

# APPENDIX 1

## LESSON PLAN

### CYCLE 1

<b>Name of School</b>	: SMPN 1 DURENAN
<b>Subject</b>	: English
<b>Class/ Semester</b>	: VIII/ II
<b>Skill/Genre</b>	: Reading/ Recount
<b>Time Allotment</b>	: 6 x 45 minutes (3 meetings)

#### A. Basic Standard

Responding meaning in short essay of recount to interact with environment.

#### B. Competence Standard

Responding the meaning and rhetoric steps in short simple essay accurately and acceptably to interact with environment in the form of recount.

#### C. Indicators

1. Identify the various kinds of information in the recount text.
2. Identify the generic structure used in the recount text.

#### D. Learning Objective.

*In the end of this lesson, the students should be able to:*

1. Identify the various kinds of information in the recount text.
2. Identify the generic structure used in the recount text.

#### E. Character expected of students:

Trustworthiness, Respect, Diligence, Responsibility, Courage

#### F. Learning Materials

##### Recount Text

❖ **Recount text** is a text which talks about the activity or the event took place in the past. The goal is for informing and entertaining.

A recount text has the following generic /schematic structure.

### 1. Orientations (*pendahuluan*)

Provides the setting and introduce participants. Giving information about who, what, where, why (the character, the topic, place, time)

*e.g: On Friday 16 March at 9 o'clock we went to Bogor Botanic Garden*

### 2. Events (*peristiwa-peristiwa*)

Tell what happened, in what sequence

In order → event 1, event 2, event 3, ect.

*e.g: Well, first we went..... Then, we looked .....*

### 3. Re-orientation (*penutup*)

Optional closure of events

*e.g: We really enjoyed the trip to Bogor Botanic Garden.*

#### ❖ Language characteristic of recount text:

- a. Noun and Pronoun : we went to Bogor Botanic Garden.
- b. Action verbs : went, followed, looked, explained, finished, enjoyed, and etc .
- c. Past tense : Verb 2 / to be was/were, e.g: went, were, was, etc.
- d. Conjunction and time connection: later, when, and, then ...etc.
- e. Adverb/ adverb phrase : On Friday 16 March at 9 o'clock

#### ❖ Example of Recount Text

#### Bogor Botanic Garden

On Friday 16 March at 9 o'clock we went to Bogor Botanic Garden. We went there by bus and we arrived at that famous garden at 10 o'clock	} <i>Orientation</i>
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<p>Arriving at the garden, we were divided into two groups. Group A followed Mrs. Nina and Group B followed Mr. Ahmad. I was in group A. Well, first we went to odd tropical plants and Mrs. Nina read us some of the information. Then, we looked at all the lovely plants. After that, we went to a little spot near the Raffles cemetery and had morning tea. Next, we did some sketching and then we met group B at the information center to have our lunch.</p> <p>Soon, it was time for us to go to the orchid section while Group B did some research on flowers. Uhm...A lady led us to the orchid section. Then, she explained about many kinds of Orchids. Next, we had a look at the Indonesian orchid. Wow..., we saw many kinds of Indonesian orchids. They were a beautiful. Later, we took a look at the America, European, and Asian orchids' section. It was interesting.</p>	<b>Event</b>
<p>Soon afterward had finished our observation, we went back outsides with group B. Then, we got on the bus and returned to school. We really enjoyed the trip to Bogor Botanic Garden.</p>	<b>Re-Orientation</b>

**G. Method/Technique:**

KWL (Know, Want, and Learned).

**H. Teaching and Learning Activity:**

1) *The First and The Second Meeting*

<b>No.</b>	<b>The Teacher's Activities</b>	<b>The Students' Activities</b>	<b>Time</b>
<b>1.</b>	<p><b><i>Pre-Activities</i></b></p> <ul style="list-style-type: none"> <li>• Greeting.</li> <li>• Checking the attendance list.</li> <li>• Giving stimulating by asking simple questioning that related to the teaching material</li> <li>• Delivering the goal of the</li> </ul>	<ul style="list-style-type: none"> <li>• Responding the greeting.</li> <li>• Listening carefully</li> <li>• Responding the stimulating</li> <li>• Listening carefully</li> </ul>	30

	study.		
2.	<p><b>Whilst-Activities</b></p> <ul style="list-style-type: none"> <li>• Explain the recount text</li> <li>• Giving the example of recount text and how to comprehending reading a recount text.</li> <li>• Explain the techniques and steps of KWL (<i>Know, Want, and Learned</i>) strategy.</li> <li>• Dividing class into eight groups which every group consist of 4 or 5 students.</li> <li>• Give students a piece the paper of KWL (<i>Know, Want, and Learned</i>) chart.</li> <li>• Give titled of the text which will read and learn, and then asking some question about the topic to the students.</li> <li>• Ask every group to fill <b>K</b> column</li> <li>• Ask every group to fill <b>W</b> column</li> <li>• Give every group the recount text and ask them to read it.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Listening carefully</li> <li>• Listening carefully</li> <li>• Making groups</li> <li>• Getting a piece of paper</li> <li>• Listening carefully and responding the teacher questions.</li> <li>• Discuss and fill the <b>K</b> column</li> <li>• Discuss and fill the <b>W</b> column</li> <li>• Read the text and discuss in the group</li> </ul>	120

	<ul style="list-style-type: none"> <li>• Ask every group to fill the <b>L</b> column</li> <li>• Discussed with the students about the text and all the information that the students had written in the columns the whole class.</li> <li>• Give the students assessments</li> <li>• Asking the students to check their job carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and fill the <b>W</b> column</li> <li>• Contributing their ideas</li> <li>• Doing the assessments</li> <li>• Checking their job</li> </ul>	
<b>3.</b>	<p><b><i>Post-Activities</i></b></p> <ul style="list-style-type: none"> <li>• Reviewing the materials which have been taught</li> <li>• Giving feedback to the students.</li> <li>• Closing the class using greeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Listening carefully</li> <li>• Responding the greeting</li> </ul>	30

2) *Third Meeting*

<b>No.</b>	<b>The Teacher's Activities</b>	<b>The Students' Activities</b>	<b>Time</b>
<b>1.</b>	<p><b><i>Pre-Activities</i></b></p> <ul style="list-style-type: none"> <li>• Greeting.</li> <li>• Checking the attendance list.</li> <li>• Review the material in the previous meeting</li> <li>• Giving stimulating by asking simple questioning that related to the teaching material</li> <li>• Delivering the goal of the study</li> </ul>	<ul style="list-style-type: none"> <li>• Responding the greeting.</li> <li>• Listening carefully</li> <li>• Listening carefully</li> <li>• Responding the stimulating</li> <li>• Listening carefully</li> </ul>	15
<b>2.</b>	<p><b><i>Whilst-Activities</i></b></p>		60

	<ul style="list-style-type: none"> <li>• Ask students to work individually and give a piece the paper of KWL (<i>Know, Want, and Learned</i>) chart.</li> <li>• Give titled of the text which will read and learn, and then asking some question about the topic to the students.</li> <li>• Ask the students to fill <b>K</b> column</li> <li>• Ask the students to fill <b>W</b> column</li> <li>• Give the students recount text and ask them to read it.</li> <li>• Ask the students to fill the <b>L</b> column</li> <li>• Give the students assessments</li> <li>• Asking the students to check their job carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Listening carefully and responding the teacher questions.</li> <li>• Fill the <b>K</b> column</li> <li>• Fill the <b>W</b> column</li> <li>• Read the text.</li> <li>• Fill <b>L</b> column</li> <li>• Doing the assessments</li> <li>• Checking their job</li> </ul>	
<b>3.</b>	<b><i>Post-Activities</i></b> <ul style="list-style-type: none"> <li>• Reviewing the materials which have been taught</li> <li>• Giving feedback to the students.</li> <li>• Closing the class using greeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Listening carefully</li> <li>• Responding the greeting</li> </ul>	15

## **I. Sources and Media:**

### *1. Sources:*

- English Work Book for the Eight Grade of Junior High School
- SMART STEPS An English Text Book for Junior High School Grade VIII
- Dictionary

### *2. Media:*

- Visual media : LCD Projector
- Pictures : they are to stimulate the students' idea

**J. Assessment:**

**a. Procedures of Assessment**

- Evaluation of learning process : it is done to measure the students' and teacher activity when teaching and learning process is conducted
- Evaluation of learning result : it is done to measure the students' ability which relates to the comprehending recount text.

**b. Instrument of Assessment**

- Process Evaluation : Observation checklist
- Result Evaluation : written test

**K. Scoring:**

*1. Rubric Scoring of KWL technique:*

Rubric for comprehending reading by KWL technique						
Criteria	5	4	3	2	1	Score
<b>"K" column</b>	Student stated more than 5 things he/she knows or thinks he/she knows about the topic in the "K" column.	Student stated more than 4 things he/she knows or thinks he/she knows about the topic in the "K" column.	Student stated more than 3 things he/she knows or thinks he/she knows about the topic in the "K" column.	Student stated more than 2 things he/she knows or thinks he/she knows about the topic in the "K" column.	Student stated nothing related to what he/she knows or thinks he/she knows about the topic in the "K" column.	
<b>"W" column</b>	Student listed 5 or more questions in the "W" part of the chart.	Student listed 4 questions in the "W" part of the chart.	Student listed 3 questions in the "W" part of the chart.	Student listed 2 questions in the "W" part of the chart.	Student listed 1 or no questions in the "W" part of the chart.	
<b>Answer Questions</b>	Student accurately infers answers to 5 of his/her questions.	Student accurately infers answers to 4 of his/her questions.	Student accurately infers answers to 3 of his/her questions.	Student accurately infers answers to 2 of his/her questions.	Student accurately infers answers to 1 or none of his/her questions.	

<b>"L" column</b>	Student coherently stated 5 or more answers to learning questions in the "L" part of the KWL.	Student coherently stated 4 or more answers to learning questions in the "L" part of the KWL.	Student coherently stated 3 or more answers to learning questions in the "L" part of the KWL.	Student coherently stated 2 or more answers to learning questions in the "L" part of the KWL.	Student coherently stated 1 or more answers to learning questions in the "L" part of the KWL.	
<b>Total</b>						

*Rubric score = Total x 5*  
*Total Maximum = 20*

*2. Answer questions text score = Total x 5*

*Total Maximum = 20*

$Final\ score = \frac{Rubrics' \ score + Answer\ Question\ texts' \ Score}{2}$
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Durenan, February 20<sup>th</sup> 2014

English Teacher

Researcher

**Sriniswati, S.pd**  
NIP:196504071988032011

**Duwi Wahyuni**  
NIM: 3213103056



## APPENDIX 2

### LESSON PLAN

#### CYCLE 2

<b>Name of School</b>	: SMPN 1 DURENAN
<b>Subject</b>	: English
<b>Class/ Semester</b>	: VIII/ II
<b>Skill/Genre</b>	: Reading/ Recount
<b>Time Allotment</b>	: 6 x 45 minutes (3 meetings)

#### A. Basic Standard

Responding meaning in short essay of recount to interact with environment.

#### B. Competence Standard

Responding the meaning and rhetoric steps in short simple essay accurately and acceptably to interact with environment in the form of recount.

#### C. Indicators

1. Identify the various kinds of information in the recount text.
2. Identify the generic structure used in the recount text.

#### D. Learning Objective.

*In the end of this lesson, the students should be able to:*

1. Identify the various kinds of information in the recount text.
2. Identify the generic structure used in the recount text.

#### E. Character expected of students:

Trustworthiness, Respect, Diligence, Responsibility, Courage.

#### F. Learning Materials

##### Recount Text

- ❖ **Recount text** is a text which talks about the activity or the event took place in the past. The goal is for informing and entertaining.

A recount text has the following generic /schematic structure.

## 2. Orientations (*pendahuluan*)

Provides the setting and introduce participants. Giving information about who, what, where, why (the character, the topic, place, time)

*e.g: they went to the beach last year.*

## 2. Events (*peristiwa-peristiwa*)

Tell what happened, in what sequence

In order → event 1, event 2, event 3, ect.

*e.g: while Justin was sitting.....they were swimming.....and.....*

## 3. Re-orientation (*penutup*)

Optional closure of events

*e.g: they went home in the evening.*

### ❖ Language characteristic of recount text:

- f. Noun and Pronoun : Justin, Michael, Sam, a lot of people on the beach.
- g. Action verbs : went, spend, role, enjoying, arrived, swimming, watching, witting, drinking, rested, have lunch, looked for, asked, shows.
- h. Past tense : Verb 2 / to be was/were, e.g: went, rode, was, were, etc.
- i. Conjunction and time connection: while, when, and....etc.
- j. Adverb/ adverb phrase : last year.

### ❖ Example of Recount Text

#### At the beach

<p>Justin, Michael, and Sam went to Losari beach last Saturday morning. They wanted to spend the weekend on the beach. They rode their motorbikes to enjoying the beautiful scenery along the way.</p>	<p>} <b>Orientation</b></p>
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<p>The road was not very crowded. The wheatear was fine. They arrived there at 11 o'clock. There were a lot of people on the beach. They were swimming at the seashore and some were watching a beach volleyball match.</p> <p>While Justin was sitting on the sand drinking cola, Michael and Sam were swimming on the beach. They were swimming in turn to keep an eye on their motorbikes. When they felt tired they rested on their mats. At midday they went to a footstall to have lunch.</p> <p>They enjoyed the sunset in the evening. Michael tried to take some pictures around the seashore. They looked for a cottage to stay overnight and so they hired a small cottage nearby the beach.</p>	<p><i>Event</i></p>
<p>On Sunday, they watched a kite contest. It was an International event. All of the contestants show their skill to entertain the visitors. Justin asked Michael and Sam to check their motorbikes and their travelling bags. They went home at three o'clock.</p>	

**G. Method/Technique:**

KWL (Know, Want, and Learned)

**H. Teaching and Learning Activity:**

*1) The First and The Second Meeting*

No.	The Teacher's Activities	The Students' Activities	Time
1.	<p><i>Pre-Activities</i></p> <ul style="list-style-type: none"> <li>• Greeting.</li> <li>• Checking the attendance list.</li> <li>• Giving stimulating by asking simple questioning that related to the teaching material</li> <li>• Delivering the goal of the study.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding the greeting.</li> <li>• Listening carefully</li> <li>• Responding the stimulating</li> <li>• Listening carefully</li> </ul>	30

<p>2.</p>	<p><b>Whilst-Activities</b></p> <ul style="list-style-type: none"> <li>• Explain the recount text</li> <li>• Giving the example of recount text and how to comprehending reading a recount text.</li> <li>• Explain the techniques and steps of KWL (<i>Know, Want, and Learned</i>) strategy.</li> <li>• Asking the students to say their difficulties in applying KWL (<i>Know, Want, and Learned</i>) strategy.</li> <li>• Dividing class into eight groups which every group consist of 4 or 5 students.</li> <li>• Give students a piece the paper of KWL (<i>Know, Want, and Learned</i>) chart.</li> <li>• Give titled of the text which will read and learn, and then asking some question about the topic to the students.</li> <li>• Ask every group to fill <b>K</b> column</li> <li>• Ask every group to fill <b>W</b> column</li> <li>• Give every group the recount text and ask them to read it.</li> <li>• Ask every group to fill the <b>L</b> column</li> <li>• Discussed with the students about the text and all the information that the students had written in the columns the whole class.</li> <li>• Give the students assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Listening carefully</li> <li>• Listening carefully</li> <li>• Shared their difficulties</li> <li>• Making groups</li> <li>• Getting a piece of paper</li> <li>• Listening carefully and responding the teacher questions.</li> <li>• Discuss and fill the <b>K</b> column</li> <li>• Discuss and fill the <b>W</b> column</li> <li>• Read the text and discuss in the group</li> <li>• Discuss and fill the <b>W</b> column</li> <li>• Contributing their ideas</li> </ul>	<p>120</p>
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	<ul style="list-style-type: none"> <li>Asking the students to check their job carefully</li> </ul>	<ul style="list-style-type: none"> <li>Doing the assessments</li> <li>Checking their job</li> </ul>	
<b>3.</b>	<p><b><i>Post-Activities</i></b></p> <ul style="list-style-type: none"> <li>Reviewing the materials which have been taught</li> <li>Giving feedback to the students.</li> <li>Closing the class using greeting.</li> </ul>	<ul style="list-style-type: none"> <li>Listening carefully</li> <li>Listening carefully</li> <li>Responding the greeting</li> </ul>	30

### 3) Third Meeting

No.	The Teacher's Activities	The Students' Activities	Time
<b>1.</b>	<p><b><i>Pre-Activities</i></b></p> <ul style="list-style-type: none"> <li>Greeting.</li> <li>Checking the attendance list.</li> <li>Review the material in the previous meeting</li> <li>Giving stimulating by asking simple questioning that related to the teaching material</li> <li>Delivering the goal of the study</li> </ul>	<ul style="list-style-type: none"> <li>Responding the greeting.</li> <li>Listening carefully</li> <li>Listening carefully</li> <li>Responding the stimulating</li> <li>Listening carefully</li> </ul>	15
<b>2.</b>	<p><b><i>Whilst-Activities</i></b></p> <ul style="list-style-type: none"> <li>Ask students to work individually and give a piece the paper of KWL ((<i>Know, Want, and Learned</i>) chart.</li> <li>Give titled of the text which will read and learn, and then asking some question about the topic to the students.</li> <li>Ask the students to fill <b>K</b> column</li> </ul>	<ul style="list-style-type: none"> <li>Listening carefully</li> <li>Listening carefully and responding the teacher questions.</li> <li>Fill the <b>K</b> column</li> </ul>	60

	<ul style="list-style-type: none"> <li>• Ask the students to fill <b>W</b> column</li> <li>• Give the students recount text and ask them to read it.</li> <li>• Ask the students to fill the <b>L</b> column</li> <li>• Give the students assessments</li> <li>• Asking the students to check their job carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Fill the <b>W</b> column</li> <li>• Read the text.</li> <li>• Fill <b>L</b> column</li> <li>• Doing the assessments</li> <li>• Checking their job</li> </ul>	
<b>3.</b>	<p><b><i>Post-Activities</i></b></p> <ul style="list-style-type: none"> <li>• Reviewing the materials which have been taught</li> <li>• Giving feedback to the students.</li> <li>• Closing the class using greeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Listening carefully</li> <li>• Responding the greeting</li> </ul>	15

## **I. Sources and Media:**

### *1. Sources:*

- English Work Book for the Eight Grade of Junior High School
- SMART STEPS An English Text Book for Junior High School Grade VIII
- Dictionary

### *2. Media:*

- Visual media : LCD Projector
- Pictures : they are to stimulate the students' idea

## **J. Assessment:**

### **a. Procedures of Assessment**

- Evaluation of learning process : it is done to measure the students' and teacher activity when teaching and learning process is conducted
- Evaluation of learning result : it is done to measure the students' ability which relates to the comprehending recount text.

### **b. Instrument of Assessment**

- Process Evaluation : Observation checklist
- Result Evaluation : written test

## K. Scoring:

### 1. Rubric Scoring of KWL technique:

Rubric for comprehending reading by KWL technique						
Criteria	5	4	3	2	1	Score
<b>"K" column</b>	Student stated more than 5 things he/she knows or thinks he/she knows about the topic in the "K" column.	Student stated more than 4 things he/she knows or thinks he/she knows about the topic in the "K" column.	Student stated more than 3 things he/she knows or thinks he/she knows about the topic in the "K" column.	Student stated more than 2 things he/she knows or thinks he/she knows about the topic in the "K" column.	Student stated nothing related to what he/she knows or thinks he/she knows about the topic in the "K" column.	
<b>"W" column</b>	Student listed 5 or more questions in the "W" part of the chart.	Student listed 4 questions in the "W" part of the chart.	Student listed 3 questions in the "W" part of the chart.	Student listed 2 questions in the "W" part of the chart.	Student listed 1 or no questions in the "W" part of the chart.	
<b>Answers</b>	Student accurately infers answers to 5 of his/her questions.	Student accurately infers answers to 4 of his/her questions.	Student accurately infers answers to 3 of his/her questions.	Student accurately infers answers to 2 of his/her questions.	Student accurately infers answers to 1 or none of his/her questions.	
<b>"L" column</b>	Student coherently stated 5 or more answers to learning questions in the "L" part of the KWL.	Student coherently stated 4 or more answers to learning questions in the "L" part of the KWL.	Student coherently stated 3 or more answers to learning questions in the "L" part of the KWL.	Student coherently stated 2 or more answers to learning questions in the "L" part of the KWL.	Student coherently stated 1 or more answers to learning questions in the "L" part of the KWL.	

<b>Total</b>		
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*Rubric Rubric score = Total x 5*

*Total Maximum = 20*

*2. Answer questions text score = Total x 5*

*Total Maximum = 20*

$\text{Final score} = \frac{\text{Rubrics' score} + \text{Answer Question texts' Score}}{2}$
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Durenan, March 3<sup>rd</sup> 2014

English Teacher

Researcher

**Sriniswati, S.pd**  
NIP:196504071988032011

**Duwi Wahyuni**  
NIM: 3213103056



### APPENDIX 3

#### THE GROUP OF IMPLEMENTATION KWL (KNOW, WANT, AND LEARNED)

NO.	GROUP	MEMBER				
1.	1	GAP	PCA	SR	WBNS	-
2.	2	AAN	AAAS	BAM	IN	-
3.	3	DRY	DS	DAF	ESH	MSB
4.	4	CYK	FRI	KAF	NMY	SLW
5.	5	APA	BFH	RI	UK	-
6.	6	AIM	DAS	FO	VDNA	-
7.	7	DSP	IRN	NA	WM	-
8.	8	ADS	FM	MI	SA	-

## APPENDIX 4

### THE ENGLISH TEACHER'S INTERVIEW GUIDELINE

#### *Before Doing Classroom Action Research*

No.	Interview Questions	Data Sources
1.	What are the materials being taught in the eight grade students of second semester?	<i>Sriniswati, S.Pd. who is as English teacher of SMPN 1 DURENAN</i>
2.	How do you teach the materials?	
3.	What the technique or method do you use in teaching the English materials?	
4.	What is the media and book that you used to teaching the English reading?	
5.	Do the students have problems in learning reading? If yes what are they?	
6.	What do you solve those problems?	
7.	Do you know about KWL (Know, Want, and Learned) technique, and have you ever used KWL (Know, Want, and Learned) to teach English reading in junior high school students?	

#### *After Doing Classroom Action Research in Cycle 1*

No.	Interview Questions	Data Sources
1.	What is your opinion of KWL (Know, Want, and Learned) technique in the teaching and learning English reading?	<i>Sriniswati, S.Pd. who is as English teacher of SMPN 1 DURENAN</i>
2.	According to you, what are the difficulties from the students when used this technique?	
3.	Is this technique helps you to solve your problem in teaching reading English that you have before?	
4.	What is the positive effect for the students' reading ability by using KWL (Know, Want, and Learned) technique?	

## APPENDIX 5

### THE RESULT OF INTERVIEW FROM THE ENGLISH TEACHER

#### *Before Doing Classroom Action Research*

The English teacher's name: Sriniswati, S.Pd.

1. Related to the materials of reading, the eight grade students of junior high school have to understand about recount and narrative text in the second semester.
2. I often teach English reading to my student by explaining about the materials, and asking them to translate the meaning from the text. Then I asked them to answer the question based on the text.
3. I used usual method which is three phases techniques: opening, teaching, and closing.
4. The media which I use the most is the English book and LKS.
5. Of course, they are often difficult to translate the reading text and answer the questions from the text. If I asked them to translate the English reading they are often look for the meaning from the dictionary. The meaning from the dictionary often didn't suitable from the sentence which they have to translate so they feel bored to read the text and they often forget some materials that the teacher has explained, because they don't understand the language content used in teaching and learning process.
6. To solve this problem I always asked them to have more attention to the teacher's explanation and also asked them to more study hard. I asked them to studying together with their friends that more understand too and asked to me if any something that they have still didn't understand.
7. No, I don't know this method and also I have never used it, but I hope it is good to teach writing.

## *After Doing Classroom Action Research in Cycle 1*

The English teacher's name: Sriniswati, S.Pd.

1. According to my opinion, KWL (Know, Want, and Learned) technique in the teaching and learning English reading it is have so many positive effect. The technique enables students to set their own purposes in reading text in reading text. Students are assigned to fill the W column with the things they want to know about the topic given. By filling the column, the students indirectly have set their own reason why they should read the text. They have some questions that need answer. So, they will work seriously, because they must responsibility to their task.
2. According to me, the students still confused to write what they know in K column when they didn't know about the topic and also they are still difficult to write the correct statement what they want to know in W column. In here teacher also must active too. So, between the teacher and the students can help each other.
3. Yes of course, KWL (Know, Want, and Learned) technique is very helps me to solve my problem in teaching reading English that I have before. By using this technique the students are easier to understanding the text. And also they were more active, they want to know everything by learning each other.
4. The positive effect for the students' reading ability by using KWL (Know, Want, and Learned) technique is the students can more motivate the students to take a part in the teaching and learning process. The students also can more active in the teaching and learning reading, they are more active to read the story, more active to write and speak their opinion.

## APPENDIX 6

### THE STUDENTS' INTERVIEW GUIDELINE

#### *Before Doing Classroom Action Research*

No.	Interview Questions	Data Sources
1. 2. 3. 4.	Do you like English Reading? Is English Reading subject difficult? Why? What are your problems in learning English reading? How do you solve your problem in learning English reading?	<i>The eight grade year students at SMPN 1 DURENAN</i>

#### *After Doing Classroom Action Research in Cycle 1*

No.	Interview Questions	Data Sources
1. 2. 3. 4. 5.	Did the KWL (Know, want and Learned) technique help you to decrease your learning reading problems? Do you have good motivation in learning reading by using KWL (Know, want and Learned)? According to you, what are the difficulties to learning reading by using KWL (Know, want and Learned) technique? What is your opinion about learning English reading by using KWL (Know, want and Learned) technique? Please, Give your suggestions to make KWL (Know, Want, and Learned) better!	<i>The eight grade year students at SMPN 1 DURENAN</i>

## APPENDIX 7

### THE RESULT OF INTERVIEW FROM THE STUDENTS

#### *Before Doing Classroom Action Research*

1) **Name** : **WBNS**

**Class** : **8E**

**Absent Number** : **33**

1. Yes, I like reading English if the story is interesting and I understand about it.
2. No, I think English is not difficult subject. It is very interesting to learn. English is very easy if we have much vocabulary so we can know so many things in the world.
3. My problems in English reading is I often reading without understanding the meaning of the text so I can't getting what is the content of the text.
4. To solve my problem I often asked to my friend who more understand, I also asked to my teacher and I followed the English course at home.

2) **Name** : **MSB**

**Class** : **8E**

**Absent Number** : **22**

1. Yes, I very like reading English it is very interesting.
2. Yes, English reading is difficult subject if we didn't understand about the topic, and also we didn't know about the story, haven't much vocabulary so we can't know the meaning of the story, so we can't understand about story and finally we can not answer the reading questions. But if we have much knowledge and we understand the meaning of every sentence in the story we can feel if English reading is so easy.
3. There are some problems that I have in learning reading. First, I haven't much vocabulary and Second, I often make mistake in pronunciations in English reading.
4. If I have difficulties about English reading I asked to my brother and also asked to my English teacher.

**3) Name : UK**

**Class : 8E**

**Absent Number : 31**

1. Yes, I like English reading if the story is interesting for me. But I didn't like the English reading if the story is not interesting for me.
2. No, According to me English reading is not difficult, but some of my friends said that English reading is difficult for them.
3. I face problem in English reading it is about the limited of vocabularies that I have so sometimes I can't translate the meaning.
4. To solve my problem I asked to my private English teacher and also discussed to my friend that more understand than me.

**4) Name : GAP**

**Class : 8E**

**Absent Number : 18**

1. Yes, I like English reading. But sometimes I am not interesting English reading if I can not understand about the story.
2. Yes, I think English reading is very difficult. It is so hard to understand the text.
3. The problem that I have in English reading is I often didn't understand the meaning from the text. When read the text and the teacher asked me to translate the text, I often to open my dictionary to look for the meaning. And it is so difficult because the meaning from the dictionary sometimes is not suitable to use in sentences. And then I also often can not to answer the question in reading text because I don't know the meaning of the text.
4. I asked to my close friend who more clever than me if I have problem in English reading.

**5) Name : SR**

**Class : 8E**

**Absent Number : 30**

1. No, I dislike English reading. But sometimes I like English reading if I read the story with my friends that more understand about English than me.
2. Yes, English reading is very difficult and I must study hard and seriously to understand about English reading.
3. My problem in studying English reading is when I did not understand the meaning of the text.
4. To solve my problem in English reading, I asked to my friends and also to my teacher course at home.

**6) Name : AIM**

**Class : 8E**

**Absent Number : 01**

1. No, I dislike the English reading.
2. Yes, English reading is very difficult for me.
3. My problem when reading is a can not read the word because the word it is not same with the write when we read.
4. To solve it I often asked to my friends and also my English teacher.

**7) Name : BAM**

**Class : 8E**

**Absent Number : 06**

1. Yes, I like to read the English text. But I can not read well I often face some difficult to read the word.
2. No, English reading is not difficult if we understand well about English.
3. My problems when reading the English text is when I meet a word and I can not understand the meaning also I can not it with correct pronunciation.
4. I often asked to my private teacher when at home, and when I in the school I asked to my friends.



**8) Name : IRN**

**Class : 8E**

**Absent Number : 19**

1. Yes, I am very like to read English reading. It is very interesting for me.
2. No, English reading it is not difficult but it is very making me joyful when read an English text it makes me know everything.
3. I haven't problem in English reading.
4. I haven't problem because at home my parents is an English teacher so they were very help me.

**9) Name : NMY**

**Class : 8E**

**Absent Number : 24**

1. Yes, I am very like to read the English reading text.
2. Yes, English reading is difficult but I want make me understand well about English so I haven't difficulties in English reading again.
3. My problem is when I read the English reading text and I want to know more about the content of the text but nobody who give me more information about tis.
4. I often to open internet to look for some information and also I asked to my friends.

**10) Name : SA**

**Class : 8E**

**Absent Number : 28**

1. No, I dislike in English reading
2. Oh yes, English reading is difficult but my friends always help me.
3. My problem is I often difficulties to answer the question in reading question text, because I don't know well about the content of the English reading text.
4. To solve my problem I often to asked with my friends.

## *After Doing Classroom Action Research in Cycle 1*

**1) Name : WBNS**

**Class : 8E**

**Absent Number : 33**

1. Yes, the KWL (Know, want and Learned) technique is very helping me to decrease my learning reading problems.
2. Yes, I have good motivation in learning reading by using KWL (Know, want and Learned) technique, it make me more easy to understand the reading English text so my knowledge can increase.
3. The difficulties of to learning reading by using KWL (Know, want and Learned) technique is when we didn't know about the topic and we can't write sentence in every column in KWL chart because of we haven't much knowledge.
4. Learning English reading by using KWL (Know, want and Learned) technique is very interesting for me it can help me to know more about something that I never get before.
5. The teacher must showed more the picture and also give more explanation.

**2) Name : MSB**

**Class : 8E**

**Absent Number : 22**

1. Yes, the KWL (Know, want and Learned) helpful for me to decrease my learning problem in English reading.
2. Oh yes, I have big motivation in learning English reading by using KWL (Know, want and Learned) technique, it make me very enjoying in the reading class.
3. The difficulties to learning reading by using the KWL (Know, want and Learned) technique are when we are filled the K column. We didn't know about the topic so we could not fill the K column.
4. Learning English reading by using the KWL (Know, want and Learned) technique is very interesting. By using this technique it also make the students speaking out

the ideas that they what to shared was improved. And also it makes the students more active to look for the information about something.

5. The text that used to teach must be familiar topic so we can write more. If the topic unfamiliar we so confused to write.

**3) Name : UK**

**Class : 8E**

**Absent Number : 31**

1. Oh yes, really. The KWL (Know, want and Learned) technique is very helping me to decrease my problem in learning English reading.
2. Yes, I have so much motivation to learning English reading by using KWL (Know, want and Learned) because it very helpful for me.
3. My difficulties to learning reading by using the KWL (Know, want and Learned) technique are when I want filled the column but sometimes I can not make a sentence that suitable, I afraid to make mistake when write sentence that I want to shared, so I often asked to the English teacher.
4. According to me by using the KWL (Know, want and Learned) technique are very helpful for us. All of us can be more active to think, to write, and also to speak. We can share everything that we know about the topic, so it can help others friends that still didn't understand about the topic.
5. So many difficult words, so I confused to understand the text. The teacher gives some difficult word from the text.

**4) Name : GAP**

**Class : 8E**

**Absent Number : 18**

1. Yes, the KWL (Know, want and Learned) technique helps me to decrease my problem in learning English reading. It is very helpful for me.
2. Yes, I have so much motivation to learning English reading by using KWL (Know, want and Learned) technique, this technique have so many advantages for us.

3. My difficulties to learning reading by using the KWL (Know, want and Learned) technique are when our question is not could answer based on the text, so our teacher must help us more.
4. In my opinion, by using the KWL (Know, want and Learned) technique we can more active in the class, and also we can discussed everything with our friends. It makes us easier to understanding the text. Because before we read the text we have already to discuss the topic.
5. Teacher must help more.

**5) Name : SR**

**Class : 8E**

**Absent Number : 30**

1. Yes, the KWL (Know, want and Learned) technique very helps me to decrease my problem in learning English reading. Thanks miss, because you introduce this technique to us so our problems in learning English reading can be decrease.
2. Yes miss, my motivation to learning reading was very full because this technique.
3. The difficulty that I think from the KWL (Know, want and Learned) technique is when filled the every column. It need more time, we must discuss everything with our group and we often have different opinion.
4. In my opinion, by using the KWL (Know, want and Learned) technique we can get more information about something. This technique is new for us but it very helpful for us to learning English reading.
5. Every member in each group must help each other when doing assessment by group. Every member must give their opinion or statement that they have.

**6) Name : AIM**

**Class : 8E**

**Absent Number : 01**

1. Yes, the KWL (Know, want and Learned) technique is helps me to decrease my problems in learning English reading although just little.

2. No, miss my motivation still like as before, my motivations lo learn reading English was still low.
3. The difficulties KWL (Know, want and Learned) technique was when I filled the K column, because I don't know about the topic.
4. In my think, KWL (Know, want and Learned) technique was very difficult for me I want to can do better but I can not, I'm still confusing miss.
5. Teacher must give more attention.

**7) Name : BAM**

**Class : 8E**

**Absent Number : 06**

1. Yes miss, the KWL (Know, want and Learned) technique is helps me to decrease my problem in reading English.
2. Oh, of course after I know about the KWL (Know, want and Learned) technique my motivation was very good, I have big motivation, although I am still have low ability in comprehending reading text but I felt enjoyable when in the class to learn with this technique miss.
3. The difficulties in the KWL (Know, want and Learned) technique is when we look for the correct answer for our question in the W column to write in the L column, if in the text there is no answer we must to asked to the teacher and sometimes it makes the class crowded but it make us too be active in the class too.
4. The KWL (Know, want and Learned) technique is a good technique to make students active and understand to comprehending reading.
5. Text story that used must be interesting and give knowledge for us.

**8) Name : IRN**

**Class : 8E**

**Absent Number : 19**

1. Oh, yes miss.

2. Of course, yes miss, my motivation was very increase after I know about this technique.
3. The difficulties in this technique which I felt is when we want to know more about the content of the text but the information that any in the text was very little so we must active to look for by ourselves and also to asked with our friends and teacher.
4. I think the KWL (Know, want and Learned) technique is a good technique in comprehending reading it makes us to be active and know more about something.
5. The teacher and the students must communicative, each other give information.

**9) Name : NMY**

**Class : 8E**

**Absent Number : 24**

1. Yes, alright. This technique was helps me to decrease my problem in comprehending reading.
2. Yes miss. My motivation which before know this technique was low to learn comprehending reading text, but I have good motivation for me to learn comprehending reading text because it make me understand more about something that is not we know before although I'm still have difficulties when use KWL technique.
3. The difficulty in this technique is when we must fill the K column but we weren't known about the topic.
4. KWL (Know, Want, and Learned) technique is very good technique, we can enjoy to learn to comprehending reading by using this technique.
5. I think teacher must help us to give the difficult words from the text.

**10) Name : SA**

**Class : 8E**

**Absent Number : 28**

1. Yes miss. I felt that this technique was very helps me to decrease my problem in the learning reading.

2. My motivation to learn reading still same like as before miss.
3. The difficulty from this technique is when I write to K column. Because I don't know more about the topic. So, I just write little not too much. I hope you can help me to make more understand about this technique. Please, show more the pictures and explanation so we can write more.
4. In my opinion KWL (Know, Want, and Learned) technique is very helps students to make understanding the content of the text very well. Because the process of this technique was completely from beginning until the end of process teaching and learning reading.
5. Teacher must give more pictures about the text that discussed.

## APPENDIX 8

### QUESTIONNAIRE SHEET

*Questionnaire of the students' response in teaching and learning process by using KWL (Know, Want, and Learned) to improve reading comprehension in Recount Text*

Name : .....

**DIRECTION:**

Give sign (√) in provided column, suitable with your own opinion.

Your answer will not affect the score.

No.	Question	Yes	No
1.	Do you like learn reading by using KWL (Know, Want, and Learned) technique?		
2.	Does the KWL (Know, Want, and Learned) technique make you easier to understand and find the detail information the text?		
3.	Do you discuss with your friends to answers the questions correctly?		
4.	Does the KWL (Know, Want, and Learned) technique make the reading teaching and learning in the classroom joyful?		
5.	Does the KWL (Know, Want, and Learned) technique improve your interest to study English more?		



## APPENDIX 9

### READING TEXT FOR PRE-TEST

*Read the recount text carefully, and then answer the questions correctly!*

#### **Bogor Botanic Garden**

On Friday 16 March at 9 o'clock we went to Bogor Botanic Garden. We went there by bus and we arrived at that famous garden at 10 o'clock.

Arriving at the garden, we were divided into two groups. Group A followed Mrs. Nina and Group B followed Mr. Ahmad. I was in group A. Well, first we went to odd tropical plants and Mrs. Nina read us some of the information. Then, we looked at all the lovely plants. After that, we went to a little spot near the Raffles cemetery and had morning tea. Next, we did some sketching and then we met group B at the information center to have our lunch.

Soon, it was time for us to go to the orchid section while Group B did some research on flowers. Uhm...A lady led us to the orchid section. Then, she explained about many kinds of Orchids. Next, we had a look at the Indonesian orchid. Wow..., we saw many kinds of Indonesian orchids. They were a beautiful. Later, we took a look at the America, European, and Asian orchids' section. It was interesting.

Soon afterward had finished our observation, we went back outsides with group B. Then, we got on the bus and returned to school. We really enjoyed the trip to Bogor Botanic Garden.

**A. Answer the questions correctly!**

1. What is the purpose of the text ?

.....  
.....

2. Who is the writer?

.....  
.....

3. How is the orientation from the story above?

.....  
.....

4. 'After', 'First', 'then', 'Next' ... are called as?

.....  
.....

5. Wow..., we saw many kinds of Indonesian orchids. *They* were a beautiful. *They* refers to.....

.....  
.....

6. Where the group A did met the Group B? And how they did when met?

.....  
.....

7. What are the action verbs in the story above (*write 5*)?

.....  
.....

8. Write the event from the story above?

.....  
.....

9. Did the group A and Group B go home together?

.....  
.....

10. How is the re-orientation from the story?

.....  
.....

**B. Choose true or false by give a tick (√)!**

No.	Statement	True	False
1.	Bogor botanic garden it is not famous garden		
2.	Their trip from the school to Bogor Botanic Garden was one hour		
3.	The writer was in Group B		
4.	The group was divided when in the school		
5.	Mrs.Nina and Mr.Ahmad is a people who work in Bogor Botanic Garden		
6.	It is just little kind of Indonesian orchid		
7.	Their have their lunch in the information center		
8.	They had a morning tea in the information center		
9.	A lady explain about many kind of flower in the garden		
10.	They are really enjoy their trip to the Bogor Botanical Garden		

**Key Answer!**

**A.**

1. To tell the reader about Bogor Botanic garden.
2. A Student.
3. On Friday 16 March at 9 o'clock we went to Bogor Botanic Garden. We went there by bus and we arrived at that famous garden at 10 o'clock.
4. Sequence of time
5. Indonesian Orchid
6. At the information center, to have their lunch.
7. Went, divided, looked, explained, finished
8. Arriving at the garden, we were divided into two groups, A and B. First we went to odd tropical plants. Then, we looked at all the lovely plants. After that, we went

to a little spot near the Raffles cemetery and had morning tea. Next, we did some sketching and then we met group B at the information center to have our lunch. A lady led us to the orchid section. She explained about many kinds of Orchids. We saw many kinds of Indonesian orchids and America, European, and Asian orchids.

9. Yes, they did.
10. We finished our observation, we went back outside with group B. Then, we got on the bus and returned to school. We really enjoyed the trip to Bogor Botanic Garden.

**B. .**

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

## APPENDIX 10

### READING TEXT FOR POST-TEST CYCLE 1

Name:

Fill the chart!

<b>KWL CHART</b>		
<b>KNOW</b>	<b>WANT</b>	<b>LEARNED</b>
What you already <i>Know...</i>	What you Want to <i>Know...</i>	What you have <i>Learned...</i>

*Read the recount text carefully, and then answer the questions correctly!*

### **Vacation to London**

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

On the plane the cabin crews were very friendly. Then, they gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Next, Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

Two week in London went by fast. At the end of the 14 day, they were quite tired but they felt very happy.

**A. Answer the questions correctly!**

1. What is the purpose of the text above?

.....  
.....

2. Who was having vacation to London?

.....  
.....

3. How did the orientation from the story above?

.....  
.....

4. What are the conjunction and time connection in the story above?

.....  
.....

5. Why Richard's family went to British embassy?

.....  
.....

6. Write the even from the story above?

.....  
.....

7. What are the action verbs in the story above (*write 5*)?

.....  
.....

8. **They** gave them news paper and magazine to read. **They** refer to.....

.....  
.....

9. How the officer of airport checked their document?

.....  
.....

10. How did the re-orientation from the story above?

.....  
.....

**B. Choose true or false by give a tick (✓)!**

No.	Statement	True	False
1.	Mr. Richard family go to London only with Mrs. Richard		
2.	They have to vacation for two week		
3.	Their trip by plane around 14 hour		
4.	The cabin from the plane wasn't friendly		
5.	The officers of Heathrow Airport were pleasant		
6.	Mr.Richard family's bag was checked very carefully		
7.	The Mr.Richards' family goes to Four-Star hotel		
8.	Mr.Richard family inserted a key to open the door		
9.	On the second floor at the hotel, there was a restaurant		
10.	The restaurant hadn't variety of food		

**Key Answer!**

**A. .**

1. To tell the reader about writers 'experience vacation to London
2. Mr. Richard s' family
3. Mr. Richard's family was on vacation to London. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.
4. Then, next.
5. To get visas to enter Britain.
6. On the plane the cabin crews were very friendly.. They had a very pleasant flight. On arrival at Heathrow Airport, they had to go to Customs and Immigration. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel. The hotel was a well-known four-star hotel.
7. Went, gave, checked, arranged, and collected.
8. The cabin crews.



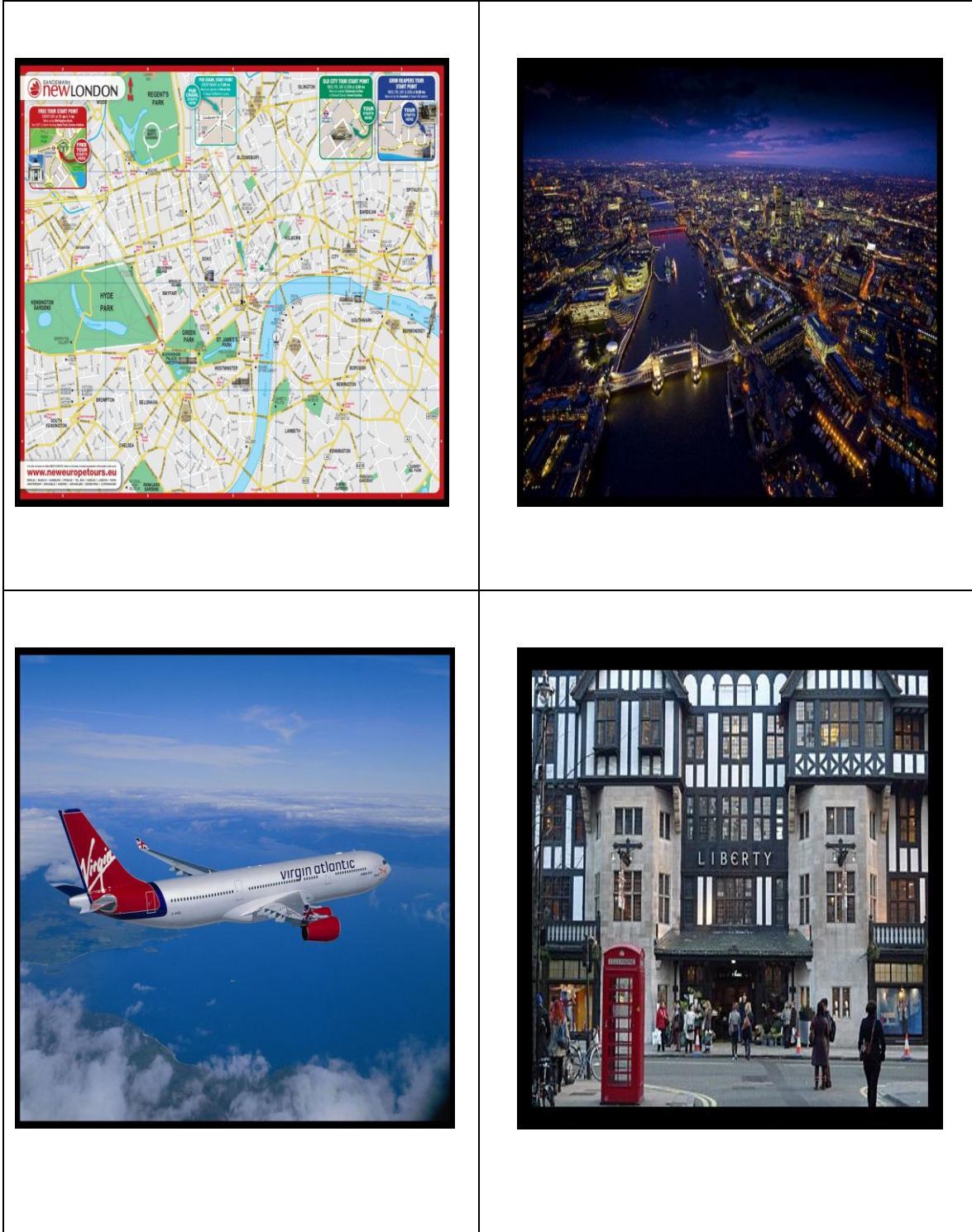
9. They checked the document carefully but their manners were very polite.
10. The two week in London went by fast. At the end of the 14 day, they were quite tired but they felt very happy.

**B. .**

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

# APPENDIX 11

## PICTURES FOR READING TEXT OF POST TEST CYCLE 1



## APPENDIX 12

### READING TEXT FOR POST-TEST CYCLE 2

Name:

Fill the Chart!

<b>KWL CHART</b>		
<b>KNOW</b>	<b>WANT</b>	<b>LEARNED</b>
What you already <i>Know...</i>	What you Want to <i>Know...</i>	What you have <i>Learned...</i>

*Read the recount text carefully, and then answer the questions correctly!*

### **My Holiday in Bali**

When I was 2<sup>nd</sup> grade of junior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

impressive	: berkesan	foreign tourists	: turis luar negeri
visited	: mengunjungi	unique animals	: hewan yang unik
scenery	: pemandangan	sunset	: matahari terbenam
checked in	: masuk	wave	: ombak
close interaction	: interaksi dengan akrab	shady	: rindang/teduh
souvenirs	: oleh-oleh	check out	: keluar

**A. Answer the questions correctly!**

1. What is the purpose of the text above?

.....  
.....

2. When did the writer go to Bali?

.....  
.....

3. How did the orientation from the story above?

.....  
.....

4. We saw beautiful sunrise together. *We* refer to

.....  
.....

5. Write the event from the story above?

.....  
.....

6. What are the action verbs in the story above (write 5)?

.....  
.....

7. What did they could enjoy in Sangeh beach?

.....  
.....

8. What are the conjunction and time connection in the story above?

.....  
.....

9. What are kinds of unique animals in the Penyu Island?

.....  
.....

10. How did the re-orientation from the story above?

.....  
.....

**B. Choose true or false by give a tick (✓)!**

No.	Statement	True	False
1.	The writer go to Bali alone		
2.	They were go to Tanah Lot before check-in to the hotel		
3.	In the first day the writer go to the Sanur beach and Sangeh		
4.	In the Sanur beach the writer played many kind of water sports such as banana boat, jet sky, speedboat etc.		
5.	They were looked sunrise in the Kuta Beach		
6.	There were so many unique animals in the Sangeh		
7.	They couldn't make interaction with the monkey		
8.	They were very pleasant when in the Sukowati		
9.	They were go to Sukowati after check-out from the hotel		
10.	In the morning they were had to go home		

**Key Answer!**

**A. .**

1. To tell the reader about the writer vacation in Bali.
2. When the writer 2<sup>nd</sup> of Junior high school
3. When I was 2nd grade of junior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.
4. The writer and friends
5. First day, we visited Sanur Beach in the morning. Second day, we enjoyed the day on Tanjung Bena beach. The last day, we spent our time in Sangeh.
6. Visited, enjoyed, played, went, and prepared
7. They could enjoy the green and shady forest.
8. First, second, the last, in the evening.
9. Turtles, snakes, and sea birds.

10. In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

**B. .**

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

# APPENDIX 13

## PICTURES FOR READING TEXT OF POST TEST CYCLE 2





## APPENDIX 14

### OBSERVATION CHECKLIST

**Cycle/Meeting** : 1/1 and 2

**Date** : 22<sup>nd</sup> and 26<sup>th</sup>, February 2014

**Observer** : Sriniswati, S.Pd.

**Direction!**

Give sign (v) to indicate whether the activities in teaching and learning were done by the teacher and students or not.

Stage	Teacher's Activities	Done		Students' Activities	Done	
		Yes	No		Yes	No
<b>Pre-reading</b>	• Greeting	✓		• Responding the greeting	✓	
	• Checking the attendance list	✓		• Listening Carefully	✓	
	• Giving stimulating by asking simple questions	✓		• Responding the stimulating		✓
	• Explaining the objective of the lesson	✓		• Listening Carefully	✓	
	• Explaining the Recount text	✓		• Listening Carefully		✓
	• Giving the example of recount text and how to comprehending reading a recount text	✓		• Listening Carefully		✓
	• Introducing and explaining how to apply "KWL" ( <i>Know, Want and Learned</i> )	✓		• Listening Carefully	✓	

	technique					
	<ul style="list-style-type: none"> <li>Giving an example of using KWL (<i>Know, Want and Learned</i>) technique</li> </ul>	✓		<ul style="list-style-type: none"> <li>Listening Carefully</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Dividing class into eight groups which every group consist of 4 or 5 students</li> </ul>	✓		<ul style="list-style-type: none"> <li>Making groups</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Give students a piece the paper of KWL (<i>Know, Want, and Learned</i>) chart</li> </ul>	✓		<ul style="list-style-type: none"> <li>Getting a piece of paper</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Asking the students to use the “<b>KWL</b>” chart in reading activity</li> </ul>	✓		<ul style="list-style-type: none"> <li>Listening Carefully</li> </ul>		✓
	<ul style="list-style-type: none"> <li>Ask every group to fill the <b>K</b> column</li> </ul>	✓		<ul style="list-style-type: none"> <li>Discuss and fill the <b>K</b> column</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Ask every group to fill the <b>W</b> column</li> </ul>	✓		<ul style="list-style-type: none"> <li>Discuss and fill the <b>W</b> column</li> </ul>	✓	
<b>Whilst-Reading</b>	<ul style="list-style-type: none"> <li>Give every group the recount text and ask them to read it</li> </ul>	✓		<ul style="list-style-type: none"> <li>Read the text and discuss in the group</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Ask every group to fill the <b>L</b> column</li> </ul>			<ul style="list-style-type: none"> <li>Discuss and fill the <b>K</b> column</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Discussed with the students about the text and all the information that the</li> </ul>	✓		<ul style="list-style-type: none"> <li>Contributing their ideas</li> </ul>		✓

<b>Post- Reading</b>	students had written in the columns the whole class.					
	• Give the students assessments	✓		• Doing the assessments	✓	
	• Asking the students to check their job carefully	✓		• Checking their job		✓
	• Reviewing the materials which have been taught	✓		• Listening carefully	✓	
	• Closing the class using greeting.	✓		• Responding the greeting	✓	

Durenan, February 26<sup>th</sup> 2014

Observer

Researcher

**Sriniswati, S,pd**  
NIP:196504071988032011

**Duwi Wahyuni**  
NIM: 3213103056

## APPENDIX 15

### OBSERVATION CHECKLIST

Cycle/Meeting : 1/3

Date : 1<sup>st</sup>, March 2014

Observer : Sriniswati, S.Pd.

**Direction!**

Give sign (v) to indicate whether the activities in teaching and learning were done by the teacher and students or not.

Stage	Teacher's Activities	Done		Students' Activities	Done	
		Yes	No		Yes	No
<b>Pre-reading</b>	• Greeting	✓		• Responding the greeting	✓	
	• Checking the attendance list	✓		• Listening Carefully	✓	
	• Review the material in the previous meeting	✓		• Listening Carefully	✓	
	• Giving stimulating by asking simple questions	✓		• Responding the stimulating	✓	
	• Delivering the goal of the study	✓		• Listening Carefully	✓	
	• Ask students to work individually and give a piece the paper of KWL ((Know, Want, and Learned) chart	✓		• Listening Carefully	✓	

	<ul style="list-style-type: none"> <li>Give titled of the text which will read and learn, and then asking some question about the topic to the students</li> </ul>	✓		<ul style="list-style-type: none"> <li>Listening carefully and responding the teacher questions</li> </ul>		✓
	<ul style="list-style-type: none"> <li>Ask the students to fill <b>K</b> column</li> </ul>	✓		<ul style="list-style-type: none"> <li>Fill the <b>K</b> column</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Ask the students to fill <b>W</b> column</li> </ul>	✓		<ul style="list-style-type: none"> <li>Fill the <b>W</b> column</li> </ul>	✓	
<b>Whilst-Reading</b>	<ul style="list-style-type: none"> <li>Give the students recount text and ask them to read it</li> </ul>	✓		<ul style="list-style-type: none"> <li>Read the text and</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Ask the students to fill the <b>L</b> column</li> </ul>			<ul style="list-style-type: none"> <li>Fill the <b>L</b> column</li> </ul>	✓	
<b>Post-Reading</b>	<ul style="list-style-type: none"> <li>Give the students assessments</li> </ul>	✓		<ul style="list-style-type: none"> <li>Doing the assessments</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Asking the students to check their job carefully</li> </ul>	✓		<ul style="list-style-type: none"> <li>Checking their job</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Reviewing the materials which have been taught</li> </ul>	✓		<ul style="list-style-type: none"> <li>Listening carefully</li> </ul>		✓
	<ul style="list-style-type: none"> <li>Closing the class using greeting.</li> </ul>	✓		<ul style="list-style-type: none"> <li>Responding the greeting</li> </ul>	✓	

Durenan, March 1<sup>st</sup> 2014

Observer

Researcher

**Sriniswati, S,pd**  
NIP:196504071988032011

**Duwi Wahyuni**  
NIM: 3213103056

## APPENDIX 16

### OBSERVATION CHECKLIST

Cycle/Meeting : 2/1 and 2

Date : 5<sup>th</sup> and 8<sup>th</sup>, March 2014

Observer : Sriniswati, S.Pd.

**Direction!**

Give sign (v) to indicate whether the activities in teaching and learning were done by the teacher and students or not.

Stage	Teacher's Activities	Done		Students' Activities	Done	
		Yes	No		Yes	No
<b>Pre-reading</b>	• Greeting	✓		• Responding the greeting	✓	
	• Checking the attendance list	✓		• Listening Carefully	✓	
	• Giving stimulating by asking simple questions	✓		• Responding the stimulating	✓	
	• Explaining the objective of the lesson	✓		• Listening Carefully	✓	
	• Explaining the Recount text	✓		• Listening Carefully	✓	
	• Giving the example of recount text and how to comprehending reading a recount text	✓		• Listening Carefully	✓	
	• Introducing and explaining how to	✓		• Listening Carefully	✓	

	apply “KWL” ( <i>Know, Want and Learned</i> ) technique					
	<ul style="list-style-type: none"> <li>Giving an example of using KWL (<i>Know, ant and Learned</i>) technique</li> </ul>	✓		<ul style="list-style-type: none"> <li>Listening Carefully</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Dividing class into eight groups which every group consist of 4 or 5 students</li> </ul>	✓		<ul style="list-style-type: none"> <li>Making groups</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Give students a piece the paper of KWL ((<i>Know, Want, and Learned</i>) chart</li> </ul>	✓		<ul style="list-style-type: none"> <li>Getting a piece of paper</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Asking the students to use the “<b>KWL</b>” chart in reading activity</li> </ul>	✓		<ul style="list-style-type: none"> <li>Listening Carefully</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Ask every group to fill the <b>K</b> column</li> </ul>	✓		<ul style="list-style-type: none"> <li>Discuss and fill the <b>K</b> column</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Ask every group to fill the <b>W</b> column</li> </ul>	✓		<ul style="list-style-type: none"> <li>Discuss and fill the <b>W</b> column</li> </ul>	✓	
<b>Whilst-Reading</b>	<ul style="list-style-type: none"> <li>Give every group the recount text and ask them to read it</li> </ul>	✓		<ul style="list-style-type: none"> <li>Read the text and discuss in the group</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>Ask every group to fill the <b>L</b> column</li> </ul>			<ul style="list-style-type: none"> <li>Discuss and fill the <b>K</b> column</li> </ul>		
	<ul style="list-style-type: none"> <li>Discussed with the students about the</li> </ul>	✓		<ul style="list-style-type: none"> <li>Contributing their ideas</li> </ul>	✓	



<b>Post- Reading</b>	text and all the information that the students had written in the columns the whole class.					
	• Give the students assessments	✓		• Doing the assessments	✓	
	• Asking the students to check their job carefully	✓		• Checking their job	✓	
	• Reviewing the materials which have been taught	✓		• Listening carefully	✓	
	• Closing the class using greeting.	✓		• Responding the greeting	✓	

Durenan, March 8<sup>th</sup> 2014

Observer

Researcher

**Sriniswati, S,pd**  
NIP:196504071988032011

**Duwi Wahyuni**  
NIM: 3213103056

## APPENDIX 17

### OBSERVATION CHECKLIST

**Cycle/Meeting : 2/3**

**Date : 12<sup>nd</sup>, March 2014**

**Observer : Sriniswati, S.Pd.**

**Direction!**

**Give sign (√) to indicate whether the activities in teaching and learning were done by the teacher and students or not.**

Stage	Teacher's Activities	Done		Students' Activities	Done	
		Yes	No		Yes	No
<b>Pre-reading</b>	• Greeting	✓		• Responding the greeting	✓	
	• Checking the attendance list	✓		• Listening Carefully	✓	
	• Review the material in the previous meeting	✓		• Listening Carefully	✓	
	• Giving stimulating by asking simple questions	✓		• Responding the stimulating	✓	
	• Delivering the goal of the study	✓		• Listening Carefully	✓	
	• Ask students to work individually and give a piece the paper of KWL ((Know, Want, and Learned) chart	✓		• Listening Carefully	✓	

	<ul style="list-style-type: none"> <li>• Give titled of the text which will read and learn, and then asking some question about the topic to the students</li> </ul>	✓		<ul style="list-style-type: none"> <li>• Listening carefully and responding the teacher questions</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Ask the students to fill <b>K</b> column</li> </ul>	✓		<ul style="list-style-type: none"> <li>• Fill the <b>K</b> column</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Ask the students to fill <b>W</b> column</li> </ul>	✓		<ul style="list-style-type: none"> <li>• Fill the <b>W</b> column</li> </ul>	✓	
<b>Whilst-Reading</b>	<ul style="list-style-type: none"> <li>• Give the students recount text and ask them to read it</li> </ul>	✓		<ul style="list-style-type: none"> <li>• Read the text and</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Ask the students to fill the <b>L</b> column</li> </ul>			<ul style="list-style-type: none"> <li>• Fill the <b>L</b> column</li> </ul>		
<b>Post-Reading</b>	<ul style="list-style-type: none"> <li>• Give the students assessments</li> </ul>	✓		<ul style="list-style-type: none"> <li>• Doing the assessments</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Asking the students to check their job carefully</li> </ul>	✓		<ul style="list-style-type: none"> <li>• Checking their job</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Reviewing the materials which have been taught</li> </ul>	✓		<ul style="list-style-type: none"> <li>• Listening carefully</li> </ul>	✓	
	<ul style="list-style-type: none"> <li>• Closing the class using greeting.</li> </ul>	✓		<ul style="list-style-type: none"> <li>• Responding the greeting</li> </ul>	✓	

Durenan, March 12<sup>nd</sup> 2014

Observer

Researcher

**Sriniswati, S,pd**  
NIP:196504071988032011

**Duwi Wahyuni**  
NIM: 3213103056

## APPENDIX 18

### STUDENTS' ATTENDANCE LIST

NO.	STUDENTS' NAME	L/P	DATE					
			22/2	26/2	1/3	5/3	8/3	12/3
1.	ALAN IBNU MASYHAR	L	✓	✓	✓	✓	✓	✓
2.	ANDRA AFIFATUS N.	P	✓	✓	✓	✓	✓	✓
3.	ANNISA PUTRINUR A.	P	✓	✓	✓	✓	✓	✓
4.	ARDHANI AGUNG A.S.	L	✓	✓	✓	✓	✓	✓
5.	ASMAULIZA DYAH S.	P	✓	✓	✓	✓	✓	✓
6.	BAYU AHWAN MUZAQI	L	✓	✓	✓	✓	✓	✓
7.	BERLIAN FATIMAH H	P	✓	✓	✓	✓	✓	✓
8.	CINDY YULIS K	P	✓	✓	✓	✓	✓	✓
9.	DELA RAHMA YOSIFA	P	✓	✓	✓	✓	✓	✓
10.	DHARIS SEPTIAN PUTRI	P	✓	✓	✓	✓	✓	✓
11.	DHEA ANGGA S.	P	✓	✓	✓	✓	✓	✓
12.	DIAS RUSTANTI	P	✓	✓	✓	✓	✓	✓
13.	DINA AINUL FADLLIKA	P	✓	✓	✓	✓	✓	✓
14.	ELINA SARI HAFILDA	P	✓	✓	✓	✓	✓	✓
15.	FAHRUL R. I. J.	L	✓	✓	✓	✓	✓	✓
16.	FARAHDISYA O.	P	✓	✓	✓	✓	✓	✓
17.	FITA MAWARSARI	P	✓	✓	✓	✓	✓	✓
18.	GALIH ANDHIKA P.	L	✓	✓	✓	✓	✓	✓
19.	IKA RODHIFATUN N.	P	✓	✓	✓	✓	✓	✓

20.	ISMA NAFIAH	P	✓	✓	✓	✓	✓	✓
21.	KEVIN AIRMANDA F.	L	✓	✓	✓	✓	✓	✓
22.	MAHARANI SETYA B.	P	✓	✓	✓	✓	-	✓
23.	MAZROATUL ISNA	P	✓	✓	✓	✓	✓	✓
24.	NANDA MALIKA Y.	P	✓	✓	✓	✓	✓	✓
25.	NISAUL ASNAWIYAH	P	✓	✓	✓	✓	✓	✓
26.	PANJI CAHYA A.	L	✓	✓	✓	✓	✓	✓
27.	RETNO INDRIANI	P	✓	✓	✓	✓	✓	✓
28.	SHELA APRILIA	P	✓	✓	✓	✓	✓	✓
29.	SOFYA LILIN W.	P	✓	✓	✓	✓	✓	✓
30.	SUGENG ROMADHONI	L	✓	✓	✓	✓	-	✓
31.	USWATUN KHASANAH	P	✓	✓	✓	✓	✓	✓
32.	VIVI DWI NURAINI	P	✓	✓	✓	✓	✓	✓
33.	WIMBA BAGUS NUR S.	L	✓	✓	✓	✓	✓	✓
34.	WINDYI MAULINA	P	✓	✓	✓	✓	✓	✓

## APPENDIX 19

### PICTURES OF TEACHING AND LEARNING ACTIVITIES IN THE CLASS



## APPENDIX 20

### CURRICULUM VITAE



Name : Duwi Wahyuni

Sex : Female

Place, date of birth : Trenggalek, Juli 13<sup>rd</sup>, 1992

Registered number : 3213103056

Address : Malasan – Durenan - Trenggalek

Department : Department of Islamic Institute Education in (IAIN)  
Tulungagung

Program : English Education Program

Background of the Study :

1. Graduated from Elementary School 2 Malasan in 2004.
2. Graduated from Junior High School 1 Durenan Trenggalek in 2007.
3. Graduated from Senior High School 1 Durenan Trenggalek in 2010.
4. IAIN Tulungagung in 2014.