

## **APPENDIX I**

### **PRE-TEST**

#### **IDENTITY**

NAME :

CLASS/SEMESTER :

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died, then he feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters.

Stepmother and stepsisters were very bossy, Cinderella had to do all the housework. One day on invitation to the hall come to the family. The king invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would not let Cinderella go then she was sad. The stepsisters went to the hall without her.

Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before that. At the hall all people surprised when Cinderella arrived. And then a Prince invited Cinderella to dance. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince charming orders his love to be found by means of the odd shoe and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits. Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The

Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to bring forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly. Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

**Answer the following questions based on the above text!**

1. What is the suitable title for the above story?
2. What is the kind of the above text?
3. Why was Cinderella's father married again?
4. Who were invited the king to the hall?
5. Who were forbid Cinderella to go to the hall?
6. Who help Cinderella to go to the hall?
7. How does Cinderella going to the hall?
8. Does the prince danced with Cinderella?
9. When does the magic will end?
10. Does the glass slipper fits into Cinderella's foot perfectly?

## **APPENDIX 2**

### **ANSWERS KEY OF PRE-TEST**

#### **A. Essay**

1. Cinderella
2. Narrative text
3. Because her mother was died
4. For all eligible ladies
5. Cinderella's stepsisters
6. The fairy Godmother
7. With the wave of magic wand
8. Yes, he does
9. At a stroke of midnight
10. Yes, she does

## **APPENDIX 3**

### **LESSON PLAN**

#### **CYCLE I**

Name of school	: MTs SULTAN AGUNG JABALSARI
Subject	: English
Class/ Semester	: VIII/ II
Skill/ Genre	: Reading/ Narrative
Time	: 6 x 45 minutes (3 meetings)

#### **Standard Competence :**

- Understanding the meaning of short simple functional text and monologue text in the form of narrative text to interact with environment.

#### **Basic Competence :**

- Responding the meaning and rhetoric steps in short simple monologue text accurately, fluently and acceptably to interact with environment in the form of narrative text

#### **Indicator:**

- Reading and understanding a content of the simple text.
- Answering the question based on text.

#### **A. Specific Instructional Objectives**

By the end of the lesson, the students should able to :

1. Read and understand a content of the text.
2. Answering the question based on text.

## **B. Character expected of students :**

1. Trustworthiness
2. Respect
3. Diligence
4. Responsibility

## **C. Teaching Materials**

### **Definition of Narrative text :**

Narrative text is text whose content is a story or tale about something. For example: folktale, fable, legend. It contained conflict or problem arises that followed by a solution. The main function of this text is to entertain the readers.

### **Generic Structure of Narrative Text**

Narrative text has structure as below:

- Orientation : contains the introduction of the character, place and time of the stories (who or what, where and when)
- Evaluation: contains the assessment/evaluation of the course of the story or conflicts (it is optional, there could be and could not)
- Complication: contains the culmination of conflicts/problems in the story.
- Resolution: a solution to the problem. Can be ended with excitement (happy ending) can also end with sorrow (sad ending)

### **The Language Feature of Narrative Text**

- A narrative focuses on specific participants
- It usually uses Past Tense

- Linking words are used, related with time
- There are sometimes some dialogue and the tense can change

#### D. Teaching-Learning Activity

##### 1. First Meeting

Stages	No	The Teacher's Activities	The Students' Activities	Time
<b>Opening</b>	1	<b>Pre-Activities</b> <ul style="list-style-type: none"> <li>• Greeting.</li> <li>• Checklists attendance.</li> <li>• Introduce herself</li> <li>• Delivering the goal of the study.</li> </ul>	Paying attention.	10'
<b>Exploration</b>	2.	Explain about reading skill.	Paying attention	10'
<b>Elaboration</b>	3.	<b>Whilst-Activities</b> <ul style="list-style-type: none"> <li>• Explain about the narrative text.</li> <li>• Read one the example of narrative text and students follow to read the text.</li> <li>• Give the meaning of difficult words and explain the text.</li> <li>• Ask students to read and give some questions orally</li> </ul>	Paying attention to the teacher's explanation. Paying attention  Answer the questions	15'
<b>Confirmation</b>	3.	<b>Post-Activities</b> <ul style="list-style-type: none"> <li>• Asking the students' difficulties in understanding the lesson.</li> <li>• Giving comments on the discussion process.</li> <li>• Leaving taking.</li> </ul>	Give question if any something that didn't understand  Pay attention	10'

## 2. Second Meeting

Stages	No	The Teacher's Activities	The Students' Activities	Time
<b>Opening</b>	1	<b>Pre-Activities</b> Greeting. Checklists attendance.	Paying attention.	5'
<b>Exploration</b>		Review the material in the previous meeting.	Paying attention and asks if any questions.	5'
<b>Elaboration</b>	2.	<b>Whilst-Activities</b> Explain the Questioning strategy Explain how to use the method Raises questioning to the students (the questions are provided in such way to guide the students in understanding the reading material) Give students a narrative text Ask students to read the text. Ask students to find the main topic and supporting detail. Give the students task based on the text. Discussed with the students about the result of the task.	Paying attention to the teacher's explanation.  Read the text  Answer the question  Reading and discussing	10'  20'
<b>Confirmation</b>	3.	<b>Post-Activities</b> Asking the students' difficulties in understanding the lesson. Giving comments on the discussion process. Leaving taking.	Give question if any something that didn't understand	5'

### 3. Third meeting

<b>Stages</b>	<b>No</b>	<b>The Teacher's Activities</b>	<b>The Students' Activities</b>	<b>Time</b>
<b>Opening</b>	1	<b>Pre-Activities</b> <ul style="list-style-type: none"> <li>• Greeting.</li> <li>• Checklists attendance.</li> <li>• Delivering the goal of the study.</li> </ul>	Paying attention.	5'
<b>Exploration</b>		<ul style="list-style-type: none"> <li>• Review the material in the previous meeting</li> </ul>	Paying attention and asks if any questions.	10'
<b>Elaboration</b>	2.	<b>Whilst-Activities</b> <ul style="list-style-type: none"> <li>• Give students narrative text and task with ten questions.</li> <li>• Ask students to read the text.</li> <li>• Ask students to find the main topic and supporting detail from the text.</li> <li>• Ask the students to do the task.</li> </ul>	Paying attention       Paying attention.	20'
<b>Confirmation</b>	3.	<b>Post-Activities</b> <ul style="list-style-type: none"> <li>• Discuss about the task that the teacher gave</li> <li>• Asking the students' difficulties in understanding the lesson.</li> <li>• Giving comments on the discussion process.</li> <li>• Leaving taking.</li> </ul>	Discussion    Give question if any something that didn't understand	15'



#### **4. Sources and Media**

1. English book for grade VIII of Junior High School
2. Dictionary
3. Other book which relevance

#### **5. Teaching Methodology**

- Questioning strategy

#### **6. Evaluation :**

1. Technique of Evaluation : Written Test
2. Types/ Forms of Evaluation : Answer the Question

#### **7. Scoring**

**Jumlah nilai dikalikan X10**

**10 x 10 =100**

**Skor maksimal 100**

Jabalsari, 21 May 2014

Researcher

**DINDA ZAMILU HAFIDHOH**

**NIM: 3213103052**

## **APPENDIX 4**

### **TEST CYCLE 1**

#### **IDENTITY**

NAME :

CLASS/SEMESTER :

Read the following text!

#### **THE LEGEND OF SURABAYA**

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea. Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat. “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are very greed! I had not eaten for two days!” said Sura.

Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior. “I’m tired of fighting, Baya,” said Sura. “Me too, what should we do to stop fighting? Do you have any idea?” asked Baya. “Yes, I do. Let’s share our territory. I live in the water, so I look for food in the sea. And you live in the land. The border is the beach, so we will never meet again. Do you agree?” asked Sura. “Hmm....let I think about it. OK, I agree. From today, I will never go to the sea again. My place is not on the land,” said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

“Hey, what are you doing here? This is my place. Your place is in the sea!”

“But, there is water in the river, right? So, this is also my place!” said Sura.

Then Sura and Baya fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again. The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it’s from Sura the shark and Baya the crocodile. People also put their fight as the symbol of Surabaya city.

**Answer the following question based on the above text!**

1. What does the text tell about?
2. What is the kind of the text?
3. Does there were three animals in the above story?
4. Why they were never meet again?
5. Who is saw a goat?
6. What are they doing to stop their fighting?
7. Where Sura and Baya is live after they share their territory?
8. Why was Baya very angry to Sura?
9. Why was finally Baya very happy?
10. What is the name of the symbol from the fight?

## **APPENDIX 5**

### **KEYS ANSWER OF CYCLE 1**

1. The legend of Surabaya
2. Narrative text
3. No, it does
4. Because Sura live in the water and Baya live in the land and they want to stop their fighting
5. Baya
6. They share their territory
7. Sura is live in the water and Baya is live in the land
8. Because he knew that Sura broke the promise
9. Because he had his place again
10. Surabaya city

## APPENDIX 6

### LESSON PLAN

#### CYCLE 2

Name of school : MTs SULTAN AGUNG JABALSARI  
Subject : English  
Class/ Semester : VIII/ II  
Skill/ Genre : Reading/ Narrative  
Time : 6 x 45 minutes (3 meetings)

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#### **A. Specific Instructional Objectives**

By the end of the lesson, the students should able to:

1. Read and understand a content of the text.
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## B. Character expected of students :

1. Trustworthiness
2. Respect
3. Diligence
4. Responsibility

## C. Teaching Materials

## D. Teaching-Learning Activity

### 1. First Meeting

Stages	No	The Teacher's Activities	The Students' Activities	Time
<b>Opening</b>	1	<b>Pre-Activities</b> <ul style="list-style-type: none"><li>• Greeting.</li><li>• Checklists attendance.</li></ul>	Paying attention.	10'
<b>Exploration</b>	2.	Review the material in the previous meeting	Paying attention	10'
<b>Elaboration</b>	3.	<b>Whilst-Activities</b> <ul style="list-style-type: none"><li>• Reviewing the lesson about questioning strategy</li><li>• Giving picture series about narrative text for students</li><li>• Delivering a narrative text.</li><li>• Asking students to read carefully and ask if they get difficult word</li></ul>	Paying attention to the teacher's explanation. Paying attention  Answer the questions	15'

		<ul style="list-style-type: none"> <li>• Ask students to find the main topic and supporting detail</li> </ul>		
<b>Confirmation</b>	3.	<b>Post-Activities</b> <ul style="list-style-type: none"> <li>• Asking the students' difficulties in understanding the lesson.</li> <li>• Giving comments on the discussion process.</li> <li>• Leaving taking.</li> </ul>	<p>Give question if any something that didn't understand</p> <p>Pay attention</p>	10'

## 2. Second Meeting

<b>Stages</b>	<b>No</b>	<b>The Teacher's Activities</b>	<b>The Students' Activities</b>	<b>Time</b>
<b>Opening</b>	1	<b>Pre-Activities</b> <ul style="list-style-type: none"> <li>• Greeting.</li> <li>• Checklists attendance.</li> </ul>	Paying attention.	5'
<b>Exploration</b>		Review the material in the previous meeting.	Paying attention and asks if any questions.	5'
<b>Elaboration</b>	2.	<b>Whilst-Activities</b> <ul style="list-style-type: none"> <li>• Continuing the previous materials.</li> </ul>	Paying attention to the teacher's	10'

		<ul style="list-style-type: none"> <li>• Ask students to find the main topic and supporting detail.</li> <li>• Give the students task based on the text.</li> <li>• Discussed with the students about the result of the task.</li> </ul>	<p>explanation.</p> <p>Paying attention. Answer the question Reading and discussing</p>	20'
<b>Confirmation</b>	3.	<p><b>Post-Activities</b></p> <ul style="list-style-type: none"> <li>• Asking the students' difficulties in understanding the lesson.</li> <li>• Giving comments on the discussion process.</li> <li>• Leaving taking.</li> </ul>	Give question if any something that didn't understand	5'

### 3. Third meeting

Stages	No	The Teacher's Activities	The Students' Activities	Time
<b>Opening</b>	1	<p><b>Pre-Activities</b></p> <ul style="list-style-type: none"> <li>• Greeting.</li> <li>• Checklists</li> </ul>	Paying attention.	5'



		attendance.  • Introducing the topic		
<b>Exploration</b>		Review the material in the previous meeting	Paying attention and asks if any questions.	10'
<b>Elaboration</b>	2.	<b>Whilst-Activities</b>  • Give students narrative text and task with twenty questions.  • Ask students to read the text.  • Ask students to find the main topic and supporting detail from the text.  • Ask the students to do the task.	Paying attention  Paying attention.	20'
<b>Confirmation</b>	3.	<b>Post-Activities</b>  • Give the students some assessments which related with the text  • Asking the students'	Discussed to doing the task  Give question if any something	15'

		<p>difficulties in understanding the lesson.</p> <ul style="list-style-type: none"> <li>• Giving comments on the discussion process.</li> <li>• Leaving taking.</li> </ul>	<p>that didn't understand</p>	
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#### **4. Sources and Media**

1. English book for grade VIII of Junior High School
2. Dictionary
3. Other book which relevance

#### **5. Teaching Methodology : Questioning Strategy**

#### **6. Evaluation :**

#### **7. Technique of Evaluation:**

- Written Test

#### **8. Types/ Forms of Evaluation:**

- Answer the Questions

#### **9. Test Sheet:**

- Encluse

## **10. Scoring**

**Jumlah nilai dikalikan X5**

**10 x 10 =100**

**Skor maksimal 100**

Jabalsari, 02 June 2014

Researcher

**DINDA ZAMILU HAFIDHOH**  
**NIM : 3213103052**

## APPENDIX 7

### TEST CYCLE 2

#### IDENTITY

NAME :

CLASS/SEMESTER :

#### The House Mouse and the Field Mouse

The house mouse once invited the field mouse to dinner. The field mouse gladly expected the invitation and was much surprised to see plenty of cakes served before him. Together they ate and chatted.

“You are well off here”, the field mouse said, “and what an excellent meal? At home I live in poverty”.

“Why then not stay here with me”, invite the house mouse. There is food enough here for two”.

But suddenly the feast was interrupted. There was noise and the house mouse instantly ran for safety and followed by the field mouse stricken with terror. After a while when all was quite again the house mouse asked the guest to get back to dinner.

“No, sir”, was the field mouse replay. “Thanks for your hospitality, but I have had enough of it. A quite live and sober meal is preferable to a fine food constantly threatened by fear”. And quickly the field mouse ran back home to the field.

*A. Answer the following questions based on the text!*

1. What the story tell us about?
2. What is the main idea of the first paragraph?

3. What is the main idea of the last paragraph?
4. “After a while when all was quite again the house mouse asked the guest to get back to dinner” (paragraph 4). The guest refers to . . . . .

*B. Answer the following question based on the text!*

### **Cinderella**

Once upon a time, there was a little girl called Cinderella. She was pretty, loving and clever. But she was very poor. She lived with her stepmother and stepsisters. They were very mean.

They hated Cinderella very much. Fortunately, she met a prince. He fell in love with her. Then Cinderella became a princess.

1. What is the story about?
2. How did Cinderella look like?
3. They hated Cinderella very much. The underlying word refers to

### **Snow White**

Long ago, in the neverland, there lived a very beautiful princess named snow white. The queen was her stepmother. She was very jealous of her beauty. So, she wanted her to die. Snow white knew about the evil plan. She escaped into the forest. There she made friends with seven dwarfs.

*C. Answer the following questions based on the text!*

4. What did snow white do when she knew the evil plan of her stepmother?
5. Why did the queen jealous with snow white? Because .....
6. So, she wanted her two die. The underline word refers to .....

## **APPENDIX 8**

### **KEYS ANSWER CYCLE 2**

- A.
  - 1. A house mouse and a field mouse
  - 2. The house mouse invites the field mouse to dinner
  - 3. The house mouse ran back home
  - 4. The field mouse
  
- B.
  - 5. It's about a girl called Cinderella
  - 6. She was pretty, loving and clever
  - 7. Stepmother and stepsisters
  
- C.
  - 8. She ran away into a forest
  - 9. Snow white was very beautiful
  - 10. Stepmother

## APPENDIX 9

The questionnaires for students after the research

### ANGKET SISWA

### DENGAN QUESTIONING STRATEGY

Name :

Day / Date :

#### Petunjuk:

1. Angket ini bertujuan mengetahui sikap siswa terhadap pengajaran Reading comprehension dengan questioning strategy
2. Berilah tanda ( ) pada pilihan yang kamu anggap sesuai

No	Pertanyaan	Ya	Tidak
1	Saya suka belajar Reading dengan menggunakan questioning strategy		
2	Menurut saya questioning strategy dapat membantu dalam belajar reading		
3	Questioning strategy adalah media yang menjadikan pembelajaran reading lebih mudah difahami		
4	Saya lebih mudah untuk menjawab pertanyaan dari text yang telah saya baca tanpa menunggu petunjuk dari guru		
5	Questioning strategy adalah media yang mudah didapat		
6	Dengan questioning strategy siswa lebih aktif dalam belajar reading		
7	Kita memerlukan questioning strategy dalam pembelajaran reading		

8	Dengan menggunakan questioning strategy saya mudah mencari ide pokok yang terdapat dalam text yang telah saya baca		
9	Dengan questioning strategy saya lebih mudah untuk menemukan makna yang sulit		
10	Saya lebih senang jika pembelajaran dikelas dilaksanakan menggunakan media atau game		



## **APPENDIX 10**

### **INTERVIEW FOR THE TEACHER AFTER THE RESEARCH**

#### **No Questions**

- 1 By the application of questioning strategy, how about your opinion in learning reading?
- 2 Is questioning strategy very attractive for use in teaching reading?
- 3 Is the application of questioning strategy can help to improve your students' ability in learning reading?
- 4 Does the application of questioning strategy easier to answer questions from the reading text?
- 5 Do you think that questioning strategy is a practical strategy in teaching reading?
6. Is there any benefit from the application of questioning strategy?

#### **Teacher's answer**

1. In my opinion, this strategy is effective in learning reading because it can be stimulating the students' in learning reading. The students will know the description about the text when the teacher uses questioning strategy.
2. Yes, because both of teacher and students can interact doing teaching and learning process by applying this strategy.
3. Yes, by applying this strategy can help the students to improve the students' ability in learning reading because the students were active. Between one student and others can answer the teacher's question.

4. Yes, because when the researcher applying this strategy the students easier to answer the questions than before. The students easier to understand the text, so they easier to answer the questions based on the text that the teacher given.
5. Yes, because the students the students more active and they easier to understand the reading material.
6. Yes, there is, because after applying this strategy the students more active in the class, and there is no someone that feel sleepy in the class.