
 - c. Resolution : the problem is resolved either happy ending or sad ending.

3. The language features of narrative text are:
 - a. The character of the story is specific:
Cinderella, Timun Mas, The Queen, etc.
 - b. Using past tense:
She lived with her aunt and uncle because her parents were died.
 - c. Using adverb of time:
Once upon a time, long time ago, one day, etc.
 - d. Using time conjunction: when, then, suddenly, finally, etc.
 - e. Using action verbs: lived, run, drank, killed, etc.

Activity 1

Write down what you have known in **K** column related with the topic entitled “Mouse-deer and Farmer” before you read the text.

Activity 2

Generate the questions that you want to know from the text in **W** column.

Activity 3

During or after reading, write down what you have learnt from the text in **L** column by answering the question in **W** column, checking the statement in **K** column and adding new information that you got from the text.

TEXT**Read the text carefully.****MOUSE-DEER AND FARMER**

Line 1	<p>Once there were a mouse-deer and a farmer. The farmer planted cucumber in his farm. In the same time the mouse-deer was trying to steal the cucumbers.</p>
Line 5	<p>One day, when the mouse-deer wanted to steal the cucumber, he saw a scarecrow in the farmer's field. He was frightened in the first time but soon the scarecrow could not scare off him. He punched the scarecrow with his front leg. Unluckily his front leg got stuck in the scarecrow because the farmer had filled it with strong adhesive glue.</p>
Line 10	<p>The mouse-deer forcefully tried to pull out his leg, but it did not work. The glue was too strong for him to set free. Not long after that, the farmer came. The farmer was satisfied to his work. The mouse-deer was finally trapped. Then the farmer put the mouse-deer in a cage.</p>
Line 15	<p>The mouse deer was really in a big trouble as the farmer's dog came approaching him. The dog said that the mouse-deer would be cut and cooked for the following morning. In such dangerous situation, the mouse-deer kept calm even relaxed. Of course it made the dog confused and asked the mouse-deer why he was not scared. So the mouse deer answered," I'll not be cooked but I'll be a prince.Let see tomorrow I will be a prince".</p>
Line 20	<p>The dog felt discriminated and asked the mouse deer to switch place. The dog thought that by switching place with the mouse-deer in the cage, he would become a prince. The mouse deer agreed. Soon the dog opened the cage and let the mouse-deer free.</p>

Taken from: www.englishadmin.com

TASK 1

Write T if the statement is “true” and F if the statement is “false” based on the text.

No	Statements	T/F
	<i>The farmer planted his cucumber polybag.</i>	F
1.	The farmer’s pet was the mouse-deer.	
2.	Cucumber is kind of vegetables.	
3.	The dog wanted to switch place with the mouse-deer because he wanted to be a prince.	
4.	The mouse-deer was clever animal.	
5.	It was true that in the end of the story the mouse-deer couldn’t escape from the cage.	

TASK 2

Cross (x) either a, b, c or d for the best answer based on the text.

6. Who wanted to steal the cucumber?
 - a. The farmer.
 - b. The mouse-deer.
 - c. The dog.
 - d. The scarecrow.
7. “...he saw a **scarecrow** in the farmer’s field.” (Line 5)
 What do you know about scarecrow?
 - a. An object that looks like a person in a field to scare birds away from corps.
 - b. A person who lives next to or near another person.
 - c. An animal lives in the field to scare another animal.
 - d. An object contains glue.

8. What is the main idea of paragraph 3?
 - a. The farmer planted cucumber.
 - b. The farmer put the mouse-deer in the cage.
 - c. The farmer made a scarecrow.
 - d. The farmer felt unhappy.
9. What is the main idea of paragraph 5?
 - a. The mouse-deer was free from the cage.
 - b. The mouse-deer would be a prince.
 - c. The dog felt jealous.
 - d. The farmer would kill the mouse-deer.
10. What can we learn from the text?
 - a. Put a scarecrow to scare another animal.
 - b. Think smart, if there is a will there is a way.
 - c. Help your friends when they need it.
 - d. Not to be greedy.

ANSWER KEY

- | | |
|------|-------|
| 1. F | 6. b |
| 2. T | 7. a |
| 3. T | 8. b |
| 4. T | 9. a |
| 5. F | 10. b |

Kinds of comprehension	Number of items
Word comprehension	2, 7
Sentence comprehension	1, 3, 6
Paragraph comprehension	8, 9
Text comprehension	4, 5, 10

APPENDIX 11

The result of the students' KWL worksheet
(Mouse-deer and Farmer)

KWL WORKSHEET

NAME: Mari Andari
NUMBER: 22

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ol style="list-style-type: none"> 1) The characteristics are mouse-deer and the farmer. 2) There was a mouse deer 3) The mouse-deer went to field 4) The mouse deer stole cucumber 5) The mouse deer saw a scarecrow in the field 6) The mouse deer was caught by the farmer 7) The mouse deer was the clever animal 	<ol style="list-style-type: none"> 1) Why did a the mouse deer steal the cucumber? 2) Why did ^{How was} the mouse deer free? 3) What did the farmer do to the mouse deer? 4) What did the farmer in the field? 5) Why did the mouse deer ate the cucumber? 	<ol style="list-style-type: none"> 1) The mouse deer did not caught. 2) The mouse deer tried the dog. 3) The farmer planted cucumber in this farm. 3) The farmer put the mouse deer in cage 5) the mouse deer hit liked the cucumber

KWL WORKSHEET

NAME: Anibal Sepero

NUMBER: 08

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ol style="list-style-type: none"> 1. The Characteristic are mouse deer and the farmer. 2. The mouse deer was in the field. 3. the mouse deer steal cucumber 4. the mouse deer was caught by the Farmer. 5. the mouse deer was a clove animal. 	<ol style="list-style-type: none"> 1. Did the mouse deer caught by the Farmer? 2. How was the mouse deer free? 3. why did steal the cucumber? 4. What did the Farmer do to the mouse deer? 	<ol style="list-style-type: none"> 1. the mouse deer did not caught 2. the mouse deer tricked the dog. 3. Because the mouse deer like a cucumber. 4. the Farmer put the mouse deer in the cage

KWL WORKSHEET

NAME: Siti umi fulsum

NUMBER: 35

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ul style="list-style-type: none"> - the characters were mouse-deer and the farmer - the mouse-deer in the farm - the mouse-deer stool cucumber - the mouse-deer met the farmer - the mouse-deer was clever animal 	<ul style="list-style-type: none"> - why the mouse-deer steal cucumber? - why the farmer put the scare crow? - How many characters on the text? - why did the mouse-deer close with the scare crow? 	

APPENDIX 12

LESSON PLAN MEETING 2

Cycle 2

Subject	: English
Level	: Junior High School
Grade / Semester	: VIII/ 2
Language skill	: Reading Skill
Genre	: Narrative Text
Time Allocation	: 2 x 40 minutes

I. Standard of 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 retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators

3.1 Cognitive Product

1. Finding word meaning in narrative text.
2. Finding sentence meaning in narrative text.
3. Finding paragraph meaning in narrative text.
4. Finding text meaning in narrative text.

3.2 Cognitive Process

1. Writing about what they know related with the topic in **K** column.
2. Writing some questions what they want to know about the topic in **W** column.
3. Writing the answers that they have made in **W** column after reading the text in **L** column.

IV. Learning Objectives

4.1 Cognitive Product

1. The students are able to find word meaning in narrative text.
2. The students are able to find sentence meaning in narrative text.
3. The students are able to find paragraph meaning in narrative text.
4. The students are able to find text meaning in narrative text.

4.2 Cognitive Process

1. The students are able to write about what they know related with topic in **K** column.
2. The students are able to write some questions what they want to know about the topic in **W** column.
3. The students are able to write the answers that they have made in **W** column after reading the text in **L** column.

V. Learning Materials : Enclosed

VI. Teaching Learning Activities

- a. Approach : Contextual Teaching and Learning (CTL)
- b. Strategy : KWL (Know, Want to know, Learnt)

No	Teacher's Activities	Students' activities	Time
1	Set Induction 1. Greeting, praying, and checking students' attendant list. 2. Preparing students' readiness. 3. Stating teaching learning objectives. 4. Showing pictures and asking some questions related with the picture.	1. Responding to the teacher. 2. Preparing the readiness. 3. Listening to the teacher. 4. Responding to the question.	(8 minutes) 2' 1' 1' 4'
2	Main Activities <i>Pre-reading</i> 1. Reviewing about narrative text. 2. Asking the students to make a group of 4. 3. Giving KWL worksheet to each student in groups. 4. Explaining how to fill out KWL worksheet.	1. Paying attention to the teacher. 2. Making group of 4. 3. Receiving KWL worksheet. 4. Listening and making note to the teacher's explanation.	(68 minutes) 3' 1' 1' 6'

	<p>(Filling K column)</p> <p>5. Asking the students about their background knowledge with the reading entitled “ The Birds with Two Heads”</p> <p>6. Asking the students to write what they know about the topic in K column and ask them to discuss together with the class.</p> <p>(Filling W column)</p> <p>7. Asking the students to make some questions and write down about what they want to know from the topic in W column and discuss with their group.</p> <p>8. Asking the students to share with the class.</p> <p><i>Whilst-reading</i></p> <p>9. Distributing the text to the students.</p> <p>10. Asking the students to read the text silently and individually.</p> <p><i>Post-reading</i></p> <p>(Filling L column)</p> <p>11. Asking the students to recheck the information that they have written in K column and clarify if they have misperception and then write them in L column.</p> <p>12. Asking the students to answer and discuss with their group about the questions that they have made in W column and write them in L column based on the information they have got then share to the class.</p> <p>13. Asking them to write new information that they got after reading text in L column.</p> <p>14. Asking the students to do the task based on the text individually.</p> <p>15. Discussing to the whole class.</p>	<p>5. Answering the teacher’s question orally.</p> <p>6. Writing what they know in K column and discuss with the group then share it with the class.</p> <p>7. Writing some questions in W column and discussing with the group.</p> <p>8. Sharing with the class.</p> <p>9. Receiving the text.</p> <p>10. Reading the text silently and individually.</p> <p>11. Rechecking and clarifying the information in K column and writing down in L column.</p> <p>12. Discussing the answers that have been made in W column and writing down in L column then sharing to the class.</p> <p>13. Writing new information after reading the text in L column.</p> <p>14. Doing the task individually.</p> <p>15. Discussing to the whole class.</p>	<p>5’</p> <p>5’</p> <p>7’</p> <p>3’</p> <p>1’</p> <p>8’</p> <p>5’</p> <p>8’</p> <p>5’</p> <p>10’</p> <p>8’</p>
3	<p>Closure</p> <p>1. Making a conclusion of the lesson.</p> <p>2. Parting.</p>	<p>1. Drawing the conclusion orally.</p> <p>2. Parting.</p>	<p>(4 minutes)</p> <p>3’</p> <p>1’</p>

VII. Media and Sources

1. Media : pictures, white board, board marker and KWL worksheet.
2. Sources :
 - a. <http://thousandideas.com/narrative-text-the-bird-with-two-heads/>

VIII. Evaluation

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

Observation checklist of the students' participation that will be measured:

No.	Name	Indicators					Total	Active	Pasive
		1	2	3	4	5			

The indicators to be observed are:

1. Filling **K** column dealing with the topic that they have known.
2. Filling **W** column dealing with the questions that they want to know the answer.
3. Filling **L** column dealing with the text that they have learnt.
4. Making note.
5. Doing the task that is given by the teacher.

Note:

The students are categorized as the active students if they at least fulfill 3 indicators.

2. Product evaluation

Instrument: Reading comprehension exercises.

Formula

$$\text{Score} = \frac{\text{correct answer}}{\text{whole questions}} \times 100$$

Jember, May 20th, 2016

Collaborator

Researcher

Ani Munawaroh, S.Pd

NIP 19691030 199402 2 001

Rulina Istiqomah

NIM. 120210401056

Instructional Materials

1. Pre Instructional Activities



Giving leading questions based on the picture given:

- a. Do you know what picture it is?
- b. Do you like reading a story?
- c. What story have you ever read?
- d. How's the story in the picture?
- e. What do you think might happen to the birds?

2. Main activity

1. Narrative text is the text which tell story including fiction story. The purpose of the text is to amuse or to entertain the reader..
2. The generic structure of narrative text consists of:
 - a. Orientation: tells about who is in the story, when and where the story happened.
 - b. Complication: tells the beginning of the problems which lead to the crisis of the participants.
 - c. Resolution : the problem is resolved either happy ending or sad ending.

3. The language features of narrative text are:
 - a. The character of the story is specific:
Cinderella, Timun Mas, The Queen, etc.
 - b. Using past tense:
She lived with her aunt and uncle because her parents were died.
 - c. Using adverb of time:
Once upon a time, long time ago, one day, etc.
 - d. Using time conjunction: when, then, suddenly, finally, etc.
 - e. Using action verbs: lived, run, drank, killed, etc.

Activity 1

Write down what you have known in **K** column related with the topic entitled “The Bird with Two Heads” before you read the text.

Activity 2

Generate the questions that you want to know from the text in **W** column.

Activity 3

During or after reading, write down what you have learnt from the text in **L** column by answering the question in **W** column, checking the statement in **K** column and adding new information that you got from the text.

TEXT

Read the text carefully.

THE BIRDS WITH TWO HEADS

Line 1	Once upon a time, there lived a strange bird named Bharunda.
Line 5	He lived on a banyan tree near the banks of a river. The bird was different from the others, he had two necks but shared a common stomach. One day, the bird was wandering on the banks of the lake and found a red-golden fruit, which appeared delicious at the first sight. One of the two heads mumbled, “Oh what a fruit. I am sure the heaven has sent it for me.”

Line 10	Hearing this, the other head said, "O dear, let me also taste the fruit you are praising so much". The first head laughed and replied "You know that we've only one stomach, whichever head eats, the fruit will go to the same stomach. So, it makes no difference whether I eat it or you eat it. Moreover, I'm the one who found this fruit. So I've the first right to eat it". The other head became silent and disappointed after hearing the first head. The first head was selfish.
Line 15	Later one day, the other head found a tree bearing poisonous fruits. He took the poisonous fruit and told the first head, "I will eat this poisonous fruit and avenge your insult which you have done to me".
Line 20	The first head yelled, "Please don't eat this poisonous fruit. If you eat it, both of us will die, because we've a common stomach to digest it." The other head replied, "Shut up! As I have found this fruit, I have the every right to eat it." The first head started crying, but the other head didn't bother and ate the poisonous fruit. In the consequence of this action, both of them lost their lives.

Adapted from: <http://thousandsideas.com/narrative-text-the-bird-with-two-heads/>

TASK 1

Write **T** if the statement is "true" and **F** if the statement is "false" based on the text.

No	Statements	T/F
	<i>There was a strange bird namely Bharunda.</i>	T
1.	The birds had two head and two stomachs.	
2.	The word "the banks" (line 2) means place to save money.	
3.	Paragraph 1 tells about the strangeness of the birds.	
4.	It is implied that we have to avenge what the others have done to us.	
5.	It was true that the birds had a good relationship.	

TASK 2

Cross (x) either a, b, c or d for the best answer based on the text.

6. Where did the bird live?
 - a. in the bank near the river
 - b. on a banyan tree near the banks
 - c. in the river
 - d. in the banks of the lake
7. “I am sure the heaven has sent it for me”. (Line 7). The word “**it**” refers to..
 - a. the first head of bird
 - b. the red-golden fruit
 - c. the other head of the bird
 - d. the banks of the lake
8. What is the main idea of the last paragraph?
 - a. The bird was disappointed.
 - b. Bharunda was died.
 - c. The other head wanted to avenge
 - d. The first head cried
9. What did make the birds die?
 - a. They fought.
 - b. They had battle.
 - c. One of head ate poisonous fruit.
 - d. They took delicious fruit.

10. What is the story about?

- a. There was strange bird that had two heads but one stomach lived happily.
- b. There was strange bird that had two heads but one stomach lived in the banyan tree near the street.
- c. There was strange bird that had two heads but one stomach lived but never sharing a good thing.
- d. There was strange bird that had two heads but one stomach helped each other.

ANSWER KEY

- | | |
|------|-------|
| 1. F | 6. b |
| 2. F | 7. b |
| 3. T | 8. b |
| 4. F | 9. c |
| 5. F | 10. c |

Kinds of comprehension	Number of items
Word comprehension	2, 8
Sentence comprehension	1, 7, 10
Paragraph comprehension	3, 9
Text comprehension	4, 5, 6

APPENDIX 13

The result of the students' KWL worksheet
(The Birds with Two Heads)

KWL WORKSHEET

NAME: Achmed Nabil Ahsalam
NUMBER: 03

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
1. It had two faces 2. It hold an apple 3. One of them had a crown 4. It colours was yellow 5. they hate each other	1. What made it have two face? 2. Why they only hold an apple? 3. How was the story end?	1. Because they were strange 2. Because only one of them found found it 3. the bird was dead 4. It was not an apple, it was a red golden fruit 5. it was not a crown 6. don't hate each other 7. It made no difference whether one head ate the the fruit because they only have one stomach

KWL WORKSHEET

NAME: Halai Putra Pratomo

NUMBER: 17

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ul style="list-style-type: none"> - There was a bird - It had two head but one stomach - It had apple on the wing - The bird live in the garden - The bird was not like the ^{other} the bird 	<ul style="list-style-type: none"> - Why did only one bird bring apple? - Where did the bird live? - What was the problem in the text? - Why did the bird had two head? - How was the characteris tic? 	<ul style="list-style-type: none"> - It was red-golden fruit. - Because one of head found a red-golden fruit - He lived on a banyan tree near the banks of a river - One the of head the selfish. so they otherhead avenge your insult. - Because it was strange bird - The first head was selfish. - Don't be selfish to other,

KWL WORKSHEET

NAME: ~~A~~ka & Prano ZubaidahNUMBER: ~~1~~12

What do you KNOW about this?	What do you WANT to know about this?	What did you LEARN about this?
<ol style="list-style-type: none">1. It had two faces2. It hold an apple3. One of them had a crown4. It colours was yellow5. They hate each other	<ol style="list-style-type: none">1. What made it have two face?2. Why they only an apple?3. How was the story end?	

APPENDIX 14

TEST 2

Subject	: English
Class/Semester	: VIII/2
Language skill	: Reading
Text type	: Narrative text
Time	: 80 minutes

Questions number 1-15 based on TEXT 1.

TEXT 1

Read the text carefully.

SMART MONKEY AND DULL CROCODILE

Line 1	One day there was a monkey. He wanted to cross a river.
Line 5	There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.
Line 10	Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again." At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."
Line 15	The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart

Taken from: <http://understandingtext.blogspot.com>

I. Write T if the statement is “true” and F if the statement is “false” based on the text.

No.	Statements	T/F
1.	“Smart” has the same meaning with “dull”.	
2.	The monkey asked for help the crocodile to cross the river.	
3.	The monkey felt in danger. This information can be found in paragraph 2.	
4.	It was true that in the first time, the crocodile wanted to help the monkey.	
5.	It was true that the crocodile was telling the truth if his father was sick.	

II. Cross (x) either a, b, c or d for the best answer based on the text.

6. Why did the crocodile want to eat the monkey’s heart?
 - a. He was angry.
 - b. He was foolish.
 - c. He was hungry.
 - d. He was full.
7. “...the crocodile was very hungry.” (Line 6). The underlined word has **antonym** with...
 - a. thirsty
 - b. tired
 - c. starving
 - d. full
8. “Then he had a good idea” (Line 10). The word “**he**” refers to...
 - a. the crocodile
 - b. the monkey
 - c. the crocodile’s father
 - d. the monkey’s heart

9. "I left it under a tree" (Line 12). The underlined word refers to...
- the crocodile
 - the monkey
 - the crocodile's father
 - the monkey's heart
10. What is the main idea of paragraph 1?
- The crocodile wanted to cross the river
 - The monkey was very kind
 - The monkey asked a help to the crocodile crossing the river
 - The monkey wanted to the crocodile turning around from the river
11. The monkey found a way to save his life. This information can be found in paragraph...
- 1
 - 2
 - 3
 - 4
12. Which paragraph belongs to resolution of the story?
- 1
 - 2
 - 3
 - 4
13. Why did the crocodile want to turn around the river?
- Because the monkey told to take his heart that was under the tree.
 - Because crocodile didn't want to take the monkey cross the river.
 - Because the monkey didn't want to cross the river.
 - Because the crocodile's father was sick.
14. Which statement is **TRUE** about the text?
- The monkey swam the river to reach other side of the river.
 - The monkey was on the crocodile's tail.
 - The crocodile disagree to take the monkey across the river.
 - The monkey was clever animal.

15. How did the monkey do to save his life?
- He run from the crocodile.
 - He told that his heart was under the tree.
 - He told that he wanted to be saved.
 - He swam back to the bank of the river.

Questions number 16-30 based on TEXT 2.

TEXT 2

Read the text carefully.

THE KING OF MICE AND THE WOODCUTTER

Line 1	<p>Once, there was a king of mice. He lived inside a banyan tree in a forest. He loved the tree as his home. He lived there happily.</p>
Line 5	<p>One day, a poor man wanted to cut down the banyan tree. The king of the mice was frightened so he asked the woodcutter to leave the tree standing. In result, he would give the woodcutter gold every day. The woodcutter agreed.</p>
Line 10	<p>Every evening, the king of the mice gave a piece of gold to the woodcutter. The gold was taken out from the roots of the banyan tree. The woodcutter was happy and took the gold home.</p>
Line 15	<p>After a few days, the woodcutter's wife asked him, "Where does the gold come from?" So he replied, "The king of the mice gives me the gold from under the roots of the tree." "Oh, you are stupid!" his wife said and suggested. "Why don't you cut down the tree and take the gold all away?" The woodcutter would do as his wife said.</p>
Line 15	<p>The following day, the woodcutter cut down the banyan tree. Unfortunately, he did not find any gold there instead the king of the mice had run away and crept up to the woodcutter's house. The king of the mice took back all the gold.</p>

Taken from: www.englishadmin.com

I. Write T if the statement is “true” and F if the statement is “false” based on the text.

No.	Statements	T/F
16.	The king mice live outside the banyan tree.	
17.	“Poor” has antonym with “rich”	
18.	It was true that the gold was taken from the brunch of the tree.	
19.	It was true that the king of mice gave the woodcutter gold.	
20.	Paragraph 2 tells that the king of mice and the woodcutter made a deal.	

II. Cross (x) either a, b, c or d for the best answer based on the text.

21. When would the king of mice give the gold to the woodcutter?
- every day
 - every week
 - every month
 - every year
22. “The woodcutter was **happy** and took the gold home.” (Line 9).
The word “happy” has *antonym* with...
- lucky
 - sad
 - sit
 - cheer
23. Did the woodcutter cut the tree as his wife’s request?
- Yes, he did.
 - No, he didn’t.
 - Yes, she did.
 - No, she didn’t.

24. The woodcutter received the gold as the king of mice's promise. This information can be found in paragraph...
- 1
 - 3
 - 4
 - 5
25. What is the main idea of paragraph 4?
- The mouse would give the gold.
 - The woodcutter cut down the tree.
 - The woodcutter's wife suggested cutting down the tree.
 - The woodcutter gave the gold to his wife.
26. "Oh, you are stupid!" (Line 12) The underlined word refers to...
- the king of mice
 - the woodcutter
 - the woodcutter's wife
 - the mice
27. What do you know about "woodcutter"?
- A person whose job is to chop down trees and cut wood.
 - A person whose job is to send the wood to factory.
 - A person whose job is to cook by using wood.
 - A person whose job is to burn wood.
28. Which statement is NOT TRUE about the text?
- The king of mice always kept his promise.
 - The woodcutter and his wife had a bad plan.
 - The woodcutter was a rich man.
 - The woodcutter cut the tree to take all the gold.
29. Why did the king of mice take his gold in the woodcutter house?
- Because the king of mice was robber.
 - Because the woodcutter's wife didn't want the gold.
 - Because the king of mice didn't have gold anymore.
 - Because the woodcutter cut down the tree where the king of mice lived.

30. What can we learn from the text? **Except...**

- a. Not to break your promise.
- b. Not to be greedy.
- c. Not to do something bad.
- d. Not to cut the wood.

Answer Key of Reading Test Cycle 2

TEXT 1

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

TEXT 2

16. F
17. T
18. F
19. T
20. T
21. A
22. B
23. A
24. B
25. C
26. B
27. A
28. C
29. D
30. D

Kinds of comprehension	Reading Text	Number of items
Word comprehension	Text 1	1, 7, 8, 9
	Text 2	17, 22, 26, 27
Sentence comprehension	Text 1	2, 6, 13, 15
	Text 2	16, 21, 23, 29
Paragraph comprehension	Text 1	3, 10, 11, 12
	Text 2	20, 24, 25
Text comprehension	Text 1	4, 5, 14
	Text 2	18, 19, 28, 30

APPENDIX 15

Table 4.2 The Result of the Observation in Cycle 1

No.	The students' initials	Meeting 1						Meeting 2									
		Indicators					Total	Active	Passive	Indicator					Total	Active	Passive
		1	2	3	4	5				1	2	3	4	5			
1	AR	√	√	√	√	√	5	√		√	√		√	√	4	√	
2	AB	√				√	2		√	√				√	3	√	
3	ANA	√	√	√	√	√	5	√		√	√		√	√	4	√	
4	AFR.	√	√		√	√	4	√		√	√	√		√	4	√	
5	AS	√	√			√	3	√		√	√	√		√	4	√	
6	AEW	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
7	AH	√	√	√		√	4	√		√	√	√		√	4	√	
8	AS	√	√	√	√	√	5	√		√	√		√	√	4	√	
9	AA	√	√			√	3	√		√	√	√		√	4	√	
10	ASA	√	√	√	√	√	5	√		√	√	√		√	4	√	
11	DRPS	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
12	EFZ	√	√	√	√	√	5	√		√			√	√	3	√	
13	EAM	√	√	√		√	4	√		√	√	√		√	4	√	
14	FR	√	√	√		√	4	√		√	√	√	√	√	5	√	
15	GW	√	√	√		√	4	√		√	√	√	√	√	5	√	
16	GRS	√	√	√		√	4	√		√	√			√	3	√	
17	HPP	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
18	IJU	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
19	IM	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
20	IPS	√	√	√	√	√	5	√		√	√	√		√	4	√	
21	IC	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
22	MA	√	√	√	√	√	5	√		√	√	√		√	4	√	
23	MRA	√				√	2		√	-	-	-	-	-	-	-	-
24	MRF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	MR	√	√			√	3	√		√	√	√	√	√	5	√	
26	MZA	√	√	√	√	√	5	√		√	√	√		√	4	√	
27	NDP	√	√	√		√	4	√		√	√	√	√	√	5	√	
28	NW	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
29	O	-	-	-	-	-	-	-	-	√	√	√	√	√	5	√	
30	RYD	√	√	√	√	√	5	√		√	√	√	√	√	4	√	
31	RK	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
32	RAS	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
33	RAN	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
34	RAA	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
35	SUK	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
36	ZK	√				√	2		√	√	√	√	√	√	5	√	
37	ZR	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
	Total	35	32	28	23	35		32	3	35	34	29	24	35		35	-

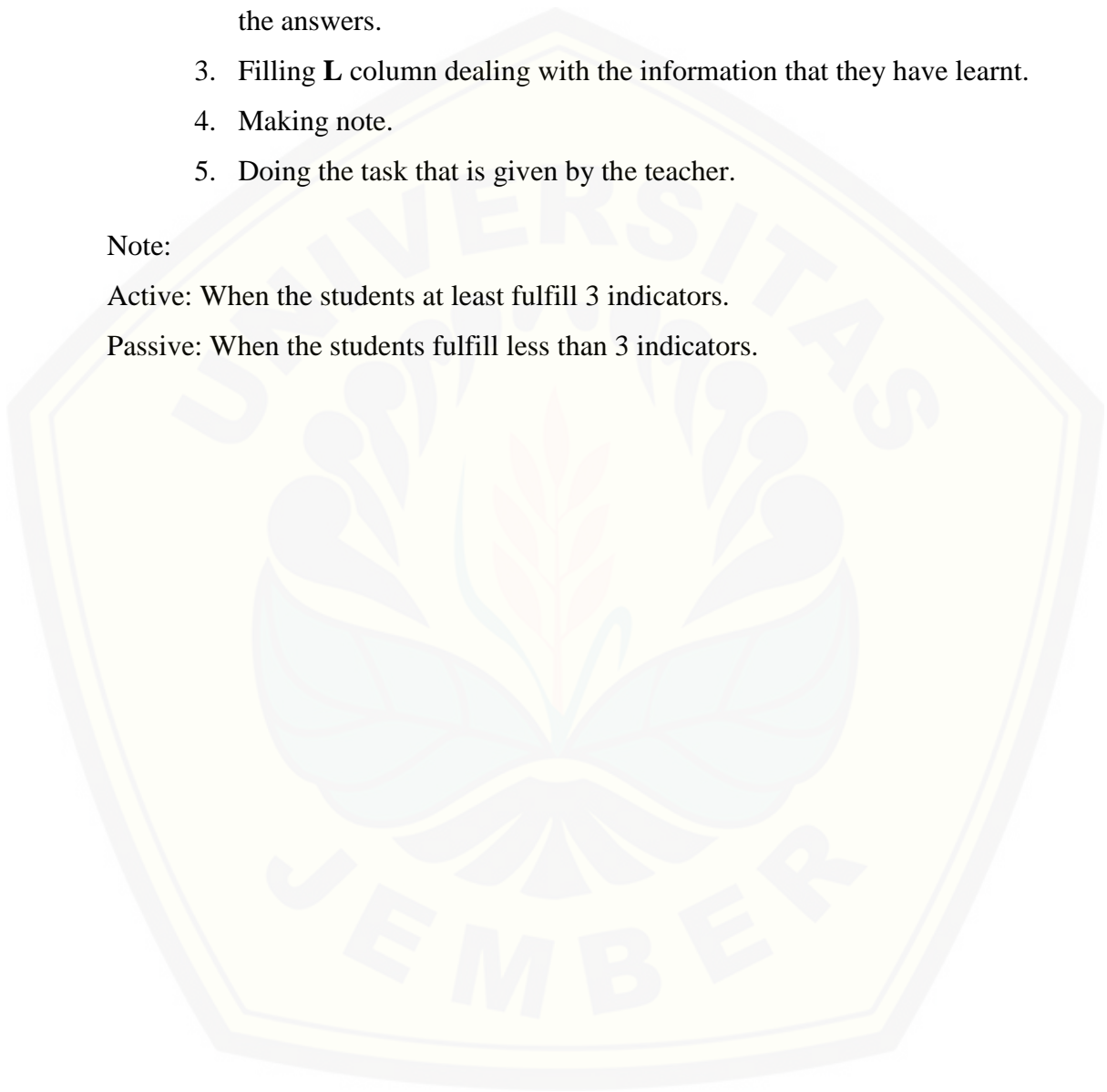
The indicators to be observed are:

1. Filling **K** column dealing with their background knowledge that they have known about the topic.
2. Filling **W** column dealing with the questions that they want to know the answers.
3. Filling **L** column dealing with the information that they have learnt.
4. Making note.
5. Doing the task that is given by the teacher.

Note:

Active: When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.



APPENDIX 16

Table 4.6 The Result of the Observation in Cycle 2

No.	The students' initials	Meeting 1						Meeting 2									
		Indicators					Total	Active	Passive	Indicator					Total	Active	Passive
		1	2	3	4	5				1	2	3	4	5			
1	AR	√	√	√		√	4	√		√	√	√		√	4	√	
2	AB	√	√	√		√	4	√		√	√	√	√	√	5	√	
3	ANA	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
4	AFR.	√	√	√	√	√	5	√		√	√	√		√	4	√	
5	AS	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
6	AEW	√	√	√		√	4	√		√	√	√	√	√	5	√	
7	AH	√	√	√	√	√	5	√		√	√	√		√	4	√	
8	AS	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
9	AA	√	√	√		√	4	√		√	√	√	√	√	5	√	
10	ASA	√	√	√		√	4	√		√	√	√	√	√	5	√	
11	DRPS	√	√	√	√	√	5	√		√	√	√		√	4	√	
12	EFZ	√	√	√	√	√	5	√		√	√			√	3	√	
13	EAM	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
14	FR	√	√	√	√	√	5	√		√	√	√		√	4	√	
15	GW	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
16	GRS	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
17	HPP	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
18	IJU	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
19	IM	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
20	IPS	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
21	IC	√	√			√	3	√		√	√	√	√	√	5	√	
22	MA	√	√	√		√	4	√		√	√	√	√	√	5	√	
23	MRA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	MRF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	MR	√	√	√		√	4	√		√	√	√	√	√	5	√	
26	MZA	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
27	NDP	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
28	NW	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
29	O	√	√	√		√	4	√		√	√	√		√	4	√	
30	RYD	√	√	√		√	4	√		√	√	√	√	√	5	√	
31	RK	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
32	RAS	√	√	√	√	√	5	√		√	√	√	√	√	5	√	
33	RAN	√	√	√	√	√	5	√		√	√	√		√	4	√	
34	RAA	√	√	√		√	4	√		√	√	√	√	√	5	√	
35	SUK	√	√			√	3	√		√	√	√	√	√	5	√	
36	ZK	√	√		√	√	4	√						√	1		√
37	ZR	√	√		√	√	4	√		√	√	√	√	√	5	√	
	Total	35	35	31	23	35		35	0	34	34	33	26	35		34	1

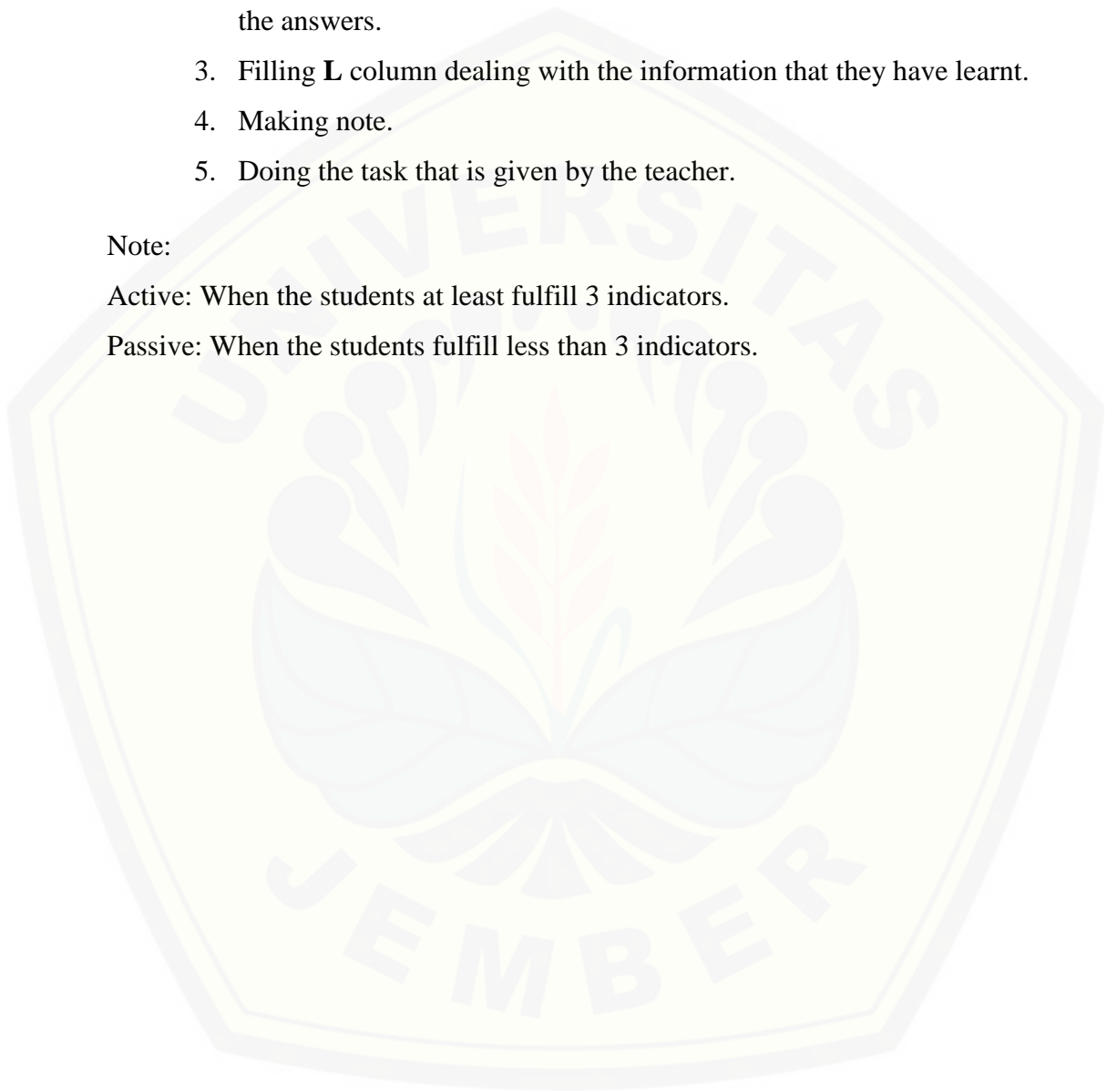
The indicators to be observed are:

1. Filling **K** column dealing with their background knowledge that they have known about the topic.
2. Filling **W** column dealing with the questions that they want to know the answers.
3. Filling **L** column dealing with the information that they have learnt.
4. Making note.
5. Doing the task that is given by the teacher.

Note:

Active: When the students at least fulfill 3 indicators.

Passive: When the students fulfill less than 3 indicators.



APPENDIX 17

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


No.	The students' initials	Score	Achieved	Not Achieved
1	AR	76	√	
2	AB	56		√
3	ANA	76	√	
4	AFR.	76	√	
5	AS	73		√
6	AEW	80	√	
7	AH	66		√
8	AS	76	√	
9	AA	83	√	
10	ASA	50		√
11	DRPS	76	√	
12	EFZ	90	√	
13	EAM	76	√	
14	FR	76	√	
15	GW	93	√	
16	GRS	66		√
17	HPP	76	√	
18	IJU	76	√	
19	IM	76	√	
20	IPS	76	√	
21	IC	76	√	
22	MA	76	√	
23	MRA	-	-	-
24	MRF	-	-	-
25	MR	76	√	
26	MZA	80	√	
27	NDP	73		√
28	NW	76	√	
29	O	76	√	
30	RYD	80	√	
31	RK	86	√	
32	RAS	83	√	
33	RAN	86	√	
34	RAA	53		√
35	SUK	90	√	
36	ZK	70		√
37	ZR	76	√	
Total		2647	27 students	8 students
Mean score		2647/35 = 75.62		

APPENDIX 18


Table 4.8 The Result of the Students 'Reading Comprehension Test in Cycle 2

No.	The students' initials	Score	Achieved	Not Achieved
1	AR	66		√
2	AB	76	√	
3	ANA	76	√	
4	AFR.	86	√	
5	AS	83	√	
6	AEW	86	√	
7	AH	76	√	
8	AS	86	√	
9	AA	76	√	
10	ASA	76	√	
11	DRPS	86	√	
12	EFZ	86	√	
13	EAM	80	√	
14	FR	50		√
15	GW	86	√	
16	GRS	80	√	
17	HPP	76	√	
18	IJU	76	√	
19	IM	80	√	
20	IPS	73		√
21	IC	76	√	
22	MA	66		√
23	MRA	-	-	-
24	MRF	-	-	-
25	MR	50		√
26	MZA	83	√	
27	NDP	76	√	
28	NW	76	√	
29	O	80	√	
30	RYD	66		√
31	RK	80	√	
32	RAS	76	√	
33	RAN	80	√	
34	RAA	60		√
35	SUK	83	√	
36	ZK	76	√	
37	ZR	76	√	
Total		2664	28 students	7 students
Mean score		2664/35 = 76.11		

APPENDIX 19



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH RINTISAN SSN
SMPN 9 JEMBER



Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123

SURAT KETERANGAN

Nomor : 424 / 119 / 413.03.20523895 / 2016

Yang bertanda tangan di bawah ini :

Nama	: H. JOKO SUCAHYO, S. Pd., M. Pd.
N I P	: 19660901 198901 1 001
Pangkat / Gol.	: Pembina Tk. I – IV/b
J a b a t a n	: Kepala Sekolah
Unit Kerja	: SMP Negeri 9 Jember

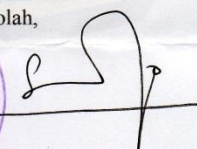

Menerangkan bahwa :

Nama	: Rulina Istiqomah
N I M	: 120210401056
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian tentang “ Enhancing The Eighth Grade Students’ Achievement of Reading Comprehension by Using KWL (Know, Want to know and Learnt) at SMPN 9 Jember “ pada tanggal 17 Mei – 21 Mei 2016 di kelas VIII B SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 16 Juni 2016
Kepala Sekolah,

H. JOKO SUCAHYO, S. Pd., M. Pd.
NIP. 19660901 198901 1 001