

**THE EFFECT OF STRATEGIC READING – SQ3R ON THE  
READING COMPREHENSION ABILITY OF GRADE EIGHT  
STUDENTS OF SMP N 1 KRANGGAN, TEMANGGUNG IN  
THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial fulfillment of the Requirements for the Attainment of  
*Sarjana Pendidikan* Degree in English Language Education



**By:**

**Yuliana**

**05202241060**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2013**

**THE EFFECT OF STRATEGIC READING – SQ3R ON THE  
READING COMPREHENSION ABILITY OF GRADE EIGHT  
STUDENTS OF SMP N 1 KRANGGAN, TEMANGGUNG IN  
THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial fulfillment of the Requirements for the Attainment of  
*Sarjana Pendidikan* Degree in English Language Education



**By:**  
**Yuliana**  
**05202241060**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2013**

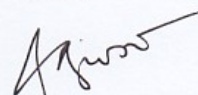
**APPROVAL**

**THE EFFECT OF STRATEGIC READING – SQ3R ON THE READING  
COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS OF SMP N  
1 KRANGGAN, TEMANGGUNG IN THE ACADEMIC YEAR OF  
2012/2013**

**A THESIS**



**Yogyakarta, June 20<sup>th</sup>, 2013**  
**Consultant,**



**Dr. Agus Widyantoro, M.Pd.**

**NIP. 19600308 198502 1 001**

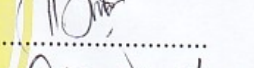
RATIFICATION

THE EFFECT OF STRATEGIC READING – SQ3R ON THE READING  
COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS OF SMP N  
1 KRANGGAN, TEMANGGUNG IN THE ACADEMIC YEAR OF  
2012/2013

A THESIS

Accepted by the Board of Examiners of the Faculty of Languages and Arts of  
State University of Yogyakarta on July 1<sup>st</sup>, 2013 and declared to have fulfilled the  
requirements for the attainment of *Sarjana Pendidikan* Degree in English  
Language Education


Board of Examiners

Chairman	: Ari Purnawan, M.Pd., M.A.	
Secretary	: Lusi Nurhayati, M.App. Ling.	
First Examiner	: Dr. Margana, M.Hum., M.A.	
Second Examiner	: Dr. Agus Widyantoro, M.Pd.	

Yogyakarta, July 8<sup>th</sup>, 2013

The Dean of Languages and Arts Faculty,



  
Prof. Dr. Zamzani, M.Pd.

NIP. 195505051980111001

## PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : **Yuliana**  
NIM : 05202241060  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni

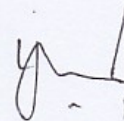
Judul Skripsi : **THE EFFECT OF STRATEGIC READING – SQ3R  
ON THE READING COMPREHENSION ABILITY OF  
GRADE EIGHT STUDENTS OF SMP N 1 KRANGGAN,  
TEMANGGUNG IN THE ACADEMIC YEAR OF 2012/2013**

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian- bagian tertentu saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lain.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 20 Juni 2013

Penulis,



Yuliana

## **DEDICATIONS**

*This thesis is particularly dedicated to my mother, father, brother, sisters, and "Boboho" for their invaluable love, support, infectious enthusiasm, and belief in my work,*

*My grandparents, aunts, uncles, and cousins in Tegalombo for their amazing kindness,*

*My teachers in SMK (Bp.Eka Setiadi, Bp.Puji Widodo, Ibu Ririn Laksmi, Ibu Sudaryati, Ibu Dewi) for their great support and help.*

## MOTTOS

*There is no end to education. It is not that you read a book, pass an examination and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.*

- **Jiddu Krishnamurti**

*Life is a series of experiences, each one of which makes us bigger, even though sometimes it is hard to realize this. For the world was built to develop character, and we must learn that the setbacks and grieves which we endure help us in our marching onward.*

- **Henry Ford**

*I am a woman in process. I'm just trying like everybody else. I try to take every conflict, every experience, and learn from it. Life is never dull.*

- **Oprah Winfrey**

## ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful, all praises be to Allah for the strength and blessing given in completing this thesis.

Many people have contributed in a variety of ways in the preparation of this thesis. My special thanks are due to Dr. Agus Widyantoro, M.Pd., not only for constructive comments on my drafts, but for his constant support and encouragement.

At State University of Yogyakarta, I would like to thank all lecturers particularly English lecturers, all of whom have brought their professionalism and expertise to guide and share knowledge and experiences.

I would also like to thank the teachers especially *Bapak Purwanto, S.Pd, Ibu Sudarmi, S.Pd, Ibu Sumiastuti, S.Pd,* and *Ibu Mundarti*, staffs, and students in SMP N 1 Kranggan, Temanggung where the research was conducted.

For giving great encouragement, endless patience, and invaluable love, my deepest gratitude goes to my beloved mother, father, sisters, brother, and nephew. Thanks also go to my family in Temanggung and my friends in UNX Semarang (*Mbak Indri, Mas Saiful, Pak Adi*) for the help.

I thank my PBI friends for their support and suggestions especially Nunuk, Desy, Santi, and Dimas. Last but not least, I'm indebted to individuals who indirectly contributed in the accomplishment of this research. Their kindness means a lot to me.

Yogyakarta, June 20<sup>th</sup>, 2013

The writer,

Yuliana

## TABLE OF CONTENTS

	Page
<b>COVER</b> .....	i
<b>APPROVAL</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>PERNYATAAN</b> .....	iv
<b>DEDICATION</b> .....	v
<b>MOTTOS</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF TABLES AND FIGURES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xiii
<b>ABSTRACT</b> .....	xiv
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Research .....	1
B. Identification of the Problem .....	5
C. Limitation of the Problem .....	5
D. Formulation of the Problem .....	6
E. The Objectives of the Study .....	6
F. Significance of the Study .....	7
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Theoretical Description .....	8
1. Reading Skill .....	8
a. The Definition of Reading .....	8
b. Types of Written Language .....	9
c. Microskills for Reading .....	9
d. Types of Classroom Reading Performance .....	11
1) Oral and Silent Reading .....	12
2) Intensive and extensive Reading .....	12

e. Reading Comprehension .....	13
2. Reading Strategies .....	14
a. The Definition of Reading Strategies .....	14
b. Classroom Processes .....	15
1) General Strategy Discussion .....	15
2) Teacher Modeling .....	16
3) Student Reading .....	16
4) Analysis of Strategy Use .....	16
5) Strategy Explanation and Discussion .....	17
c. Strategic Reading – SQ3R .....	17
3. Reading in Junior High Schools .....	22
4. Genre/Text Types of Reading .....	23
B. Relevant Studies .....	24
C. Conceptual Framework .....	25
D. Research Hypothesis .....	26
<b>CHAPTER III RESEARCH METHOD</b>	
A. Type of the Study .....	27
B. Population and Sample .....	28
C. Research Variables and Research Design .....	28
D. Research Instrument .....	31
E. Validity and Reliability of the Instrument .....	32
1. The Validity of the Instrument .....	32
a. Content Validity .....	32
b. Item Validity .....	34
2. The Reliability of the Instrument .....	35
F. Data Collecting Procedure .....	35
G. Data Analysis Technique .....	36
1. Descriptive Analysis .....	37
2. Inferential Analysis .....	38
a. Normality Test .....	38
b. Homogeneity Test .....	39

c. Hypothesis Testing .....	39
 <b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b>	
A. Data Description .....	40
1. Pre-test .....	42
a. Experimental Group .....	42
b. Control Group .....	43
c. Comparison between the Pre-test Scores of the Experimental and Control Groups .....	44
2. Post-test .....	45
a. Experimental Group .....	45
b. Control Group .....	46
c. Comparison between the Pre-test Scores of the Experimental and Control Groups .....	48
B. Inferential Analysis .....	49
1. Pre-testing Analysis .....	49
a. Normality Test .....	50
b. Homogeneity Test .....	51
2. Hypothesis Testing .....	53
C. Discussion .....	55
 <b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b>	
A. Conclusions .....	58
B. Suggestions .....	60
<b>REFERENCES...</b> .....	62
<b>APPENDICES</b> .....	64

## LIST OF TABLES AND FIGURE

		Page
Table 1	The Description of SQ3R Components .....	19
Table 2	The Design of the Study .....	29
Table 3	The Distribution of the Treatment .....	29
Table 4	Standard of Competence and Basic Competence of School-Based Curriculum of Junior High School Eighth Grade of the Second Semester of the English Subject .....	33
Table 5	The Blueprint of the Reading Comprehension Test .....	34
Table 6	The Schedule of the Research .....	36
Table 7	The Students' Reading Comprehension Ability Score Category .....	38
Table 8	The Students' Reading Comprehension Ability Score Category .....	41
Table 9	Descriptive Analysis of the Pre-Test on the Experimental Group .....	42
Table 10	The Category of the Pre-Test Scores on the Experimental Group .....	42
Table 11	Descriptive Analysis of the Pre-Test on the Control Group ..	43
Table 12	The Category of the Pre-Test Scores on the Control Group ..	43
Table 13	Descriptive Analysis of the Pre-Test Scores of the Experimental and Control Groups .....	44
Table 14	Descriptive Analysis of the Post-Test on the Experimental Group .....	45
Table 15	The Category of the Post-Test Scores on the Experimental Group .....	45

Table 16	Descriptive Analysis of the Post-Test on the Control Group	46
Table 17	The Category of the Post-Test Scores on the Control Group	47
Table 18	Descriptive Analysis of the Post-Test Scores of the Experimental and Control Groups .....	48
Table 19	The Result of Normality Test in the Pre-test .....	50
Table 20	The Result of Normality Test in the Post-test .....	50
Table 21	The Result of the Homogeneity Test in the Pre-test .....	52
Table 22	The Result of the Homogeneity Test in the Post-test .....	52
Table 23	The Result of the Hypothesis Testing .....	53
Table 24	The Summary of Mean .....	54
Figure 1	Types of Classroom Reading Performance .....	11

## LIST OF APPENDICES

		Page
Appendix A	Teaching Materials .....	64
Appendix B	Lesson Plans .....	97
Appendix C	Course Grid .....	129
Appendix D	Statistical Computation .....	131
Appendix E	The Reading Test Scores .....	139
Appendix F	Documentation .....	141
Appendix G	Permission Letters .....	143

**THE EFFECT OF STRATEGIC READING – SQ3R ON THE READING  
COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS OF SMP N  
1 KRANGGAN, TEMANGGUNG IN THE ACADEMIC YEAR OF  
2012/2013**

**By:  
Yuliana  
05202241060**

**ABSTRACT**

The objective of this research is to find out whether there is a significant difference on the reading comprehension ability between the students who are taught by using strategic reading–SQ3R and those who are taught by using non-strategic reading reading-SQ3R.

The design of this study was a quasi-experimental study. The study was conducted in SMP N 1 Kranggan, Temanggung. The population of the study included all the eighth grade students of SMP N 1 Kranggan, Temanggung in the academic year of 2012/2013. Two classes were selected using the cluster random sampling technique from the population as the experimental and control groups, i.e. Class VIII A and Class VIII D. There were 33 students in Class A and 32 students in Class D. Class A was chosen as the experimental group while Class D was chosen as the control group. The experimental group was taught by using strategic reading-SQ3R whereas the control group was taught by using non-strategic reading-SQ3R. The data were collected by administering a pre-test and a post-test. The data were analyzed using ANCOVA.

The results of the data analysis are as follows. First, the mean score of the post-test in the experimental group (29.70) is higher than that in the control group (26.28). Second, there is a significant difference in the reading comprehension ability between both groups indicated by the ANCOVA results, in which the significance level is 0.000 which is less than 0.05 ( $F= 246.917$ ,  $p < 0.05$ ). Therefore, the hypothesis of this research “There is a significant difference in the reading comprehension ability between the eighth grade students of SMP N 1 Kranggan, Temanggung in the academic year of 2012/2013 taught using strategic reading-SQ3R and those taught using non-strategic reading-SQ3R” is accepted. Finally, it can be concluded that strategic reading-SQ3R is effective for improving the students’ reading comprehension ability.

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the research, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, and the significance of the study.

### **A. Background of the Research**

English as a foreign language has been taught at every level of education beginning from the elementary to senior high school as a compulsory subject. It plays an important role as one of the subjects included in the national examination. The objective of the English teaching and learning is to enable students to communicate in English both in oral and written forms. Therefore, the emphasis of the English teaching and learning is on developing students' four language skills: listening, speaking, reading, and writing. Those language skills are closely related to each other. Regarding the latest curriculum, the standard of competence for the English reading skill for eighth grade students is that the students should be able to understand the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.

Reading is not an easy skill since it needs comprehension. It is not just pronouncing word, it requires understanding. Comprehending what we read is more than just recognizing and understanding words. True comprehension means making sense of what we read and connecting the ideas in the text to what we

already know. It also means remembering what we have read. In other words, comprehending means thinking while we read.

The implementation of curriculum is not so easy that the teaching and learning of English at school has not achieved the final goal yet. It can be seen that the eighth grade students of junior high school have not had enough good reading ability. Based on the teachers' and students' experiences in SMP N 1 Kranggan, Temanggung, the English teaching and learning has not largely made students to have good reading comprehension ability. Most students with reading difficulties have problems developing reading ability. For the students, identifying words takes a lot of effort. Their reading rate is slow, their word identification is hesitant, and they over rely on contextual cues for word identification. Because most of their cognitive or mental effort is spent trying to identify words, their comprehension suffers. Students are often confused and do not know what the text infers. Students seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. Reading strategies are often neglected in learning, partly because teachers and learners feel that they should always be learning something new of grammar.

Also, students feel unconfident and afraid of when they are in the middle of English learning. It is because they have not had good English skills yet. They think English as a foreign language which is quite difficult to be learnt. It makes them sometimes tend to ignore the teacher and talk other topics with their friends. In addition, the students told they were somehow less attracted and motivated

toward learning in which the end of teacher's explanation was often followed by doing exercises from *LKS(Lembar Kerja Siswa)*. They want classroom activities that enable them to develop their speaking, write a good text in English, comprehend various texts, arouse their confidence and motivation, and understand native speaker's conversations.

It is essential to identify reading difficulties as early as possible, tailor instruction to address their needs and put appropriate supplementary instruction in place immediately. In this way, reading problems can be tackled before they become entrenched and before repeated failures affect students' motivation and compound their difficulties in learning to read. The main prevention for the students is effective preparation for literacy and effective classroom instruction that is by reading strategies. By giving reading strategies earlier, the students will have a much better chance of success in reading.

Effective instruction can activate students visual, auditory, and kinesthetic senses, and makes reading a living and lively experience. A good classroom program includes direct and systematic instruction, modeling and coaching, frequent practice with a variety of texts, ongoing assessment, timely feedback, and opportunities to celebrate successes. Through active engagement in the reading process, students learn ways to use their growing knowledge and skills flexibly and in combination. This enables them to read with greater comprehension. Over time, students demonstrate an increasing sophistication in their ability to read more complex texts and solve problems when the meaning is unclear. They are

able to reflect on and communicate their understanding and reasoning about the reading material.

Most experienced readers use a variety of strategies to understand text. Good readers use comprehension strategies to facilitate the construction of meaning. Those readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning through reading tasks. Effective readers use strategies to understand what they read before, during, and after reading.

The rationale for the explicit teaching of reading strategy is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. Research has shown that teachers can, and should, teach these strategies to readers. Students can be taught to be strategic and effective readers. Direct teaching, thinking aloud, modeling, discussion, and small-group support are only a few of the approaches teachers use to help students become more strategic and effective readers in different contexts. As students progress through school, they are asked to read increasingly complex informational and graphical texts in their learning. The ability to understand and use the information in these texts is the key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in

different contexts. Struggling students need explicit teaching of these strategies to become better readers. Students need to practice being strategic readers as they encounter increasingly difficult reading materials. Teachers should show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

#### **A. Identification of the Problem**

As stated in the above background, the researcher found some problems namely:

1. The students' reading comprehension ability is still low while reading is an important skill to have as written texts surround them daily and reading strategies as significant part of reading may be given in a small of attention,
2. Students need more activities which can increase their speaking and writing ability regarding to the importance of the skill,
3. Grammar learning gets a large part of attention in the teaching,
4. Students' motivation and confidence in learning needs to be increased.

#### **B. Limitation of the Problem**

The researcher limits the problem into giving strategic reading – SQ3R in the reading teaching process which is appropriate to the defined curriculum. The strategic reading – SQ3R is stated as one effective series of procedures for approaching a reading text (Brown: 2001). This is in line with the statement given by Robinson (1961) that the SQ3R strategy provides a structured approach for

students. The steps give opportunity for students to preview texts in order to make predictions and generate questions. As students read, they actively search for answers to their questions. When they have finished reading, they summarize what they have read and review their notes, thus monitoring and evaluating their own comprehension. By doing repeated exercises, their reading comprehension ability will improve. This study focuses on the analysis of the students' ability in reading narrative and recount texts in SMP N 1 Kranggan, Temanggung.

### **C. Formulation of the Problem**

The problem of this study can be formulated into these following questions:

1. What are the achievement scores of the students who are taught by using strategic reading – SQ3R like?
2. What are the achievement scores of the students who are not taught by using strategic reading – SQ3R like?
3. Is there any significant difference in the reading comprehension ability between the students who are taught by using strategic reading – SQ3R and those who are not taught by using strategic reading – SQ3R?

### **D. The Objectives of the Study**

In relation to the formulation of the problem above, the objectives of the research can be described as follows:

1. To describe the achievement scores of the students who are taught by using strategic reading – SQ3R.

2. To describe the achievement scores of the students who are not taught by using strategic reading – SQ3R.
3. To find out whether there is a significant difference in the reading comprehension ability between the students who are taught by using strategic reading and those who are not taught by using strategic reading – SQ3R.

#### **E. Significance of the Study**

In this research, there are three significances of the study. Those can be presented below.

1. Theoretically, the findings of the study may prove the validity of the theory saying that strategic reading – SQ3R is effective in improving the students' reading comprehension ability.
2. Practically, it gives the experience to the students to have the strategic reading – SQ3R in English reading as to improve their reading comprehension ability. In addition, it will give a help to teachers make the most effective time use in helping students to learn the essential reading and be strategic readers.
3. Methodologically, the procedure and the outcomes of the research hopefully can inspire other researchers to do the research in the same themes.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the theoretical description of the study, the conceptual framework of the study, the relevant study, and the hypothesis of the research.

#### **A. Theoretical Description**

##### **1. Reading Skill**

###### **a. The Definition of Reading**

Reading belongs to receptive skills that are the ways in which people extract meaning from the discourse they see or hear (Harmer, 2001: 199). Reading is the active process of understanding print and graphic texts. It is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is

shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

#### **a. Types of Written Language**

In society, there are literally many types of written texts. Brown (2001: 302) provides list of the types which represents, or is an example of, a genre of written language. The list:

Non-fiction, fiction, letters, greeting cards, diaries, memos, messages, announcements, newspaper, academic writing, forms, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, comic strips, cartoons.

#### **b. Microskills for Reading**

The list of microskills for reading is very useful in helping teachers to break down just what it is that the students need to actually perform as they acquire effective reading strategies. Also, it can provide a good idea of what strategies need to cover in the domain of reading comprehension. According to Brown (2001: 307), micro- and macro-skills for reading comprehension include the following issues.

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English.
- 2) Retaining chunks of language of different lengths in short-term memory.
- 3) Processing writing at an efficient rate of speed to suit the purpose.
- 4) Recognizing a core of words, and interpret word order patterns and their significance.
- 5) Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 8) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognizing the communicative functions of written texts, according to form and purpose.
- 10) Inferring context that is not explicit by using background knowledge.
- 11) Inferring links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguishing between literal and implied meanings.
- 13) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.

14) Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

### c. Types of Classroom Reading Performance

According to Brown (2001: 312), the variety of reading performance in the language classroom is derived more from the variety of texts. Consider the following figure.

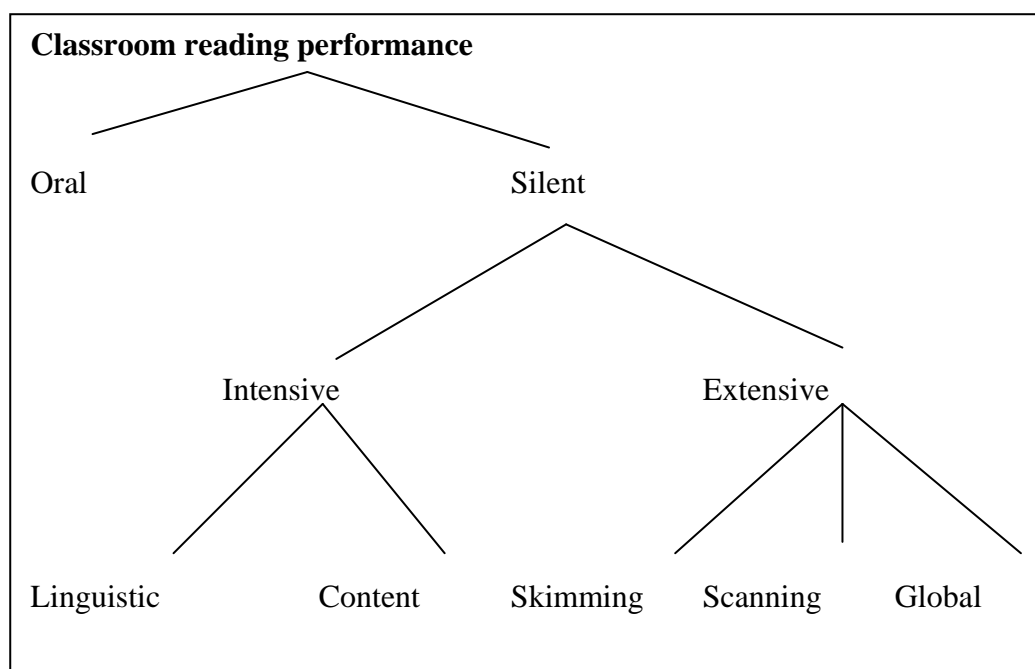


Figure 1: Types of Classroom Reading Performance

### **1) Oral and Silent Reading**

At the beginning and intermediate levels, oral reading can have several roles. The description is as follows.

- a) Serve as an evaluative check on bottom-up processing skills,
- b) Double as a pronunciation check, and
- c) Serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.

### **2) Intensive and Extensive Reading**

Silent reading can be subcategorized into intensive and extensive reading. Brown (2001: 312-313) says intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. It calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. Whereas, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays). It is mostly performed outside of class time. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning from longer passages.

#### **d. Reading Comprehension**

Comprehension is the reason for reading. If readers can identify the words but do not understand what they are reading, they have not achieved the goal of reading comprehension. To gain a good understanding of the text, students must bring to it the foundational knowledge and skills of oral language, prior knowledge and experience, concepts about print, phonemic awareness, letter-sound relationships, vocabulary, semantics, and syntax. They must integrate what they bring to the text with the text itself and need to use problem-solving, thinking processes. They must reflect on what they know and need to know (meta-cognition) and draw on a variety of comprehension strategies to make sense of what they read (The report of the Expert Panel on Early Reading in Ontario: 2003).

Good readers plan and monitor their reading at a meta-cognitive level. What they are doing is thinking about the strategies they need to make sense of the text. When they run into difficulty, they evaluate their reading to determine the best strategy for improving their understanding of the text. Students who read at a meta-cognitive level know the strategies that affect their own reading such as decoding hard words, connecting text with prior experiences, understanding word meanings, identifying the main ideas, drawing inferences from the text, and synthesizing information. These students use a variety of strategies to decode and understand text and to know when and why to apply particular strategies.

Teachers play an important role in modeling how to think meta-cognitively to help students figure out what they know and what they need to

know. Comprehension strategies are conscious plans that readers use to make sense of the text. Research has pointed to some effective comprehension strategies that teachers can use to help students gain meaning from the text.

Comprehension is processes through which an individual makes sense of spoken and written language (Nunan: 2004). Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. In reading comprehension, it deals with how readers interact with the text. Good readers are active or strategic readers who use a variety of comprehension strategies before, during, and after reading a text. They use those strategies to facilitate the construction of meaning.

Comprehending what readers read is more than just recognizing and understanding words. True comprehension means making sense of what readers read and connecting the ideas in the text to what you already know. It also means remembering what readers have read. In other words, comprehending means thinking while readers read (Mikulecky: 2007).

## **1. Reading Strategies**

### **a. The Definition of Reading Strategies**

Dealing with the definition, Duffy (1993: 232) in Richards and Renandya (2002: 287) states reading strategies can be defined as “plans for solving problems encountered in constructing meaning”. They range from bottom-up vocabulary strategies, such as looking up an unknown word in the dictionary, to

more comprehensive actions, such as connecting what is being read to the reader's background knowledge. Reading strategies can be taught to students, and when taught, strategies help improve students' performance on tests of comprehension and recall.

Reading strategies are purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Since reading is a meaning-making task, any behaviors used to enhance student understanding help to create more effective readers. Reading strategies are often categorized as those behaviors designed to help students before, during, and after they read.

#### **b. Classroom Processes**

According to Janzen in Richards and Renandya (2002), effective instruction in strategic reading entails a number of classroom processes or moves. There are five as primary.

##### 1) General Strategy Discussion

In general strategy discussion, reading strategies and strategic reading are defined. The teacher explains and the class discusses why learning and practicing strategies are important. There are three points of what Janzen tries to elicit from students:

- a) Strategies help to improve reading comprehension as well as efficiency in reading;
- b) By using strategies, students will be reading in the way that expert readers do;

c) Strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text.

The goal of general discussion about the value of strategies is to encourage transfer of training to other reading tasks. Although initially the teacher may need to explain the value of using strategies, the students are soon able to relate their own views on strategies and strategy use. Through discussion, students gain a deeper understanding of their reading behavior, and they come to realize that they use strategies in reading in their L1.

## 2) Teacher Modeling

A second important feature of strategy instruction is regular teacher modeling of expert behavior. In doing this, teacher may read aloud a short portion of the text, and, as the teacher does so, the teacher thinks aloud.

## 3) Student Reading

Teacher should encourage student to read and think aloud from the very beginning, though the familiarity with this process will take time. Reading and thinking aloud presents a very high cognitive load for L2 readers. In this excerpt, the reader can be heard predicting and checking the correctness of their predictions.

## 4) Analysis of Strategy Use

After the students or the teacher has read a portion of the text, they immediately analyze the strategy use of the reader through full class discussion: what the reader did, when he or she did it, and what strategies the reader used.

Analyzing the teacher's reading is a step toward ensuring that the students get the full benefit from the teacher's modeling behavior. By discussing what the teacher did, they will be better able to incorporate effective strategy use into their own reading. When a student's reading is under discussion, the identification and analysis of strategy use is intermixed with teacher's feedback on the reader's behavior. This feedback can include prompting to use specific strategies or eliciting suggestions from other students as to what strategies might be helpful in solving comprehension problems.

#### 5) Strategy Explanation and Discussion

The process of strategy identification and feedback entails the naming of strategies and repeated explanation on the teacher's or students' parts as to how to use the strategies. The explanation process can be facilitated by use of graphic organizers.

#### **c. Strategic Reading - SQ3R**

According to Brown (2001), SQ3R which stands for *Survey, Question, Read, Recite, Review* is one effective series of procedures for approaching a reading text. The process consists of the following five steps:

- 1) *Survey*: Skim the text for an overview of main ideas.
- 2) *Question*: The reader asks questions about what he or she wishes to get out of the text.
- 3) *Read*: Read the text while looking for answers to the previously formulated questions.

- 4) *Recite*: Reprocess the salient points of the text through oral or written language.
- 5) *Review*: Assess the importance of what one has just read and incorporate it into long-term associations.

This series of procedures serves as a general guide for a reading class, therefore teachers may adapt to their teaching learning contexts.

The SQ3R strategy provides a structured approach for students. This strategy has proven to be effective and can easily be integrated into many content areas with a variety of types of text and across grade levels. It is a strategy that students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to their questions, and, when they have finished reading, they summarize what they have read and review their notes, thus monitoring and evaluating their own comprehension. (Robinson: 1961). The following table presents the description of the SQ3R components developed by Carlston (2008).

Table 1: **The Description of SQ3R Components**

<b>Component</b>	<b>Process</b>	<b>Goal</b>
Survey	Pre-reading examination of content and pedagogy (i.e., headings, charts, figures, identified words, summaries)	Establish a purpose for reading the section
Question	Form questions to be answered while reading	Facilitate active consumption of material
Read	Read material with intent of answering previously developed questions	First exposure to full content of text; identify key concepts, facts and theories
Recite	Produce a verbal and/or written summary of what has been read	Organize and summarize information.
Review	Re-read to solidify understanding and retention	Integrate information in broader context; implement mnemonic strategies

Adapted from Brown (1992) & Huber (2004)

The SQ3R strategy helps to enhance comprehension and retention of information. It is meta-cognitive in nature in that it is a self-monitoring process. It is recommended that the teacher show the students how to go through the steps. Students develop effective study habits by engaging in the pre-reading, during-reading, and post-reading steps of this strategy:

1. Prior to reading — preview text and establish purpose.
2. While reading — monitor one's own comprehension.
3. After reading — summarize and review content.

Study systems like SQ3R strengthen the readers' mental information processing system and forces more efficiency and productivity in learning tasks (Congos: 2012). Readers are constantly exposed to much more information than your brain can possibly process. Therefore, the rate at which new input from the environment can be injected into their memory system is limited by the rate at

which the human brain can filter and process information. Each component of these study systems is designed to facilitate the processing of incoming information so that you can deal with more of it and deal with it more effectively.

The steps in SQ3R are described as follows.

### 1) Survey

Surveying material to be read prepares the readers' mental processing system to receive information to be learned. Surveying provides the basic knowledge required to organize and assimilate (learn) incoming information from reading assignments and notes. If their mental processing system knows what to expect in advance, it can understand and store information in a much more efficient manner than if the new information is injected into the system with no forewarning.

### 2) *Question*

This organizes new information and begins attaching it to already existing knowledge. This attachment is an important component of learning. Self-generated questions help increase concentration, reduce the phenomenon of forgetting what was just read, and increase learning speed and recall.

### 3) *Read*

In effective reading, readers evaluate and choose the information they need to fill in answers of the questions they formulated earlier. If readers are not actively involved in learning, it is normal for them to have more problems with concentration and the information they receive may not be stored properly for longer term recall.

#### 4) *Recite*

The recitation component of SQ3R is the most important step in SQ3R and any effective study system. If recitation is skipped, this system and any other study system will not work very well. If readers know that they are going to have to recite answers from memory, they will be more likely to read actively. As they read and study notes, they evaluate and select what it is to be recited. Thus, maximum concentration is placed upon the most relevant information in reading assignments and notes that increases learning and recall. Kintsch (1970), Miller and Johnson-Laird (1976) in Congos (2012) state that a human's memory contains an immediate memory, and short-term memory, and a long-term memory. Items must be stored in long-term memory to be available for later recall whether for exams or on the job. Simon (1969) in Congos (2012) states that information must be held in the short-term memory about 5 seconds to move that information from short-term toward long-term memory. When the readers recite, information is held in short-term memory about 5 seconds and moves from short-term memory toward long-term memory. This is what makes SQ3R work.

#### 5) *Review*

Travers (1977) in Congos (2012) states that memory research indicates that it is normal for most forgetting to take place shortly after the learning task is completed. Immediate review interferes with the normal forgetting process and results in more complete retention. Repeated review of material to be learned is essential to learning because it moves information from short-term memory

toward long-term memory. Without repeated review, information fades from short-term memory rather quickly.

## **2. Reading in Junior High Schools**

The curriculum of the English teaching and learning is developed based on the 2003 Educational Law, Education Ministry Decree No. 22/2006 on Standards of Content, and Education Ministry Decree No 23/2006 on Graduate Competencies Standards. The materials in the curriculum involve the graduate competence, standards of competence, and basic competence. The implementation of the curriculum is school-based curriculum. The teachers have authorities to develop materials that are appropriate with the students' needs based on the curriculum.

The objective of the English teaching and learning in Junior High School is to enable students to communicate in English in both oral and written forms. It encourages the students to achieve the functional level in learning English language communication. In addition, the scope of the English subject in Junior High Schools includes:

- a. Discourse competence. It is skill in understanding and/ or creating oral and/or written text that is applied into four language skills; listening, speaking, reading and writing.
- b. Skill of understanding and creating any short functional and monolog text and short essay in the form of *procedure*, *descriptive*, *recount*, *narrative*, and *report*. The gradation of the learning materials seems in the use of the vocabularies, the language, and the pattern of organization of text.

- c. Supporting competence; linguistic, socio cultural, strategic, and forming discourse competence.

By addressing the curriculum, in developing the materials for teaching and learning reading of the English subject, it should be based on the Standard of Competence and Basic Competence of School-Based Curriculum of Junior High School. The Standard of Competence of reading for the students in the eighth grade of Junior High School in the second semester is that they are able to comprehend the meaning in short texts in the form of recount and narrative in the daily life context. Meanwhile, the basic competences of reading for the students in the eighth grade of Junior High School in the second semester are presented below.

- a. Reading aloud comprehensibly functional texts and short essays in the form of recount and narrative in daily life
- b. Responding to meaning in short functional texts accurately, fluently, and appropriately in daily life
- c. Responding to meaning and rhetorical steps in short essays in the form of recount and narrative accurately, fluently, and appropriately in daily life

### **3. Genre /Text Types of Reading**

The term genre is usually stated as type. Genres of reading refer to the style or type of the written language, which is familiarly stated as text. The genres, or text types, can be classified into several types. Different types of the genres have their own distinctive characteristics in discourse.

Anderson and Anderson (1997) categorize text types into two: literary texts and factual texts. Literary texts include narrative, poetry, and drama; while

factual texts include recount, response, explanation, discussion, information report, exposition, and procedure. These text types are then analyzed based on three elements of text: the purpose of the text, the generic structure of the text, and the language feature.

According to the latest curriculum, the genres of the English reading for the eighth grade students are descriptive, recount, and narrative. Those genres are taught in two semesters. Descriptive and recount are taught in the first semester, while recount and narrative are taught in the second semester. Therefore, recount is given twice in one year of academic calendar. It is in the first and second semester.

#### **A. Relevant Studies**

A study by Carlston (2008) showed that using strategic reading-SQ3R is quite effective in helping students to understand the reading process better and improving their reading comprehension ability. The students could improve their reading comprehension ability because they had been taught reading strategy to be used before, during, and after reading.

Other research by Baier (2011), it reported that strategic reading-SQ3R has better influence on students' reading comprehension. The results of the study indicated that SQ3R significantly improved students' overall comprehension scores. It is recommended that teachers as well as administrators recognize the importance of reading strategies and educate the students and parents on possible strategies that can be used to improve comprehension.

## **B. Conceptual Framework**

As discussed above, reading strategy is very important to apply when the students read any reading text. Applying the strategic reading means they read effectively to construct meaning and comprehend the texts. SQ3R is a reading strategy that can help them improve their reading comprehension ability. The steps involve before, during, and after reading activity.

The research was conducted in SMP N 1 Kranggan, Temanggung. It is in line with the problem limitation that this study focuses on improving the students' reading comprehension ability by giving strategic reading-SQ3R. There are two groups in this study. They are the control class and the experimental class. In doing the strategic reading, first, the students of the experimental class are given explanation and model about strategic reading: SQ3R. This is to introduce and teach them the term as well as the procedures. After that, they practice the strategy repeatedly. It is done in order to develop their effective study habits. On the other hand, the students of the control class do not receive the treatment. They are not given the strategic reading.

The reading strategy applied in this study is expected to give a contribution in improving the students' reading comprehension ability. It is because, based on the theory presented previously; strategic reading-SQ3R will develop the students' effective reading habits and help them understand better.

### **C. Research Hypothesis**

As mentioned in the introduction, this research aims to know the effect of strategic reading on the reading comprehension ability of grade eight students of SMP N 1 Kranggan, Temanggung in the academic year of 2012/2013. It is to investigate whether or not there is a significant difference in the reading comprehension ability between the students who are taught by using strategic reading and those who are not taught by using strategic reading. Based on the theoretical descriptions and the conceptual framework above, the students who are taught by using strategic reading-SQ3R have higher reading comprehension ability than those who are not taught by using strategic reading-SQ3R. Then, the researcher formulates the hypothesis of the research as follows:

“There is a significant difference in the reading comprehension ability between the students who are taught by using strategic reading-SQ3R and those who are not taught by using strategic reading-SQ3R.”

## **CHAPTER III**

### **RESEARCH METHOD**

The previous chapter presents the theoretical framework, the conceptual framework of the study, the relevant studies, and the hypothesis. In reference to the previous chapter, to determine the result and procedure of the study, the researcher presents the research method as presented below.

#### **A. Type of the Study**

This study is categorized as a quasi-experimental study. Two classes were selected to be the research subjects. They were used as the experimental and the control groups. The experimental group was the group which received special treatments of strategic reading – SQ3R in this study. The control group was the group which did not receive strategic reading – SQ3R. They were given different teaching treatments after the pre-test. Bell (1999: 15) states the principle of such experiments is that if two identical groups are selected, one of which (the experimental group) is given special treatment and the other (the control group) is not, then any differences between the two groups at the end of the experimental period may be attributed to the difference in treatment. A causal relationship has been established. Then, quasi-experimental designs do not include the use of random assignment (Fraenkel and Wallen: 2008). Therefore, the subjects were not randomly assigned. The study used the existing groups as the subjects to study.

## **B. Population and Sample**

The population of the study was all the eighth grade students in SMP N 1 Kranggan, Temanggung. The researcher thought that every class would have an equal opportunity to be taken up as the sample of the study. There were six classes in this population: Class VIII A (33 students), Class VIII B (31 students), Class VIII C (32 students), Class VIII D (32 students), Class VIII E (32 students), and Class VIII F (31 students).

Two classes were then selected using the cluster random sampling technique by shaking some rolls of paper using the English teacher's book. There were five rolls of paper to be shaken. Each roll contained of a class name in the population. This was done because the in the quasi-experimental study the researcher had to use the existing groups as the subjects and each group had the equal chance to be taken as subject in the study. The first roll that was taken out was the class which was determined as the experimental group and the second roll was determined as the control group. The random assignment resulted in Class VIII A as the experimental group and Class VIII D as the control group. The strategic reading – SQ3R was taught to the students in the experimental group (VIII A); meanwhile in the control group (VIII D), strategic reading – SQ3R was not given in teaching reading.

## **C. Research Variables and Research Design**

This research involved two variables, the independent variable and the dependent variable. The independent variable was the reading strategy used on

the students' reading: strategic reading-SQ3R and non-strategic reading-SQ3R. Meanwhile, the dependent variable was the students' reading comprehension test score. This variable was divided into scores of the pre-test and scores of the post-test.

The design of this research was an intact group pre-test and post-test design which involved a group of students who belonged to the experimental group and that belonged to the control group. The pre-test was given at the beginning of the experiment and the post-test was given at the end of the treatment. The two groups received different teaching treatments on reading. The experimental group received treatment of strategic reading-SQ3R and the control group did not receive treatment of strategic reading-SQ3R. The design of the study is presented as follows:

**Table 2 : The Design of the Study**

<b>Class</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
A	O1	Strategic reading-SQ3R	O2
D	O1	Non-strategic reading-SQ3R	O2

In which:

A : Experimental Class

D : Control Class

O1 : the students' reading comprehension test score on the pre-test

O2 : the students' reading comprehension test score on the post-test

The distribution of the treatments is presented as follows.

**Table 3 : The Distribution of the Treatment**

<b>Group</b>	<b>Class</b>	<b>Treatment</b>	<b>Number of Students</b>
Experimental	A	Strategic reading-SQ3R	33
Control	D	Non-strategic reading-SQ3R	32

The implementation of the strategic reading-SQ3R and non-strategic reading-SQ3R was done in the experimental and the control group for eight meetings. The treatments were given when the students read a text in the learning process. In the experimental group, the teacher directly explained the term strategic reading-SQ3R, modeled it to the students, the students applied the strategic reading-SQ3R when reading a text prepared by the teacher, and the teacher gave feedback after the students completed the process of reading by applying strategic reading-SQ3R. Then, the class was continued with the next teaching material. In the control group, the students did not get the strategic reading-SQ3R to apply when reading a text prepared by the teacher. The learning followed the teaching material prepared for the control group.

In general, there were three sections in each meeting: pre-activity, main activity, and post-activity. In pre-activity, the teacher started the lesson by greeting the students, leading a prayer, and then checking the attendance list.

In the main teaching, the teacher asked the students some questions to stimulate their motivation and lead them to the topic that would be discussed. Then, the students were asked to read a text prepared by her based on the strategic reading-SQ3R and non-strategic reading-SQ3R that were previously explained by the teacher. Next, they read a model of recount and narrative texts. After that, the students tried to answer the questions of the texts and discussed them with the teacher. Then, they discussed the purpose, the generic structure, and the language features used in the texts with the teacher. The teacher then gave the whole

explanation about them and the model of the texts. Further, the teacher gave some exercises based on the topic given to the students, and the teacher guided them.

In the post-activity, the teacher reviewed the lesson given, and gave oral evaluation by asking the students some characteristics of each text type. Then, the teacher also gave the opportunity to the students to ask any questions related to the topic. After that, the researcher ended the class by leading a prayer and saying good bye to the students.

Basically, the teaching and learning process of reading in the experimental and the control group was almost the same. The difference was on the reading strategy used during reading; the experimental group used the strategic reading-SQ3R, and the control group used the non-strategic reading-SQ3R.

#### **D. Research Instrument**

The instrument in this research was a reading comprehension test in the form of multiple choices which consisted of questions on text types (recount and narrative texts). There were two tests in this research; the pre-test and the post-test. The tests were used to find out the scores of the students' reading comprehension ability. The pre-test was administered before the treatment, while the post-test was administered after the treatment.

The reading comprehension tests were constructed based on the syllabus of the eighth grade students of Junior High School. The tests were developed in reference to the Standard of Competence and the Basic Competence of the School-Based Curriculum of Junior High School year VIII of the second semester of the English subject. In developing the tests, the researcher took the

materials from the internet, the students' text books especially semester 2, *BSE (Buku Sekolah Elektronik)* and other relevant resources.

## **E. Validity and Reliability of the Instrument**

### **1. The validity of the instrument**

Validity tells whether an item measures or describes what it is supposed to measure or describe (Bell: 1999). Another definition is the degree to which the test actually measures what it is intended to measure (Brown: 2001). A valid test of reading ability is one that actually measures reading ability. The validity in this research includes content validity and item validity.

#### **a. Content validity**

It is term that a test actually samples the subject matter about which conclusions are to be drawn and requires the test-taker to perform the behavior that is being measured. Content validity is the extent to which the questions on the instrument and the scores from the questions are representative of all the possible questions that a researcher could ask about the content or skills (Creswell: 2008).

The reading comprehension test meets the content validity when it was developed based on the course syllabus. The instruments were developed on the basis of the materials and topic given in the second semester of the eighth grade students of junior high school. The tests were constructed based on the syllabus of the eighth grade students of Junior High School in the second semester. The following table shows the Standard of Competence and Basic Competence of

School-Based Curriculum of Junior High School Eighth Grade of the Second Semester of the English Subject.

**Table 4: Standard of Competence and Basic Competence of School-Based Curriculum of Junior High School Eighth Grade of the Second Semester of the English Subject**

<b>Standard of Competence</b>	<b>Basic Competence</b>	<b>Indicators</b>
11. Comprehending the meaning in short functional texts and short texts in the form of recount and narrative in the daily life context.	11.3 Responding the meaning and the rhetorical steps in the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.	<ol style="list-style-type: none"> <li>1. Identifying the main idea in recount and narrative texts</li> <li>2. Identifying the rhetorical steps in recount and narrative texts</li> <li>3. Recognizing word classes (noun, verb), systems (tense, agreement, pluralization) in recount and narrative texts</li> <li>4. Recognizing a particular meaning expressed in different grammatical forms in recount and narrative texts</li> <li>5. Recognizing the communicative purpose of recount and narrative texts</li> <li>6. Inferring context that is not explicit in recount and narrative text</li> <li>7. Detecting specific references and interpreting them in a context in recount and narrative texts</li> </ol>

The following table presents the blueprint of the reading comprehension test.

**Table 5: The Blueprint of the Reading Comprehension Test**

<b>No.</b>	<b>Indicators</b>	<b>The Item Number</b>	<b>Total</b>
1.	Identifying the main idea	1, 15, 37	3
2.	Identifying the rhetorical steps	7, 8, 21, 23, 24, 27, 34	7
3.	Recognizing word classes, systems	3, 25, 33, 36	4
4.	Recognizing a particular meaning expressed in different grammatical forms	9, 5, 10, 19, 20, 29, 30, 35, 38, 39	10
5.	Recognizing the communicative purpose	14, 18, 28, 32	4
6.	Inferring context that is not explicit	2, 11, 16, 17, 26, 31, 37, 40	8
7.	Detecting specific references and interpreting them in a context	4, 6, 12, 22	4
<b>Total</b>			<b>40</b>

#### **b. Item Validity**

Before administering the pre-test, the researcher conducted the tryout for the reading comprehension test. Class VIII E that consisted of 32 students was chosen as the validation group. The try out was conducted on March 30<sup>th</sup>, 2013. The result of the tryout was then used to measure the validity of the test items.

The test was in the form of multiple choices. After the tryout was conducted, the result was computed to know if there were test items which were invalid. The computation showed that there were five items which were not valid. The items were number 10, 17, 37, 42, and 43. For the invalid items, the researcher dropped those items. It means that there were forty valid items used in the pre-test and the post-test. The computation is enclosed in Appendix D.

## **2. The Reliability of the Instrument**

Bell (1999: 103) states reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. The instrument scores should be almost the same when researchers administer the instrument in multiple times at different conditions. Also, the scores need to be consistent. To know the reliability of the instrument, the researcher applied the *Alpha Cronbach* formula to obtain the reliability coefficient of the data. From the computation, it can be seen that the  $r = 0.447$ . The computation is enclosed in the Appendix D.

## **F. Data Collecting Procedure**

The researcher began the study by discussing the material and the schedule of the English lesson with the teacher of English in SMP N 1 Kranggan, Temanggung. In this study, the researcher played a role as a teacher of the research. The researcher taught two classes of the experimental and control group. After validating the reading comprehension test, the researcher gave the pre-test of recount and narrative texts to the experimental group and the control group. This test was aimed to know the students' reading ability before given treatments. After the pre-test was given, the researcher gave eight treatments to those groups. The post-test was then given after the eight treatments were conducted. The following table presents the schedule of the research.

Table 6: The Schedule of the Research

No.	Time	Class VIII	Activity
1.	March 30 <sup>th</sup> , 2013	E	Tryout
2.	April 1 <sup>st</sup> , 2013	D	Pre-test
3.		A	
4.	April 3 <sup>rd</sup> , 2013	D	1 <sup>st</sup> Treatment
5.		A	1 <sup>st</sup> Treatment
6.	April 5 <sup>th</sup> , 2013	A	2 <sup>nd</sup> treatment
7.	April 8 <sup>th</sup> , 2013	D	2 <sup>nd</sup> treatment
8.	April 10 <sup>th</sup> , 2013	D	3 <sup>rd</sup> treatment
9.		A	3 <sup>rd</sup> treatment
10.	April 12 <sup>th</sup> , 2013	A	4 <sup>th</sup> treatment
11.	April 29 <sup>th</sup> , 2013	D	4 <sup>th</sup> treatment
12.	May 1 <sup>st</sup> , 2013	D	5 <sup>th</sup> treatment
13.		A	5 <sup>th</sup> treatment
14.	May 3 <sup>rd</sup> , 2013	A	6 <sup>th</sup> treatment
15.	May 6 <sup>th</sup> , 2013	D	6 <sup>th</sup> treatment
16.	May 8 <sup>th</sup> , 2013	D	7 <sup>th</sup> treatment
17.		A	7 <sup>th</sup> treatment
18.	May 10 <sup>th</sup> , 2013	A	8 <sup>th</sup> treatment
19.	May 13 <sup>th</sup> , 2013	D	8 <sup>th</sup> treatment
20.	May 15 <sup>th</sup> , 2013	D	Post-test
21.		A	

### G. Data Analysis Technique

There were two data analysis techniques used in this research. They were the descriptive and inferential analysis. Descriptive analysis is aimed to describe the result scores of the students' reading comprehension in each group, while inferential analysis is to answer the question of the formulation of the problem, which is whether or not strategic reading-SQ3R is effective to improve the students' reading comprehension ability.

## 1. Descriptive Analysis

Descriptive analysis was aimed to describe the result scores of the students' reading comprehension in each group. The statistics used were mean and standard deviation. The mean was the total of all scores divided by the number of the subjects. The standard deviation was the average of variability of all the scores around the mean and the standard deviation compared with the ideal one.

To analyze the data descriptively, the researcher made score categorization of the students' reading comprehension ability first. The categorization of scores gained by the students was made to find out the level of students' reading comprehension ability. The categorization of the students' reading comprehension score was based on the ideal score. The highest score was 40 and the lowest score was 0. The ideal mean score ( $M_i$ ) and ideal standard deviation ( $SD_i$ ) could be calculated using the following formula.

$$M_i = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$= \frac{1}{2} (40 + 0)$$

$$= 20$$

$$SD_i = \frac{1}{6} (\text{highest score} - \text{lowest score})$$

$$= \frac{1}{6} (40 - 0)$$

$$= 6.66 \rightarrow 6.7$$

The frequency distribution of the students' reading comprehension ability scores can be categorized into six levels; excellent, very good, good, fair, poor,

and very poor. The distribution was calculated based on the Mi score and SDi. The categorization of the students' reading comprehension ability is presented in the following table.

**Table 7: The Students' Reading Comprehension Ability Score Category**

<b>Interval</b>	<b>Category</b>
33.5 – 40.1	Excellent
26.8 – 33.4	Very Good
20.1 – 26.7	Good
13.4 – 20.0	Fair
6.7 – 13.3	Poor
0.0 – 6.6	Very Poor

## **2. Inferential Analysis**

The inferential analysis is aimed to answer the question of the formulation of the problem, which is whether or not strategic reading is effective to improve the students' reading comprehension ability. To fulfill the requirement for the hypothesis testing, the tests of normality and homogeneity are employed.

### **a. Normality Test**

The test of normality is used to see whether or not the data analyzed meet the requirement of a normal distribution. This test was done by using the SPSS 17.0 for windows computer program of distribution normality test. The Kolmogorov-Smirnov test is employed in testing the distribution of normality.

**b. Homogeneity Test**

The homogeneity test is aimed to know whether or not the score variances in the groups are homogeneous. To test the homogeneity, the Levene test was employed. This test was done by using the SPSS 17.0 for windows computer program of homogeneity test.

**c. Hypothesis Testing**

The hypothesis of this research is that there is a significant difference in the reading comprehension ability between the students taught by using strategic reading-SQ3R and those who are not taught by using strategic reading-SQ3R. To test the hypothesis, the ANCOVA was employed in this test. In this test, the researcher used a covariate as the consideration to control the effect of the pre-test scores of the students' reading comprehension ability. The pre-test scores were considered as the covariate of the analysis. It was carried out by using the SPSS 17.0 for windows computer program.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This study is a quasi-experimental study. It was aimed at finding out the effect of strategic reading-SQ3R in the teaching of reading. The effect could be seen from the gained scores of the subjects of the research. It was taken by comparing the mean and the standard deviation of the gained scores of the students taught by using strategic reading-SQ3R with those who are taught using a non- strategic reading-SQ3R in the teaching of reading.

This chapter presents the data description, inferential analysis, and discussion. The data description describes the scores of the students' reading comprehension ability. The inferential analysis explains the pre-testing analysis and the hypothesis testing, while the discussion describes the result of the hypothesis testing.

#### **A. Data Description**

This subchapter describes the result of the students' reading test score. There were two kinds of reading test given in this research: the pre-test and the post-test. Those two tests were given to measure the reading comprehension ability of the students before and after giving the treatment of strategic reading-SQ3R. The data were obtained from the pre-test and post-test scores on the reading comprehension ability of the experimental and control groups. The score

categorization of the students' reading comprehension ability was based on the ideal mean score. The highest score was 40, while the lowest score was 0.

The ideal mean score (Mi) and the standard deviation (SDi) could be calculated using the following formula.

$$Mi = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$= \frac{1}{2} (40 + 0)$$

$$= 20$$

$$SDi = \frac{1}{6} (\text{highest score} - \text{lowest score})$$

$$= \frac{1}{6} (40 - 0)$$

$$= 6.66 \rightarrow 6.7$$

The frequency distribution of the students' reading comprehension ability scores could be classified into six levels; excellent, very good, good, fair, poor, and very poor. The distribution was calculated based on the Mi score and SDi as follows:

**Table 8 : The Students' Reading Comprehension Ability Score Category**

<b>Interval</b>	<b>Category</b>
33.5 – 40.1	Excellent
26.8 – 33.4	Very Good
20.1 – 26.7	Good
13.4 – 20.0	Fair
6.7 – 13.3	Poor
0.0 – 6.6	Very Poor

## 1. Pre-test

### a. Experimental Group

The researcher used the software of Statistical Package for the Social Sciences 17.0 (SPSS 17.0) for windows computer program to analyze the quantitative data. The results show that the mean score was 24.76 and the standard deviation was 2.236. The maximum score of the pre-test in the experimental group was 29.00 and the minimum score was 21.00. The result of the descriptive statistics can be seen in following table and the print out of the analysis is in Appendix D.

Table 9: **Descriptive Analysis of the Pre-Test on the Experimental Group**

Mean	SD	Median	Mode	Max. Score	Min. Score	Range
24.76	2.236	25.00	23.00 & 25.00	29.00	21.00	8.00

Meanwhile, the result of the score categorization of the pre-test on the experimental group can be seen in the following table.

Table 10: **The Category of the Pre-Test Scores on the Experimental Group**

No.	Interval	F	F (%)	Category
1.	33.5 – 40.1	0	0	Excellent
2.	26.8 – 33.4	8	24.24	Very Good
3.	20.1 – 26.7	25	75.76	Good
4.	13.4 – 20.0	0	0	Fair
5.	6.7 – 13.3	0	0	Poor
6.	0.0 – 6.6	0	0	Very Poor
<b>Total</b>		33	100	

The above table shows there was no student classified into the very poor, poor, fair, and excellent categories. There were 25 students (75.76 %) categorized into good category and 8 students (24.24%) categorized into very good category.

#### **b. Control Group**

The result reveals that the mean score was 25.03 with a standard deviation of 3.085, the maximum score of the pre-test in the control group was 32.00, and the minimum score was 20.00. The result of the descriptive statistics can be seen in the following table and the print out of the analysis is in Appendix D.

**Table 11: Descriptive Analysis of the Pre-Test on the Control Group**

<b>Mean</b>	<b>SD</b>	<b>Median</b>	<b>Mode</b>	<b>Max. Score</b>	<b>Min. Score</b>	<b>Range</b>
25.03	3.085	24.00	23.00	32.00	20.00	12.00

Meanwhile, the result of the score category of the pre-test of the control group can be seen in the following table.

**Table 12: The Category of the Pre-Test Scores on the Control Group**

<b>No.</b>	<b>Interval</b>	<b>F</b>	<b>F (%)</b>	<b>Category</b>
1.	33.5 – 40.1	0	0	Excellent
2.	26.8 – 33.4	12	37.50	Very Good
3.	20.1 – 26.7	19	59.38	Good
4.	13.4 – 20.0	1	3.12	Fair
5.	6.7 – 13.3	0	0	Poor
6.	0.0 – 6.6	0	0	Very Poor
<b>Total</b>		32	100	

The above table shows there was no student classified into very poor, poor, and excellent categories. There was 1 student (3.12%) categorized into the

fair category, 19 students (59.38 %) categorized into the good category, and 12 students (37.50%) categorized into the very good category.

### **c. Comparison between the Pre-Test Scores of the Experimental and Control Groups**

The following table presents the statistical data showing the comparison between the pre-test score in the reading comprehension ability of the experimental and control groups.

**Table 13: Descriptive Analysis of the Pre-Test Scores of the Experimental and Control Groups**

<b>Data</b>	<b>N</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>	<b>Range</b>
Experimental Group	33	24.76	23.00 & 25.00	25.00	2.236	29.00	21.00	8.00
Control Group	32	25.03	23.00	24.00	3.085	32.00	20.00	12.00

Based on the above table, the mean score on the pre-test both of the experimental group and the control group were classified into the good category because it lies between 20.01 and 26.7. It means that all of the students' reading comprehension ability both of the experimental and the control groups were classified into the good category. The result reveals that the mean score of the pre-test in the control group is higher of 25.03; while the pre-test mean score in the experimental group is 24.76.

## 2. Post-test

### a. Experimental Group

The researcher used the software of Statistical Package for the Social Sciences 17.0 (SPSS 17.0) for windows computer program to analyze the quantitative data. The result shows that the mean score was 29.70 with the standard deviation of 2.494. The maximum score for the post-test of the experimental group was 34.00 and the minimum score was 24.00. The result of the descriptive statistics can be seen in the following table and the print out of the analysis is in Appendix D.

Table 14: **Descriptive Analysis of the Post-Test on the Experimental Group**

Mean	SD	Median	Mode	Max. Score	Min. Score	Range
29.70	2.494	29.00	28.00	34.00	24.00	10.00

The following table presents the result of the score category of the posttest of the experimental group.

Table 15 : **The Category of the Post-Test Scores on the Experimental Group**

No.	Interval	F	F (%)	Category
1.	33.5 – 40.1	2	6.06	Excellent
2.	26.8 – 33.4	27	81.82	Very Good
3.	20.1 – 26.7	4	12.12	Good
4.	13.4 – 20.0	0	0	Fair
5.	6.7 – 13.3	0	0	Poor
6.	0.0 – 6.6	0	0	Very Poor
<b>Total</b>		33	100	

The table above shows that there was no student classified into very poor, poor, and, fair categories. There were 4 students (12.12%) categorized into the good category, 27 students (81.82 %) categorized into the very good category, and 2 students (6.06%) categorized into the excellent category. Based on the frequency, the students who were classified into the good category decreased 21(63.64%) students. Meanwhile, the students classified into the very good category increased by 19 (57.58%) students. Then the students who were classified into the excellent category increased 2(6.06%) students.

Based on the mean, it increased from 24.76 to 29.70, or it increased by 4.94. Based on the Standard Deviation (SDi), it increased from 2.236 to 2.494, or it increased by 0.258.

#### **b. Control Group**

The result of the statistic calculation using SPSS 17.0 for windows computer program shows that the mean score was 26.28 with a standard deviation of 2.965. The maximum score for the post-test of the control group was 33.00 and the minimum score was 22.00. The result of the descriptive analysis of the post-test on the control group can be seen in the following table and the print out of the analysis is in Appendix D.

**Table 16: Descriptive Analysis of the Post-Test on the Control Group**

<b>Mean</b>	<b>SD</b>	<b>Median</b>	<b>Mode</b>	<b>Max. Score</b>	<b>Min. Score</b>	<b>Range</b>
26.28	2.965	26.00	28.00	33.00	22.00	11.00

The result of the score category of the post-test of the control group can be seen in the following table.

**Table 17: The Category of the Post-Test Scores on the Control Group**

<b>No.</b>	<b>Interval</b>	<b>F</b>	<b>F (%)</b>	<b>Category</b>
1.	33.5 – 40.1	0	0	Excellent
2.	26.8 – 33.4	13	40.63	Very Good
3.	20.1 – 26.7	19	59.37	Good
4.	13.4 – 20.0	0	0	Fair
5.	6.7 – 13.3	0	0	Poor
6.	0.0 – 6.6	0	0	Very Poor
<b>Total</b>		32	100	

The table shows that there was no student classified into very poor, poor, fair, and excellent categories. There were 19 students (59.37%) categorized into the good category, and 13 students (40.63%) categorized into the very good category.

Based on the frequency, the students who were classified into very good category increased 1 (3.13%) student. The students who were classified into fair category decreased 1 (3.13%) student, while the students who were in good category did not change. Based on the mean, it increased from 25.03 to 26.28, or it increased 1.25. Based on the Standard Deviation (SDi), it decreased from 3.085 to 2.965, or it decreased 0.12. It means that the variation of scores around the mean is small.

### c. Comparison between the Post-Test Scores of the Experimental and Control Groups

The following table presents the statistical data showing the comparison between the post-test score in the reading comprehension ability of the experimental and control groups.

Table 18 : **Descriptive Analysis of the Post-Test Scores of the Experimental and Control Groups**

<b>Data</b>	<b>N</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>SD</b>	<b>Max</b>	<b>Min</b>	<b>Range</b>
Experimental Group	33	29.70	28.00	29.00	2.494	34.00	24.00	10.00
Control Group	32	26.28	28.00	26.00	2.965	33.00	22.00	11.00

Based on the table, the mean score for the post-test of the experimental group was in very good category, while the control group was in the good category. The mean score for both of the experimental and the control group increased. However, the increase of the mean score in the experimental group was higher than the control group.

Based on the frequency distribution, it can be concluded that the students' reading comprehension ability in the experimental group improved higher than those of the control group. The students who were classified in the good category for the experimental group decreased 21 (63.64%) students; meanwhile the control group shows the same. For those who were classified in the very good category for the experimental group increased 19 (57.58%) students, meanwhile for the control group just increased 1 (3.13%) student. For the excellent category,

the students in the experimental group increased 2 (6.06%) students. In the control group, the students who were in the fair category decreased 1 (3.13%) student. As a result, individually, it can be concluded that the students in the experimental group had higher improvement in the reading comprehension ability than those of the control group.

The finding of the research shows that after the treatments the post-test scores in the experimental group obtain much higher than the post-test scores of the control group. In group, the students' reading comprehension ability both of the experimental group and the control group increase. However, individually, the students' reading comprehension ability in the experimental group improves higher than those of the control group.

The score variance of the students' reading comprehension ability in the control group is more homogeneous. The results suggest that giving reading strategy to students through strategic reading-SQ3R is significantly different from non-strategic reading-SQ3R.

## **B. Inferential Analysis**

This subchapter describes pre-testing analysis and hypothesis testing of the research. The results of those testing analysis are presented as follows.

### **1. Pre-Testing Analysis**

To fulfill the requirement for the hypothesis testing, the pre-testing analysis should be employed first. The pre-testing analysis consisted of two tests: the normality test and the homogeneity test. The normality test was done to test

whether the data analyzed meets the requirement for a normal distribution, and the homogeneity test was used to test whether the sample variance is homogeneous or not. The results of the analysis are presented below.

#### a. Normality Test

The normality test is aimed at knowing whether or not the data of the scores show the normal distribution. The Kolmogorov-Smirnov test was applied in this analysis. This test was done by using the SPSS 17.0 for windows computer program. The distribution is considered normal if the significant value is higher than the significance level of 0.05 or  $p$  (*Sig.*)  $> 0.05$ . The result of the normality test of the students' reading comprehension ability is presented in the following table. The complete computation is enclosed in Appendix D.

Table 19: **The Result of Normality Test in the Pre-test**

<b>Group</b>	<b>N</b>	<b>Sig. Level</b>	<b>P</b>	<b>Interpretation</b>
Experimental Group	33	0.711	5%	Normal
Control Group	32	0.518	5%	Normal

Table 20: **The Result of Normality Test in the Post-test**

<b>Group</b>	<b>N</b>	<b>Sig. Level</b>	<b>P</b>	<b>Interpretation</b>
Experimental Group	33	0.402	5%	Normal
Control Group	32	0.647	5%	Normal

Based on the table above, the results are as follows:

1. The significant value obtained for the pre-test of the experimental group was 0.711. As a result, the significant value of the pre-test for the experimental

group is higher than the significance level of 0.05 ( $0.711 > 0.05$ ). The result suggests that the data of the pre-test of the experimental group had a normal distribution.

2. The significant value of the pre-test of the control group is 0.518. It means that it is also higher than the significance level of 0.05 ( $0.518 > 0.05$ ). So, the data obtained for the pre-test of the control group had a normal distribution.
3. The significant value of the post-test for the experimental group is 0.402. It means that the significant value for the post-test of the experimental group is higher than the significance level of 0.05 ( $0.402 > 0.05$ ). Then, the data was considered having a normal distribution.
4. The significant value obtained for the post-test of the control group is 0.647. In other words, it can be said that the significant value of the post-test for the control group is higher than the significance level of 0.05 ( $0.647 > 0.05$ ). The result suggests that the data of the post-test of the control group had a normal distribution.

In summary, the level of significant value for both the pre-test and posttest of the experimental and control group are higher than the significance level of 0.05. So, it can be stated that the data distribution of the students' reading comprehension ability is normal.

#### **b. Homogeneity Test**

The homogeneity test is used to analyze whether the sample variance is homogeneous or not. The Levene test is employed in this analysis. The

relationship can be considered homogeneous if the significant value is higher than the significance level of 0.05.

The hypothesis used in the homogeneity test of two cases (the experimental and control group) are:

$H_0$  = both classes come from the same population (homogeneous)

$H_a$  = both classes come from the different population (heterogeneous)

This test is done to learn achievement before and after the research (pre-test and post-test scores). By using SPSS 17.0 computer program, the result is presented in the following table. The complete computation is enclosed in Appendix D.

**Table 21: The Result of the Homogeneity Test in the Pre-test**

<b>Group</b>	<b>Levene Statistic</b>	<b>df1</b>	<b>Df2</b>	<b>P</b>	<b>Sig. Level</b>
Experimental Group	1.615 <sup>a</sup>	8	21	5%	0.180
Control Group	0.525 <sup>a</sup>	6	21	5%	0.783

The result of the homogeneity test in the pre-test reveals that the value of  $p$  (*Sig.*) of the pre-test is higher than 0.05. It is 0.180. Since the probability is higher than 0.05 ( $0.180 > 0.05$ ), so  $H_0$  is accepted. It means that the sample of variance was homogeneous.

**Table 22: The Result of the Homogeneity Test in the Post-test**

<b>Group</b>	<b>Levene Statistic</b>	<b>df1</b>	<b>Df2</b>	<b>P</b>	<b>Sig. Level</b>
Experimental Group	2.142 <sup>a</sup>	8	21	5%	0.775
Control Group	0.506 <sup>a</sup>	6	21	5%	0.797

The above table shows that the value of  $p$  (*Sig.*) of the post-test is also higher than the significance level of 0.05 ( $0.775 > 0.05$ ), so  $H_0$  is accepted. As a result, it can be stated that the sample of variance was also homogeneous.

## 2. Hypothesis Testing

After pre-testing analysis was done, then the researcher did the analysis of hypothesis testing. This test is aimed to test the hypothesis of the study. The SPSS 17.0 computer program was employed in this analysis.

The hypothesis states that there was a significant difference in the reading comprehension ability between the students who were taught by using strategic reading-SQ3R and those who were taught by using non-strategic reading-SQ3R.

Table 23 : **The Result of the Hypothesis Testing**

### Tests of Between-Subjects Effects

Dependent Variable: PostTest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	605.962 <sup>a</sup>	2	302.981	341.400	.000	.917
Intercept	12.651	1	12.651	14.256	.000	.187
PreTest	416.416	1	416.416	469.219	.000	.883
Treatment	219.130	1	219.130	246.917	.000	.799
Error	55.023	62	.887			
Total	51677.000	65				
Corrected Total	660.985	64				

a. R Squared = ,917 (Adjusted R Squared = ,914)

b. Computed using alpha = ,05

Creswell (2008: 198) states that “if the  $p$  value is less than alpha, you reject the null hypothesis; if it is greater than alpha, you accept the hypothesis”.

Based on the table above, the result reveals that the ANCOVA testing had a significant value of 0.000. It means that there was a significant effect on the reading comprehension ability of post-test after controlling for the effect of pre-test,  $F= 246.917$ ,  $p < 0.05$ , then,  $H_a$  was accepted and  $H_o$  was rejected. In other words, there was a significant difference in the reading comprehension ability between the students who were taught by using strategic reading-SQ3R and those who were taught by using non-strategic reading-SQ3R. The print out of the analysis is enclosed in appendix. The result can be presented in the following table. It is based on the adjusted mean.

Table 24: **The Summary of Mean**

<b>Variable</b>	<b>N</b>	<b>Post-test</b>	<b>Adjusted Mean</b>
Experimental	33	29.70	29.83
Control	32	26.28	26.15

Based on the table, the result shows that the mean score for the posttest of the reading comprehension ability achieved by the experimental group which was taught using strategic reading-SQ3R was higher than the mean score of the control group which was taught using non-strategic reading-SQ3R. Since the means of the covariate or pre-test were not exactly the same for the two groups, so the means of the dependent variable or the post-test had to be adjusted. The adjusted mean was higher for the experimental group (29.83) than the control group (26.15). When the means were adjusted for differences in the covariate, the posttest score of the control group (26.15) was slightly less than the experimental group (29.83), while when the means were not adjusted; the control group (26.28) was also less than the post-test score of the experimental group (29.70).

In other words, the order of the size of the adjusted means differs from the unadjusted means. The post-test score of the experimental group was classified in the very good category (29.83) and the control group was classified in the good category (26.15). The experimental group score was higher of 3.68. The ideal mean was 20.00, it means that the obtained mean for the experimental group was higher than the ideal mean score ( $29.83 > 20.00$ ). Similarly, the experimental group had higher achievement than the control group ( $29.83 > 26.15$ ).

### **C. Discussion**

Previous research done by Baier (2011) has reported that strategic reading-SQ3R has better influence on students' reading comprehension ability than non-strategic reading-SQ3R. There was a significant difference in the reading comprehension ability between the students who were taught using strategic reading-SQ3R and those who were taught using non-strategic reading-SQ3R. After conducting the research in SMP N 1 Kranggan, Temanggung, in class A and class D, each of which consisted of 33 and 32 students, it was found that there is a significant difference in the reading comprehension ability between the students taught using strategic reading-SQ3R and those taught using non-strategic reading-SQ3R. The finding of the research indicates that the students taught using strategic reading-SQ3R had better achievement in their reading comprehension ability than those taught using non-strategic reading-SQ3R.

It is in line with the explanation stated by Brown (2001) that SQ3R is one effective series of procedures for approaching reading text. It helps enhance

comprehension and retention of information. Through repeated exercises guided by the teacher, the students applied the strategic reading-SQ3R during reading. It is very useful as in that way they did five steps (*Survey, Question, Read, Recite, Review*) which help them develop the effective reading habits. Each step had been followed by the students that they could get the benefit of the strategy. As Duffy (1993) in Richards and Renandya (2002) states that when reading strategy is taught to students and then applied in reading, it helps improve the students' performance on tests of comprehension and recall. This is proved by comparing the students' test score on reading comprehension after giving treatment. The mean value in the post-test of the students who are taught by using strategic reading-SQ3R is higher than those taught by non-strategic reading-SQ3R.

The better achievement of those students was gained through a learning process that applied the suitable strategy in reading. This reading strategy was very useful and important to help students improve their comprehension. By having good reading comprehension, the students gained better achievement. This is because comprehension is a very important component when readers are reading. Mikulecky (2007) states that true comprehension means making sense of what the readers read and connecting the ideas in the text to what the readers already know. It also means remembering what the readers have read. In other words, comprehending means thinking while the readers read.

In addition, the finding of this research also supports the finding of the research conducted by Carlston (2008). The results support finding that students who were given strategic reading-SQ3R had better comprehension which it

serves as the goal of reading. The control group in this study was the group who received no strategic reading-SQ3R at all. The results showed that the students who received strategic reading-SQ3R had greater reading comprehension ability than non-strategic reading-SQ3R for their reading achievement. Similarly, the students who received strategic reading-SQ3R in this research had better achievement in their reading comprehension ability than those received non-strategic reading-SQ3R.

Finally, it can be concluded that strategic reading-SQ3R is appropriate as a good reading strategy to be applied in teaching and learning process of reading. It is effective for improving the students' reading comprehension ability. It helps students construct meaning and build comprehension on certain text easier. It can also be concluded that using strategic reading-SQ3R had better effect in attaining the students' reading comprehension ability than using non- strategic reading-SQ3R.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

There are two major sections in this chapter. The first section presents the conclusions of the research and the second presents suggestions from the research findings. Each explanation of those sections is presented as follows.

#### **A. Conclusions**

The conclusions of this study are made based on the result of the data analysis. Based on the research formulation of the problem in Chapter I and discussion in Chapter IV, then general conclusions can be drawn as follows.

First, the pre-test mean score of the experimental group shows in the good category. It is 24.76. The post-test mean score changes to very good category. It is 29.70. As a result, the mean score improved from a mean score of 24.76 to 29.70 or increased 4.94point. Then, it can be drawn a conclusion that the students' reading comprehension ability of the experimental group after the treatments improved.

Second, the pre-test mean score of the control group is in the good category. It is 25.03. Also, the post-test mean score of the control group shows in the same category. It is 26.28. It increases 1.25 point. As a result, it can be concluded that the students' reading comprehension ability of the control group in which the treatments of non-strategic reading-SQ3R was applied as a control, increased too.

Third, the post-test mean score of the experimental group is higher than the post-test score of the control group. The post-test mean score of the experimental group is 29.70 and the post-test mean score of the control group is 26.28. The difference is 3.42 point. It can be drawn a conclusion that in the teaching of reading, students who were taught by using strategic reading-SQ3R had higher scores than those who were taught by using non-strategic reading-SQ3R.

Fourth, in group, the students' reading comprehension ability, both of the experimental group and the control group, increases. However, individually, the students' reading comprehension skill in the experimental group improves higher than those of the control group.

Fifth, there is a significant difference in the reading comprehension ability between the students who are taught by using strategic reading-SQ3R and those who are taught by using non-strategic reading – SQ3R. Based on the statistics calculation using SPSS 17.0 for computer program, the ANCOVA test has a significant value of 0.000. The significant value of ANCOVA test was less than the significance level of 0.05 ( $F= 246.917, p < 0.05$ ). . In other words, there was a significant effect of reading comprehension ability of post-test after controlling for the effect of pre-test. Therefore, it proves that the hypothesis “There is a significant difference in the reading comprehension ability between the eighth grade students of SMP N 1 Kranggan, Temanggung in the academic year of 2012/2013 taught using strategic reading-SQ3R and those taught using non-strategic reading-SQ3R” is accepted.

## **B. Suggestions**

Related to the results of the study and the conclusions, some suggestions are proposed to increase the students' reading comprehension ability presented as follows:

### **1. To English Teachers**

To have a successful learning in the teaching reading, the English teacher should be creative in selecting and applying appropriate reading strategy for students in the class. It can encourage the students and help them gain a better understanding in reading. Dealing with the significances of this research, the use of strategic reading-SQ3R in the teaching and learning process of reading can help students practice and improve their reading comprehension ability. The teacher may then apply strategic reading-SQ3R in teaching reading.

### **2. To Students**

Learning a language is not an instant process. To be strategic readers, the students need to practice continually. By doing so, it enables them to get broader knowledge and better understanding in reading, and succeeds in their English learning.

### **3. To Other Researchers**

The researcher expects that this study may give contribution to other researchers who are interested in conducting and developing the related research.

Realizing that this research is so far from being perfect that other researchers may add other related theories in the English teaching and learning process. Besides, future studies can be held in which the population is greater and done in other districts. Also, it takes into consideration some other factors that influence students' reading skill.

## REFERENCES

- Anderson, Mark and Anderson, Kathy. 1997. *Text Types in English 1*. Australia: Macmillan Education Australia PTY LTD.
- Baier, Kylie. 2011. *The Effects of SQ3R on Fifth Grade Students' Comprehension Levels*. Bowling Green State University.
- Bell, Judith. 1999. *Doing Your Research Project*. USA: Open University Press.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup> ed. San Francisco: Longman.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. 4<sup>th</sup> ed. San Fransisco. Longman.
- Carlston, David. 2008. *A Preliminary Investigation of SQ3R Implementation*. Midwestern State University.
- Congos, Dennis H. 2012. *Why SQ3R Works*. University of Central Florida. [http://sarc.sdes.ucf.edu/docs/learning\\_skills/textbooks/why\\_sq3r\\_works.pdf](http://sarc.sdes.ucf.edu/docs/learning_skills/textbooks/why_sq3r_works.pdf), retrieved on December 28, 2012
- Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education, Inc.
- Department of Education. 2004. *Reading Strategies for Content Teachers*. Virginia. [http://www.ride.ri.gov/applications/ell/content/60\\_Content-Reading-Strategies-Activities.pdf](http://www.ride.ri.gov/applications/ell/content/60_Content-Reading-Strategies-Activities.pdf), retrieved on February 15<sup>th</sup>, 2013
- Depdiknas. 2006. *Kurikulum 2006: KTSP*. Jakarta: Departemen Pendidikan Nasional.
- Fraenkel, Jack R and Norman E. W. 2008. *How to Design and Evaluate Research in Education: Seventh Edition*. New York: McGraw-Hill.
- Gay, L, R. 1981. *Educational Research: Competencies for Analysis & Application*. USA: Bell&Howell Company.
- GCSD. *Reading Strategies: Scaffolding Students' Interactions with Text*. NY. <http://www.maepd.org/wbt/reading/readingstrategies.pdf>, retrieved on February 15<sup>th</sup>, 2013

- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Mikulecky, Beatrice S and Jeffries, Linda. 2007. *Advanced Reading Power*. New York: Pearson education, Inc.
- Miller, Debbie. 2006. *Reading with Meaning*. US: Stenhouse. <http://www.ksde.org/Default.aspx?tabid=159>, retrieved on February 15<sup>th</sup>, 2013
- Ministry of Education. 2003. Early Reading Strategy. Canada: The Report of the Expert Panel on Early Reading in Ontario.
- Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. New York: . Cambridge University Press.
- Nunan, David. 2004. *Task Based Language Teaching*. Cambridge: Cambridge University Press.
- Richard, Jack C. 2001. *Curriculum Development in Language Teaching*, United Kingdom: Cambridge University Press.
- Richards, Jack C and Renandya, Willy A. 2002. *Methodology in Language Teaching*. UK: Cambridge University Press.
- Richards, Jack C and Rodgers, Theodore. 2006. *Approaches and Methods in Language Teaching*. 11<sup>th</sup> .ed.UK; Cambridge University Press.
- Robinson, F. 1961. *Effective Study*. New York: Harper & Row
- Rose, Mary. 2004. *Week-by-week Homework for Building Reading Comprehension and Fluency*. USA: Scholastic Inc. <http://www.edu.gov.on.ca/eng/document/reports/reading>, retrieved on February 15<sup>th</sup>, 2013
- Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge : Cambridge University Press.
- Weigle, Sara Cushing. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.

# APPENDICES

# **APPENDIX A: TEACHING MATERIALS**

**TEST INSTRUMENT**

Draw a circle around the best answer for each question based on the text on the answer sheet.

**Getting Sick**

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature. "I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.

*(Adapted from: English in Focus)*

1. What is the text about?
  - a. A student did reading task
  - b. A student fell sick in English class
  - c. A doctor examined a patient
  - d. A doctor came to a class
2. Who is Mrs. Lidia?
  - a. She is the school principal
  - b. She is the doctor's assistant
  - c. She is the school librarian
  - d. She is the school teacher
3. What were the students doing in the class?
  - a. They are doing math reading
  - b. They were talking each other
  - c. They were learning English
  - d. They are not discussing any lesson

4. "I'm afraid **she** suffers from malaria." The bold word refers to ....
  - a. The doctor
  - b. The chairman
  - c. Sandra
  - d. Mrs.Lidia
5. How long did Sandra need a rest?
  - a. Two weeks
  - b. A month
  - c. Seven days
  - d. A day
6. **He** measured her blood pressure. The bold word refers to ...
  - a. The doctor
  - b. The headmaster
  - c. The teacher
  - d. Mrs. Lidia
7. What did the doctor do before measuring the blood pressure?
  - a. He examined her eyes
  - b. He examined her carefully
  - c. He took her temperature
  - d. He listened to her heart beat
8. What did the doctor suggest after examining Sandra?
  - a. Sandra needed to go to rest room
  - b. Sandra was getting malaria and cough
  - c. Sandra should take a rest for some days
  - d. Sandra didn't study English anymore
9. Which statement is true based on the text?
  - a. Sandra Dewi's temperature was very low
  - b. The students were learning math
  - c. The doctor did not examine her stomach
  - d. Sandra Dewi vomited in the class
10. Which statement is false based on the text?
  - a. They were in the middle of English class

- b. The doctor came immediately to class
- c. The doctor examined her carelessly
- d. Sandra got some pills for her malaria

*Bandung, May 3, 2008*

*Dear Diary,*

*I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.*

*I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "Why are they looking at me?" I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.*

*(Adapted from: English in Focus)*

11. When was the writer born?
  - a. May 3<sup>rd</sup> 1993
  - b. May 2<sup>nd</sup> 1993
  - c. May 3<sup>rd</sup> 2008
  - d. May 2<sup>nd</sup> 2008
12. There was a mirror **there**. The bold underlined word refers to ...
  - a. The rest room
  - b. The class room
  - c. The classroom mirror
  - d. The rest room mirror
13. How was the writer's birthday party?
  - a. It was quite awful
  - b. It was very boring
  - c. It was embarrassing
  - d. It was wonderful
14. What is the writer's purpose to write the text?
  - a. To amuse the readers
  - b. To write a story at school

- c. To retell her bad experience
  - d. To entertain her friends at school
  - e. May 3<sup>rd</sup> 2008
15. What does the text tell you about?
- a. The usual chair in the classroom
  - b. A big red pimple of the writer
  - c. An embarrassing experience at school
  - d. The Indian actress at school
16. Was the writer keen on writing her experience?
- a. Yes, she was
  - b. No, she was
  - c. Yes, she wasn't
  - d. No, she wasn't
17. What did the writer feel seeing the red pimple?
- a. She was bored
  - b. She was interesting
  - c. She was embarrassed
  - d. She was good
18. What is the writer purpose to write such kind of text?
- a. To give amusement to the reader
  - b. To describe what the writer likes
  - c. To retell the writer's experience
  - d. To entertain everyone who reads
19. Which statement is correct based on the text?
- a. The writer's party was bad
  - b. The writer's was happy to have red pimple
  - c. She covered the pimple with head band
  - d. She had a wonderful day at school
20. Which statement is incorrect based on the text?
- a. The writer's party was good
  - b. She had a bad day at school
  - c. She felt happy to have red pimple
  - d. She went to school's rest room

### A HAWK, A HEN, AND A ROOSTER

Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "won't you marry me?" The hen loved the brave, strong hawk and wishes to marry him, but she said, "I cannot fly as high as you can. If you give me time, I will learn first to fly as high as you. Then we can fly together." The hawk agreed. Before he went away, he gave the hen a ring. "this is to show that you have promised to marry me," said the hawk.

So, it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "throw that ring away at once! Didn't you tell the hawk that you had already promised to marry me?", shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk was so furious that he cursed the hen. "why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk. The curse seems to have come true.

*(Adapted from: narrativestory.wordpress)*

21. Why did the hen love the hawk?
  - a. Because he was very brave and weak
  - b. Because he was very gentle and calm
  - c. Because he was brave
  - d. Because he fell in love with the hen
22. I cannot fly as high as you can. The word "I" refers to ...
  - a. The rooster
  - b. The hen
  - c. The hawk
  - d. The hen's child
23. What did hen promise to the hawk?
  - a. She would learn
  - b. She would fly together
  - c. She would tell the truth
  - d. She would learn to fly and marry him
24. Why did the rooster get anger?

- a. Because he knew the hawk
  - b. Because the hen said she wanted to be with him
  - c. Because the hen promised to marry the hawk
  - d. Because the hawk fell in love with the hen
25. The hawk was so **furious** that he cursed the hen. The bold word is similar to the word ...
- a. Angry
  - b. threw
  - c. immediately
  - d. quick
26. What moral value can you take from the story?
- a. If we have a promise, we should not break it
  - b. If we have a promise, we must leave it
  - c. If we are good, nobody will be angry to us
  - d. If we are kind, everyone will be good too
27. What did the hawk swear to hen?
- a. She would take care of the children
  - b. She would marry the rooster
  - c. She would take the children anywhere she went
  - d. She would scratch the earth and he would take the children
28. What is the purpose of the text?
- a. To retell the hen promise
  - b. To describe the animal's life
  - c. To entertain and educate the readers
  - d. To give a funny story
29. Which statement is true based on the text?
- a. The hen had promise to marry rooster
  - b. The hawk was not a strong animal
  - c. Rooster was happy to hear the news
  - d. The hawk gave a ring to rooster
30. Which statement is false based on the text?
- a. The hawk could fly high
  - b. The hen loved the brave hawk
  - c. The hen finally did not tell the truth to hawk
  - d. The hawk was angry

### The Legend of Banyuwangi

Once upon a time, there was a king named Sulahkromo. The king had a prime minister named Raden Sidopekso. The prime minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the king sent the prime minister for a long mission. While the prime minister was away, the king tried to get Sri Tanjung. However, he failed. He was very angry. Thus, when Sidopekso went back, the king told him that she was unfaithful. Sidopekso was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river. Before he threw her, Sri Tanjung said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river soon became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu ... Banyu ... Banyuwangi." This means "fragrant water. Banyuwangi was born from the proof of noble and sacred love.

*(Adapted from: Scaffolding)*

31. What was the character of the king?
  - a. Great
  - b. Kind
  - c. Bad
  - d. Noble
32. What is the writer's aim to write the text?
  - a. To tell about the king
  - b. To retell the king and prime minister
  - c. To describe the kingdom and the king
  - d. To entertain and educate the readers
33. ... the king told him that she was **unfaithful**. The bold word is opposite meaning with the word ...
  - a. wonderful
  - b. Loyal
  - c. told
  - d. goodness
34. What did Sidopekso do the dead body of his wife?

- a. He killed her
  - b. He buried it
  - c. He threw it to the river
  - d. He kept it
35. Did the king succeed to approach Sri Tanjung?
- a. Yes, he did
  - b. Yes, he didn't
  - c. No, he did
  - d. No, he didn't
36. What happened after the prime minister threw the dead body?
- a. The river becomes dirty
  - b. The river smells bad
  - c. The river spread fragrance
  - d. The river was not clean
37. What is the text about?
- a. The great king and the kingdom
  - b. The prime minister and his beautiful wife
  - c. The proof of a woman's faith
  - d. The prime minister's long mission
38. Which statement is incorrect based on the text?
- a. The king was the great king
  - b. The prime minister had a very faithful wife
  - c. The king tried to approach the prime minister's wife
  - d. The prime minister did not believe his wife
39. Which statement is correct based on the text?
- a. The prime minister did not throw the dead body
  - b. The king went for a mission
  - c. The prime minister did not kill his wife
  - d. The king fell in love with Sri Tanjung
40. What can you learn from the story?
- a. We should not kill a person
  - b. We should be a king
  - c. Think what we will do carefully
  - d. Do not believe the king

## ANSWER SHEET

Name :

Class :

No :

NO.	ANSWER	NO.	ANSWER
1		21	
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

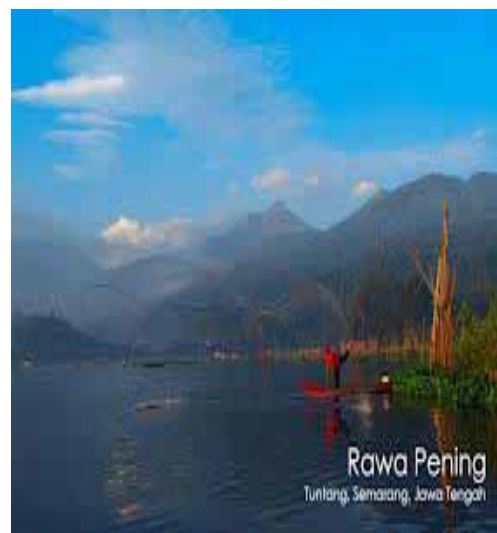
**TEACHING MATERIAL I**

**TASK 1**      **Answer the following questions orally.**

1. What is a legend?
2. Mention some legends you know.
3. What is your favourite legend? What is it about?
4. Do you know the legend of Rawa Pening? What is it about?

**TASK 2**      **Read the following text, and then guess the meaning of the words based on the context. You may use your dictionary and discuss with your teacher. Look at the example.**

### **The Legend of Rawa Pening**



Long time ago, there was a village between Mount Merbabu and Telomoyo. There lived a couple named Ki Hajar and Nyai Selakanta. They were kind but unfortunately they had not had any child.

Nyai Selakanta was losing in thought when her husband came by. He was so sad that he decided to meditate in the slope of Mount Telomoyo. Many months had

passed but Ki Hajar had not come. Nyai Selakanta was worried about her husband. One day, Nyai Selakanta bore a dragon that could speak. She named it *Baru Klinthing* taken from her husband's lance. When he grew being a teenager, he asked his mother, "Do I have a father, Mom?" She was surprised but then answered, "Yes, you do. His name is Ki Hajar. He is meditating in the slope of Mount Telomoyo. Maybe, it is the time for you to meet him. Bring this lance with you to convince him that you are his son." Then, he headed to the mount. He came to a cave and found a man. The ascetic asked, "Who are you?" He answered, "Pardon me, Sir. I am *Baru Klinthing* coming here to look for my father, Ki Hajar." Ki Hajar said, "I am Ki Hajar." He explained to him who he was. Ki Hajar had not believed fully. He asked him to surround the mount. He did it. Then, he asked him to meditate in Hill Tugur in that way he could be a man someday.

One day, a nearby village wanted to hold *merti desa*. The people were arrogant. *Baru klinthing* had transformed to a man. He asked food to them but they didn't give as he smelled putrid. Being annoying, he challenged them to pull out a piece of broom. Everyone tried but failed. He pulled it out but then water squirted over and over to be flood. The people drowned and soon the village became a lake or swamp called Rawa Pening.

(Adapted from: [ceritarakyatnusantara.com](http://ceritarakyatnusantara.com))

No.	Word	Meaning
1.	Kind (adjective)	Baik
2.	Decided (verb)	
3.	Slope(noun)	
4.	Lance (noun)	
5.	Headed (verb)	
6.	Ascetic (noun)	
7.	Explained (verb)	
8.	Putrid (adjective)	
9.	Arrogant (adjective)	
10.	Fortunate (adjective)	
11.	Drowned (verb)	

Notes:

The text in Task 2 is a **narrative** text. It focuses on a pattern of events with a problematic and/or unexpected outcome. The types are **legend, fable, folklore, fairy tale**. The purpose is to entertain and educate the reader. A narrative text has a generic structure:

- ✓ **Orientation:** It sets the scene and introduces the participant and the character.
- ✓ **Complication:** It is a series of crisis points in the story
- ✓ **Resolution:** The crisis is resolved, for better or for worse

The language features are the use of adverb of time (once upon a time, long time ago), the use of simple past tense, the use of action verb (walked, swept).

**TASK 3      Read the text in Task 2 once again and answer the following questions. Discuss the answers with your teacher.**

1. Who are the characters in the story?
2. What is the text about?
3. What did Ki Hajar do in the slope of Mount Telomoyo?
4. **He** asked him to surround the mount. What does the bold word refer to?
5. What was the weapon of Ki Hajar? What was the name?
6. What did the dragon do to prove that he was Ki Hajar's son?
7. Why did Baru Klinthing challenge the people holding mert desa?
8. Maybe, it is the time for **you** to meet him. The bold word refers to ...
9. What happened to the village?
10. What moral value can you learn from the story?

**TASK 4      Study the rule below with your teacher.**

In the text "The Legend of Rawa Pening", you find the following sentences

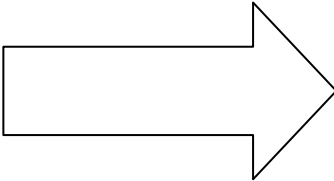
- ❖ She **bore** a dragon that could speak.
- ❖ Everyone **tried** but **failed**.
- ❖ There **lived** a couple named Ki Hajar and Nyai Selakanta.

Those sentences are in the form of simple past tense. It uses the Verb II. You can use the verb to tell an event begins and ends in the past.

**TASK 5** Work in pairs to match the Verb I on the left column to the Verb II on the right column.

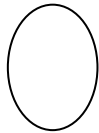
Verb I		Verb II
1. have		a. became
2. pass		b. did
3. want		c. had
4. hold		d. pulled
5. become		e. passed
6. pull		f. wanted
7. do		g. held

**TASK 6** Find the Verb II of the following words with your friend.

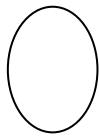
Verb I		Verb II
Is		
Regret		
Lay		
Find		
Will		
Loose		
Become		
Give		

**TASK 7** In pairs, complete the text below using the Verb II in Task 6. Then, rearrange the jumbled paragraphs below to be a good narrative story.

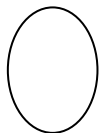
“Golden Eggs”



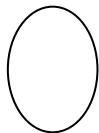
A week later to almost surprise the farmer ..... and egg in his yard. This was not ordinary egg. It ..... a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He ..... lazy, arrogant and spendthrift.



Strangely, the goose only ..... one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much ..... for his foolishness, it's already too late.



One day, a poor farmer ..... his entire livestock to flood. He prayed hard to God for help or his family ..... die of starvation. Few days later, an old man with long grey beard, passed by his house took pity on him. He ..... him a goose and said " I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."



Long time ago a remote village, in central China was inhabited mainly with farmers and hunters.

**TASK 8** In pairs, rearrange the jumbled words below to be a meaningful sentence.

1. day – was – bright – it - a
2. A – girl - her - necklace – beautiful - lost
3. Saw - the - rainbow - I - near - a - river.
4. The - his - farmer - time - said - wife - about - to - harvest.
5. Went - He - home - rained - because - it - hard – late

**TASK 9**            **Work independently and change the verb in the bracket into verb II and then answer the following questions.**

**THE WIND AND THE SUN**

One day the wind and the sun **(are)** disputing which was the stronger. Suddenly they **(see )** a traveler coming down the road.

The sun            : I see a way to decide our dispute. Whichever of us can cause that traveler to take off his cloak shall be regarded as the stronger.

The wind           : would you mind not talking so loudly?

The sun            : sorry. Okay, you begin. I will retire behind a cloud.

The wind           : I will blow as hard as I could... I'll be the winner

The sun            : okay, good luck.

The wind           : zzzzzzzzz. I'm so tired. What happens with me? I shouldn't give up. I have to blow harder.....zzzzzzzzzzzzzzzzzzzz

But the harder he **(blow)** the more closely did the traveler wrap his cloak round him, till at last the wind had to give up in despair. Then the sun **(come)** out and shone in all his glory upon the traveler, who soon **(find)** it too hot to walk with his cloak on. That's the end of the story.

**Questions.**

1. Who are the characters in the story?
2. Is there any problem between them? Mention.
3. What is the text about?
4. Which one is stronger, the wind or the sun?
5. Why were they disputing?
6. What did they do when they saw a traveler coming down the road?
7. Why did the wind give up in despair?
8. "I" in line 3 refers to .....
9. The lesson you can learn from the story is .....
10. What do you feel after reading the story?

**TEACHING MATERIAL II**

**TASK 1** Answer the following questions orally.

1. What is fable?
2. Mention some fables you know.
3. What is your favorite fable? What is it about?
4. Do you know the story "The Ant & the Grasshopper"? What is it about?

**TASK 2** Read the following text, and then guess the meaning of the words based on the context. You may use your dictionary and discuss with your teacher. Look at the example.

**The Ant and the Grasshopper**



In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger - while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.

*(Adapted from: longlongtimeago.com)*

No.	Word	Meaning
1.	hopped (verb)	melompat
2.	great (adjective)	
3.	grain(noun)	
4.	nest (noun)	
5.	found (verb)	
6.	toil (noun)	
7.	knew (verb)	
8.	same (adjective)	
9.	passed (verb)	

Notes:

The text in Task 2 is a **narrative** text. It focuses on a pattern of events with a problematic and/or unexpected outcome. The type is **fable**.

Check the previous notes in the first material to review the purpose, generic structure, and language features of a narrative text.

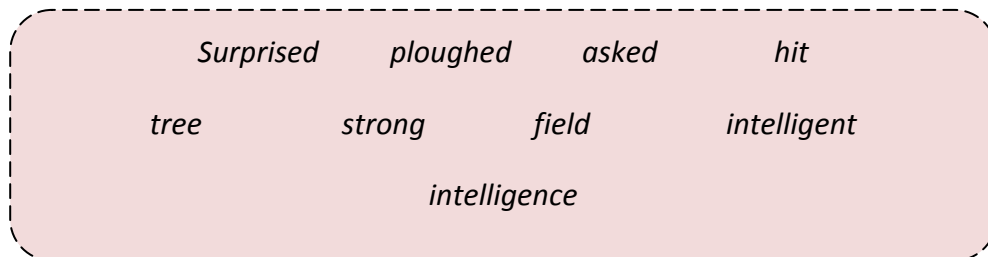
**TASK 3** Read the text in Task 2 once again and answer the following questions. Discuss the answers with your teacher.

1. Who are the characters in the story?
2. What is the text about?
3. What was the grasshopper doing when the ant walked by?
4. **I** am helping to lay up food for the winter. What does the bold word refer to?
5. What did the ant suggest to the grasshopper?
6. Where did the ant keep the corn?
7. What was undergone by the grasshopper in the winter? Why could it happen?
8. Why not come and chat with **me**. The bold word refers to ...
9. What happened in the winter?
10. What moral value can you learn from the story?

**TASK 4** State the following statements whether it is true (T) or false (F) and give explanation if it is false.

No.	Statement	T/F	Explanation
1.	The ant was very lazy in the summer.		
2.	In the summer, the grasshopper loved to chat and sing.		
3.	The grasshopper was hesitant to collect food for winter stores.		
4.	The ant was bringing the corn to nest.		
5.	The grasshopper had plenty of food in the winter.		

**TASK 5** Review the rule in Task 4 in the previous material. In pairs, complete the blank spaces with the correct verbs provided.



### The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ..... his field with **his buffalo**.

One day, a tiger saw the farmer and his buffalo working in the ..... The tiger was very ..... to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal. After the man went home, the tiger spoke to the buffalo; "you are so big and ..... Why do you do everything the man tells you?" The buffalo answered; "oh, the man is very intelligent".

The tiger asked; "**can you tell me** how ..... he is?" "No, I can't tell you", said the buffalo; "**but you can ask him**"

So the next day the tiger ..... to the man; "Can I see your .....?" But the man answered; "**it is at home**". "Can you go and get it?" asked the tiger. "Yes" said the man; "but I am afraid you will kill my buffalo when I am gone. **Can I tie you** to a tree?"

After the man tied the tiger to the ....., he didn't go home to get his intelligence. He took his plough and ..... the tiger. Then he said; "Now you know about my intelligence even you haven't seen it.

**TASK 6** Discuss with your friends what the following bold words refer to, then write in which sentences you find.

Words	What it refers to	Supporting sentences
his buffalo		
can you tell me		
you can ask him		
it is at home		
Can I tie you		

**TASK 7** State the following statements whether it is true (T) or false (F) and give explanation if it is false.

No.	Statement	T/F	Explanation
1.	The tiger was curious about the intelligent man.		
2.	The buffalo did not tell anything about the farmer to tiger.		
3.	The farmer took his intelligence at home.		
4.	The tiger was back to his place safely.		
5.	The man was listening to the big animal.		

**TASK 8** Answer the following questions carefully. You may discuss with your friends.

1. What is the above text about?
2. Can you tell the orientation part of the text?
3. What did the man do every morning and evening?
4. Who saw the farmer worked with the buffalo?

5. Why was the tiger so surprised?
6. Did the buffalo answer the tiger's questions?
7. Why did the buffalo do everything the farmer told?
8. Did the buffalo tell the tiger about the farmer's intelligence?
9. What did the tiger ask to the farmer?
10. Did the farmer tell about his intelligence to tiger? How did he do it?
11. What did the farmer do finally?

**TASK 9**      **Work independently to find a narrative text. Then complete the following tables based on your own narrative text.**

Words	What it refers to	Supporting sentences

No.	Word	Meaning
1.	..... (verb)	
2.	..... (adjective)	
3.	.....(noun)	
4.	..... (noun)	
5.	..... (verb)	
6.	..... (noun)	
7.	..... (verb)	
8.	..... (adjective)	
9.	..... (verb)	

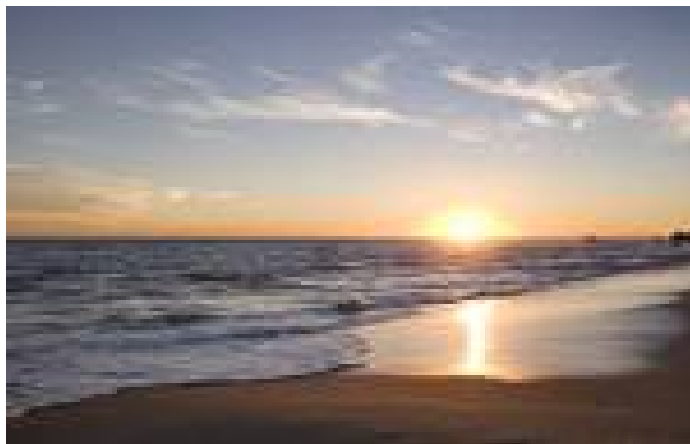
**TEACHING MATERIAL III**

**TASK 1**      **Answer the following questions orally.**

1. Where did you spend your last holiday?
2. How was it?
3. What did you do there?
4. Have you ever spent your holiday by visiting a beach?

**TASK 2**      **Read the following text, and then guess the meaning of the words based on the context. You may use your dictionary and discuss with your teacher. Look at the example.**

My Day at the Beach



Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Smith Beach, which is only five kilometers from where I

live. When we arrived at the beach, we were surprised to see there was hardly anyone there.

After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind. When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

No.	Word	Meaning
1.	exhausted (adjective)	
2.	Decided (verb)	
3.	dip(noun)	
4.	chips (noun)	
5.	dawned (verb)	
6.	wind (noun)	
7.	realized (verb)	
8.	damp (adjective)	
9.	quick (adjective)	
10.	windy (adjective)	
11.	Learned (verb)	

Notes:

The text in Task 2 is a **recount** text. It is a text which tells “what happened”. It focuses on sequence of events. The purpose is to document a series of events and evaluate their significance in some way. A recount text has a generic structure:

- ✓ **Orientation:** It provides background information needed to understand the text
- ✓ **Event:** a record of events usually recounted in a chronologically order
- ✓ **Reorientation:** personal comments or evaluative remarks on the incident

The language features are the use of adverb of time (last year, last holiday, yesterday), the use of simple past tense, the use of action verb (walked, swept).

**TASK 3      Read the text in Task 2 once again and answer the following questions. Discuss the answers with your teacher.**

1. Who are the characters?
2. What did they do after holidays?
3. Did they meet a lot of people at the beach?
4. How was the ocean?
5. Why were there not many people there?
6. What did they buy there?
7. What is the synonym of “dip”?
8. What did they feel finally?
9. What is the text about?
10. What is the generic structure of the text?
11. What is the communicative purpose of the text?

**TASK 4      Study the rule below with your teacher.**

In the text “My Day at the Beach”, you find the following sentences

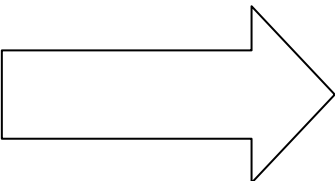
- ❖ Last week my friend and I were bored.
- ❖ It was quite windy.
- ❖ There were not many people there.

Those sentences are in the form of simple past tense. It uses the verb II of “be” followed by adjective or noun.

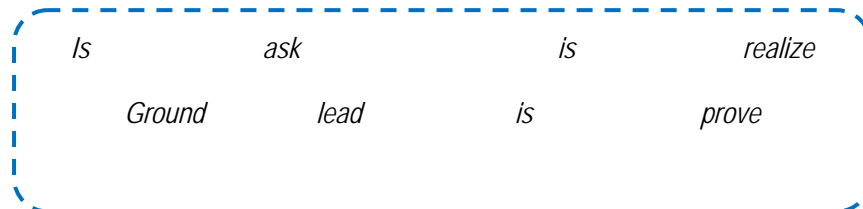
**TASK 5** Work in pairs to change the Verb I on the left column to the Verb II on the right column.

<b>Verb I</b>		<b>Verb II</b>
1. I am tired.		
2. She is very happy.		
3. We are in the classroom.		
4. They are quite exciting		
5. He is totally exhausted		
6. There is no one there.		
7. There are many students		

**TASK 6** Complete the Verb I and II of the following sentences with your friend.

<b>Verb I</b>		<b>Verb II</b>
The student .... sick.		
Lina ... very disappointed.		
We ... in the school hall.		
I .... very proud of you.		
The weather ... sunny.		
It .... cloudy.		
My friends and I ... scared in the place.		
The film ... scaring.		

**TASK 7** In pairs, change the verbs to verb II and complete the text below using the Verb II. Then, rearrange the jumbled paragraphs below to be a good recount story.



### My Personal Experience

Once, my teacher ..... me in the library because I did not do my Biology homework. The teacher ..... me to read several books and make a summary about them.

When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

When I was in junior high school, I was not a very diligent student. In fact, I ..... quite lazy. I hated all the subjects that I took during school, especially science. For me science ..... very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

After I read the book, I ..... that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.

I learned from the book about Edward Jenner. He ..... an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria ..... him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also ..... that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

**TASK 8**                      **Work independently and change the verb in the bracket into verb II and then answer the following questions**

**Our Trip to the Blue Mountain**

On Friday, we (go) to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and tennis court. On Saturday, we (see) the Three Sisters and we went on the scenic railway. It (is) scary. Then, mom and I went shopping with Della. We went to some antique shops and I (try) on some old hats.

On Sunday, we went on the scenic skyway and it rocked. We saw cockatoos having shower. In the afternoon, we went home.

**Questions!**

1. Where did they go?
2. How is Della's house?
3. It has a big garden. The word "it" refers to ...
4. When did they go to scenic railway?
5. What made the writer scared?
6. Did they buy some old hats??
7. Where did they try old hats?
8. What is the synonym of "scary"?
9. When did they leave Della's house?
10. When did they arrive in Della's house?

**TEACHING MATERIAL IV****TASK 1**      **Answer the following questions orally.**

1. Have you ever got stomachache?
2. What was the cause?
3. How did you feel?
4. What did you do then?

**TASK 2**      **Read the following text, and then guess the meaning of the words based on the context. You may use your dictionary and discuss with your teacher.****Getting Stomachache**

I went to Rahman's house yesterday to do homework. I went there with Dodi. After finishing the homework, Rahman made *rujak*. Rahman likes spicy food, so he made it very spicy. Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating it. The *rujak* was very tasty, although it was spicy. I ate it too much. The next morning I got stomachache and I could not go to school.

*(Adapted from: English in Focus)*

No.	Word	Meaning
1.	went (verb)	
2.	tasty (adjective)	
3.	stomachache(noun)	
4.	Ache (noun)	
5.	restrain (verb)	
6.	spice (noun)	
7.	made (verb)	
8.	spicy (adjective)	
9.	ate (verb)	

Notes:

The text in Task 2 is a **recount** text. It focuses on sequence of events.

Check the previous notes in the third material to review the purpose, generic structure, and language features of a recount text.

**TASK 3**      **Read the text in Task 2 once again and answer the following questions. Discuss the answers with your teacher.**

1. When did the writer go to Rahman's house?
2. Why did the writer go to there?
3. ... **he** made it very spicy. The bold refers to ...
4. Whom did the writer go with?
5. Who made *rujak*?
6. I could not restrain myself from eating **it**. The bold word refers to ...
7. Is the writer used to eating spicy food?

8. How was the *rujak*?
9. What can you take from the story?
10. Why did the writer not go to school the next morning?

**TASK 4** State the following statements whether it is true (T) or false (F) and give explanation if it is false.

No.	Statement	T/F	Explanation
1.	The writer went to his friend's house alone.		
2.	The writer is used to eating spicy food.		
3.	They were going to the writer's house to do homework.		
4.	They made <i>rujak</i> after learning.		
5.	The writer did not go to school the next day.		

**TASK 5** Review the rule in Task 4 in the previous material. In pairs, complete the blank spaces with the correct verbs provided.

<i>Was</i>	<i>team</i>	<i>rules</i>
	<i>Practiced</i>	<i>coach</i>
<i>won</i>	<i>was</i>	<i>warned</i>

## My Football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I ..... in school field with my team and my ..... They were strong and smart players. My coach, Mr Sentana ..... a kind person. But, while he was coaching us, he ..... very discipline. He would ground anyone who came late and did not obey the team's .....

With Mr Sentana, our team ..... many tournaments in many big cities. Our .... named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents ..... me to pay attention more to my study, football is just for hobby.

**TASK 6**      **Discuss with your friends what the following bold words refer to, then write in which sentences you find.**

Words	What it refers to	Supporting sentences
<b>my</b> team		
<b>our</b> team		
<b>he</b> was coaching		
<b>They</b> were strong		
<b>we</b> had many fans		

**TASK 7** State the following statements whether it is true (T) or false (F) and give explanation if it is false.

No.	Statement	T/F	Explanation
1.	There was no coach in the school.		
2.	They practiced twice a week.		
3.	The school team won many tournaments.		
4.	The coach was good person.		
5.	Mr.Sentana was not a diligent to coach.		

**TASK 8** Answer the following questions carefully. You may discuss with your friends.

1. What is the above text about?
2. Can you tell the orientation part of the text?
3. What did they do every Saturday afternoon?
4. Who was the team's coach?
5. Why could they win many tournaments?
6. Did they practice three times a week?
7. How was the coach?
8. What is the main duty of the writer as the parents said?
9. What would the coach do to the team's member who came late?
10. What can you take from the story ?

**TASK 9**      **Work independently to find a recount text. Then complete the following tables based on your own recount text.**

Words	What it refers to	Supporting sentences

No.	Word	Meaning
1.	..... (verb)	
2.	..... (adjective)	
3.	.....(noun)	
4.	..... (noun)	
5.	..... (verb)	
6.	..... (noun)	
7.	..... (verb)	
8.	..... (adjective)	
9.	..... (verb)	

# **APPENDIX B: LESSON PLANS**

## LESSON PLAN I

<b>Name of the school</b>	: SMP N 1 KRANGGAN, TEMANGGUNG
<b>Subject</b>	: English
<b>Class</b>	: VIII A (Experimental Group)
<b>Standard of Competence</b>	: 11. Comprehending the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.
<b>Basic Competence</b>	: 11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.
<b>Kind of Text</b>	: Narrative Text
<b>Time Allocation</b>	: 4 X 40 minutes (2 meetings)

### I. Learning Objective

At the end of the session the students are able to comprehend narrative texts accurately and appropriately using simple past tense.

### II. Achievement Indicators

- The students know the use and the pattern of the simple past tense.
- The students can differentiate the use of regular and irregular verbs in the simple past tense.
- The students know the term reading strategy – SQ3R and can apply it.
- The students know the type of narrative text, the social function, and the generic structure.

### III. Instructional Material

- Narrative Text
- List of irregular verbs

- SQ3R worksheet

#### **IV. Teaching method:** Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

#### **V. Teaching activities**

##### **Pre-Activity**

##### **Opening**

- greeting
- praying
- checking the attendance list

##### **Main activity**

##### **a. BKOF (Building Knowledge of the Field)**

The teacher asks some questions to stimulate the students' motivation  
(Task 1)

##### **b. MOT (Modelling of Text)**

- The teacher explains the term reading strategy – SQ3R, model it to students.
- The students read a narrative text (Task 2) while practising the strategic reading – SQ3R and the teacher guides them. The students do survey towards the text, generate questions based on text, read the text while looking for the formulated questions, recite it through summarizing, and the last review. The students and teacher discuss what they have read and the strategy used. Teacher gives feedback about the strategic reading.
- The students try to answer some questions based on the text. The students and the teacher discuss the answer of the questions (Task 3).
- The teacher shows and introduces the purpose, the organization of the narrative text and also the model of verbal sentences used to express the activities done in the past using simple past tense. The students give brief explanation about the text type and sentence constructions used in simple past tense. The students differentiate the use of regular and irregular verbs in simple past tense (Task 4).
- The students listen and pay attention to the whole teacher's explanations about the narrative text and simple past tense.

### c. JCOT (Joint Construction of Text)

- The students do some exercises related to sentence constructions of the Simple Past Tense and the teacher guides them. The students and the teacher discuss the exercises (Task 5 & 6).
- The students in pairs fill the incomplete paragraphs, arrange the jumbled paragraphs into a text in the correct order. The students and the teacher discuss the paragraph in the correct order. The students practice strategic reading-SQ3R based on the text (Task 7).
- The students do exercises on jumbled words (Task 8).

### d. ICOT (Independent Construction of Text)

- Each student has to work independently reading text in Task 9 by using SQ3R and answer the questions.
- The students work individually on vocabulary and comprehension.
- The students submit their work to the teacher.

## Post-Activity

### A. Conclusion

The students have oral review for the lesson given. They answer the teacher's questions related to the strategic reading-SQ3R and pattern of sentence construction in the narrative text. Then, they have opportunity to ask any questions related to the topic.

### B. Closing

The teacher ends the class by leading a prayer and saying good bye to the students.

## VI. Learning Resources

- Murphy, Raymond. 1994. *English Grammar in Use*. New York: Cambridge University Press.
- Priyana, Joko dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Sadily, Hasan and Echols, John M. 2005. *An English-Indonesian Dictionary*. Jakarta: PT. Gramedia Pustaka Utama.

- Wardiman, Artono dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Students' handout
- [www.ceritarakyatnusantara.com](http://www.ceritarakyatnusantara.com)

**VII. Evaluation:**

For each correct answer with correct spelling is scored 2, correct answer with incorrect spelling is scored 1, no answer is scored 0.

Temanggung, April 2013

English Teacher,

Researcher,

Sudarmi, S.Pd.

Yuliana

NIP. 196601281994122002

NIM. 05202241060

## LESSON PLAN I

<b>Name of the school</b>	: SMP N 1 KRANGGAN, TEMANGGUNG
<b>Subject</b>	: English
<b>Class</b>	: VIII D (Control Group)
<b>Standard of Competence</b>	: 11. Comprehending the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.
<b>Basic Competence</b>	: 11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.
<b>Kind of Text</b>	: Narrative Text
<b>Time Allocation</b>	: 4 X 40 minutes (2 meetings)

### **I. Learning Objective**

At the end of the session the students are able to comprehend narrative texts accurately and appropriately using Simple Past Tense.

### **II. Achievement Indicators**

- The students know the use and the pattern of the simple past tense.
- The students can differentiate the use of regular and irregular verbs in the simple past tense.
- The students know the type of narrative text, the social function, and the generic structure.

### **III. Instructional Material**

- Narrative Text

- List of irregular verbs

#### **IV. Teaching method:** Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

#### **V. Teaching activities**

##### **Pre-Activity**

##### **Opening**

- greeting
- praying
- checking the attendance list

##### **Main activity**

##### **a. BKOF (Building Knowledge of the Field)**

The teacher asks some questions to stimulate the students' motivation  
(Task 1)

##### **b. MOT (Modelling of Text)**

- The students read a narrative text (Task 2) and the teacher guides them.
- The students try to answer some questions based on the text. The students and the teacher discuss the answer of the questions (Task 3).
- The teacher shows and introduces the purpose, the organization of the narrative text and also the model of verbal sentences used to express the activities done in the past using simple past tense. The students give brief explanation about the text type and sentence constructions used in simple past tense. The students differentiate the use of regular and irregular verbs in simple past tense (Task 4).
- The students listen and pay attention to the whole teacher's explanations about the narrative text and simple past tense.

##### **c. JCOT (Joint Construction of Text)**

- The students do some exercises related to sentence constructions of the Simple Past Tense and the teacher guides them. The students and the teacher discuss the exercises (Task 5 & 6).

- The students in pairs fill the incomplete paragraphs, arrange the jumbled paragraphs into a text in the correct order. The students and the teacher discuss the paragraph in the correct order. (Task 7).
- The students do exercises on jumbled words (Task 8).

#### **d. ICOT (Independent Construction of Text)**

- Each student has to work independently reading text in Task 9 and answer the questions.
- The students work individually on vocabulary and comprehension.
- The students submit their work to the teacher.

### **Post-Activity**

#### **A. Conclusion**

The students have oral review for the lesson given. They answer the teacher's questions related to the pattern of sentence construction in the narrative text. Then, they have opportunity to ask any questions related to the topic.

#### **B. Closing**

The teacher ends the class by leading a prayer and saying good bye to the students.

### **VI. Learning Resources**

- Murphy, Raymond. 1994. *English Grammar in Use*. New York: Cambridge University Press.
- Priyana, Joko dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Sadily, Hasan and Echols, John M. 2005. *An English-Indonesian Dictionary*. Jakarta: PT. Gramedia Pustaka Utama.
- Wardiman, Artono dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Students' handout
- [www.ceritakyatnusantara.com](http://www.ceritakyatnusantara.com)

**VII. Evaluation:**

For each correct answer with correct spelling is scored 2, correct answer with incorrect spelling is scored 1, no answer is scored 0.

Temanggung, April 2013

English Teacher,

Researcher,

Sudarmi, S.Pd.

Yuliana

NIP. 196601281994122002

NIM. 05202241060

## LESSON PLAN II

<b>Name of the school</b>	: SMP N 1 KRANGGAN, TEMANGGUNG
<b>Subject</b>	: English
<b>Class</b>	: VIII A (Experimental Group)
<b>Standard of Competence</b>	: 11. Comprehending the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.
<b>Basic Competence</b>	: 11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.
<b>Kind of Text</b>	: Narrative Text
<b>Time Allocation</b>	: 4 X 40 minutes (2 meetings)

### I. Learning Objective

At the end of the session the students are able to comprehend narrative texts accurately and appropriately.

### II. Achievement Indicators

- The students know the word classes.
- The students can detect references based on context.
- The students can apply reading strategy – SQ3R.

### III. Instructional Material

- Narrative Text
- SQ3R worksheet

### IV. Teaching method: Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

## **V. Teaching activities**

### **Pre-Activity**

#### **Opening**

- greeting
- praying
- checking the attendance list

#### **Main activity**

##### **a. BKOF (Building Knowledge of the Field)**

The teacher asks some questions to stimulate the students' motivation  
(Task 1)

##### **b. MOT (Modelling of Text)**

- The teacher review the term reading strategy – SQ3R, remodel it to students.
- The students read a narrative text (Task 2) while practising the strategic reading – SQ3R and the teacher guides them. The students do survey towards the text, generate questions based on text, read the text while looking for the formulated questions, recite it through summarizing, and the last review. The students and teacher discuss what they have read and the strategy used. Teacher gives feedback about the strategic reading.
- The students try to answer some questions based on the text. The students and the teacher discuss the answer of the questions (Task 3).
- The teacher review the purpose, the organization of the narrative text and also the model of verbal sentences used to express the activities done in the past using simple past tense. The students give brief explanation about the text type and sentence constructions used in simple past tense.
- The students do the next exercise and discuss the answer with the teacher (Task 4).

##### **c. JCOT (Joint Construction of Text)**

- The students do some exercises related to sentence constructions of the Simple Past Tense and references. The students practice strategic reading-

SQ3R based on the text. The teacher guides them. The students and the teacher discuss the exercises (Task 5 & 6).

- The students in pairs state whether it is true or false based on the text and give the reasons. The students and the teacher discuss the statements and the supporting sentences. (Task 7).
- The students answer questions based on the text. (Task 8).

#### **d. ICOT (Independent Construction of Text)**

- Each student has to work independently to find a narrative text in Task 9 and read it by using SQ3R and answer the questions.
- The students work individually on vocabulary and comprehension.
- The students submit their work to the teacher.

### **Post-Activity**

#### **A. Conclusion**

The students have oral review for the lesson given. They answer the teacher's questions related to the strategic reading-SQ3R, word classes and references. Then, they have opportunity to ask any questions related to the topic.

#### **B. Closing**

The teacher ends the class by leading a prayer and saying good bye to the students.

### **VI. Learning Resources**

- Murphy, Raymond. 1994. *English Grammar in Use*. New York: Cambridge University Press.
- Priyana, Joko dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Sadily, Hasan and Echols, John M. 2005. *An English-Indonesian Dictionary*. Jakarta: PT. Gramedia Pustaka Utama.
- Wardiman, Artono dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Students' handout
- [www.longlongtimeago.com](http://www.longlongtimeago.com)

**VII. Evaluation:**

For each correct answer with correct spelling is scored 2, correct answer with incorrect spelling is scored 1, no answer is scored 0.

Temanggung, April 2013

English Teacher,

Researcher,

Sudarmi, S.Pd.

Yuliana

NIP. 196601281994122002

NIM. 05202241060

## LESSON PLAN II

<b>Name of the school</b>	: SMP N 1 KRANGGAN, TEMANGGUNG
<b>Subject</b>	: English
<b>Class</b>	: VIII D (Control Group)
<b>Standard of Competence</b>	: 11. Comprehending the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.
<b>Basic Competence</b>	: 11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.
<b>Kind of Text</b>	: Narrative Text
<b>Time Allocation</b>	: 4 X 40 minutes (2 meetings)

### I. Learning Objective

At the end of the session the students are able to comprehend narrative texts accurately and appropriately.

### II. Achievement Indicators

- The students know the word classes.
- The students can detect references based on context.

### III. Instructional Material

- Narrative Text
- SQ3R worksheet

#### **IV. Teaching method:** Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

#### **V. Teaching activities**

##### **Pre-Activity**

##### **Opening**

- greeting
- praying
- checking the attendance list

##### **Main activity**

##### **a. BKOF (Building Knowledge of the Field)**

The teacher asks some questions to stimulate the students' motivation  
(Task 1)

##### **b. MOT (Modelling of Text)**

- The students read a narrative text (Task 2) and the teacher guides them.
- The students try to answer some questions based on the text. The students and the teacher discuss the answer of the questions (Task 3).
- The teacher review the purpose, the organization of the narrative text and also the model of verbal sentences used to express the activities done in the past using simple past tense. The students give brief explanation about the text type and sentence constructions used in simple past tense.
- The students do the next exercise and discuss the answer with the teacher (Task 4).

##### **c. JCOT (Joint Construction of Text)**

- The students do some exercises related to sentence constructions of the Simple Past Tense and references. The teacher guides them. The students and the teacher discuss the exercises (Task 5 & 6).
- The students in pairs state whether it is true or false based on the text and give the reasons. The students and the teacher discuss the statements and the supporting sentences. (Task 7).
- The students answer questions based on the text. (Task 8).

#### **d. ICOT (Independent Construction of Text)**

- Each student has to work independently to find a narrative text in Task 9, read it and answer the questions.
- The students work individually on vocabulary and comprehension.
- The students submit their work to the teacher.

#### **Post-Activity**

##### **A. Conclusion**

The students have oral review for the lesson given. They answer the teacher's questions related to the strategic reading-SQ3R, word classes and references. Then, they have opportunity to ask any questions related to the topic.

##### **B. Closing**

The teacher ends the class by leading a prayer and saying good bye to the students.

#### **VI. Learning Resources**

- Murphy, Raymond. 1994. *English Grammar in Use*. New York: Cambridge University Press.
- Priyana, Joko dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Sadily, Hasan and Echols, John M. 2005. *An English-Indonesian Dictionary*. Jakarta: PT. Gramedia Pustaka Utama.
- Wardiman, Artono dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Students' handout
- [www.longlongtimeago.com](http://www.longlongtimeago.com)

**VII. Evaluation:**

For each correct answer with correct spelling is scored 2, correct answer with incorrect spelling is scored 1, no answer is scored 0.

Temanggung, April 2013

English Teacher,

Researcher,

Sudarmi, S.Pd.

Yuliana

NIP. 196601281994122002

NIM. 05202241060

### LESSON PLAN III

<b>Name of the school</b>	: SMP N 1 KRANGGAN, TEMANGGUNG
<b>Subject</b>	: English
<b>Class</b>	: VIII A (Experimental Group)
<b>Standard of Competence</b>	: 11. Comprehending the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.
<b>Basic Competence</b>	: 11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.
<b>Kind of Text</b>	: Recount Text
<b>Time Allocation</b>	: 4 X 40 minutes (2 meetings)

#### I. Learning Objective

At the end of the session the students are able to comprehend recount texts accurately and appropriately.

#### II. Achievement Indicators

- The students know the use and the pattern of nominal sentences in the simple past tense.
- The students can apply reading strategy – SQ3R.
- The students know recount text, the social function, and the generic structure.

#### III. Instructional Material

- Recount Text
- SQ3R worksheet

#### IV. Teaching method: Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

## **V. Teaching activities**

### **Pre-Activity**

#### **Opening**

- greeting
- praying
- checking the attendance list

#### **Main activity**

##### **a. BKOF (Building Knowledge of the Field)**

The teacher asks some questions to stimulate the students' motivation  
(Task 1)

##### **b. MOT (Modelling of Text)**

- The teacher review the term reading strategy – SQ3R, remodel it to students.
- The students read a recount text (Task 2) while practising the strategic reading – SQ3R and the teacher guides them. The students do survey towards the text, generate questions based on text, read the text while looking for the formulated questions, recite it through summarizing, and the last review. The students and teacher discuss what they have read and the strategy used. Teacher gives feedback about the strategic reading.
- The students try to answer some questions based on the text. The students and the teacher discuss the answer of the questions (Task 3).
- The teacher shows and introduces the purpose, the organization of the recount text and also the model of verbal sentences used to express the activities done in the past using nominal sentences in simple past tense. The students give brief explanation about the text type and sentence constructions used in simple past tense. (Task 4).
- The students listen and pay attention to the whole teacher's explanations about the recount text and nominal sentences.

### c. JCOT (Joint Construction of Text)

- The students do some exercises related to sentence constructions of nominal sentences in Simple Past Tense and the teacher guides them. The students and the teacher discuss the exercises (Task 5 & 6).
- The students in pairs fill the incomplete paragraphs, arrange the jumbled paragraphs into a text in the correct order. The students and the teacher discuss the paragraph in the correct order. The students practice strategic reading-SQ3R based on the text (Task 7).

### d. ICOT (Independent Construction of Text)

- Each student has to work independently reading text in Task 8 by using SQ3R and answer the questions.
- The students work individually on vocabulary and comprehension.
- The students submit their work to the teacher.

## Post-Activity

### A. Conclusion

The students have oral review for the lesson given. They answer the teacher's questions related to the strategic reading-SQ3R and pattern of nominal sentence construction in the recount text. Then, they have opportunity to ask any questions related to the topic.

### B. Closing

The teacher ends the class by leading a prayer and saying good bye to the students.

## VI. Learning Resources

- Murphy, Raymond. 1994. *English Grammar in Use*. New York: Cambridge University Press.
- Priyana, Joko dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Sadily, Hasan and Echols, John M. 2005. *An English-Indonesian Dictionary*. Jakarta: PT. Gramedia Pustaka Utama.
- Wardiman, Artono dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Students' handout

**VII. Evaluation:**

For each correct answer with correct spelling is scored 2, correct answer with incorrect spelling is scored 1, no answer is scored 0.

Temanggung, April 2013

English Teacher,

Researcher,

Sudarmi, S.Pd.

Yuliana

NIP. 196601281994122002

NIM. 05202241060

## LESSON PLAN I

<b>Name of the school</b>	: SMP N 1 KRANGGAN, TEMANGGUNG
<b>Subject</b>	: English
<b>Class</b>	: VIII D (Control Group)
<b>Standard of Competence</b>	: 11. Comprehending the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.
<b>Basic Competence</b>	: 11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.
<b>Kind of Text</b>	: Recount Text
<b>Time Allocation</b>	: 4 X 40 minutes (2 meetings)

### I. Learning Objective

At the end of the session the students are able to comprehend recount texts accurately and appropriately.

### II. Achievement Indicators

- The students know the use and the pattern of nominal sentences in the simple past tense.
- The students know recount text, the social function, and the generic structure.

### III. Instructional Material

- Recount Text
- Worksheet

### IV. Teaching method: Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

## V. Teaching activities

### Pre-Activity

#### Opening

- greeting
- praying
- checking the attendance list

#### Main activity

##### a. BKOF (Building Knowledge of the Field)

The teacher asks some questions to stimulate the students' motivation  
(Task 1)

##### b. MOT (Modelling of Text)

- The students read a recount text (Task 2) and the teacher guides them.
- The students try to answer some questions based on the text. The students and the teacher discuss the answer of the questions (Task 3).
- The teacher shows and introduces the purpose, the organization of the recount text and also the model of verbal sentences used to express the activities done in the past using nominal sentences in simple past tense. The students give brief explanation about the text type and sentence constructions used in simple past tense. (Task 4).
- The students listen and pay attention to the whole teacher's explanations about the recount text and nominal sentences.

##### c. JCOT (Joint Construction of Text)

- The students do some exercises related to sentence constructions of nominal sentences in Simple Past Tense and the teacher guides them. The students and the teacher discuss the exercises (Task 5 & 6).
- The students in pairs fill the incomplete paragraphs, arrange the jumbled paragraphs into a text in the correct order. The students and the teacher discuss the paragraph in the correct order. (Task 7).

**d. ICOT (Independent Construction of Text)**

- Each student has to work independently reading text in Task 8 and answer the questions.
- The students work individually on vocabulary and comprehension.
- The students submit their work to the teacher.

**Post-Activity****A. Conclusion**

The students have oral review for the lesson given. They answer the teacher's questions related to the pattern of nominal sentence construction in the recount text. Then, they have opportunity to ask any questions related to the topic.

**B. Closing**

The teacher ends the class by leading a prayer and saying good bye to the students.

**VI. Learning Resources**

- Murphy, Raymond. 1994. *English Grammar in Use*. New York: Cambridge University Press.
- Priyana, Joko dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Sadily, Hasan and Echols, John M. 2005. *An English-Indonesian Dictionary*. Jakarta: PT. Gramedia Pustaka Utama.
- Wardiman, Artono dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Students' handout

**VII. Evaluation:**

For each correct answer with correct spelling is scored 2, correct answer with incorrect spelling is scored 1, no answer is scored 0.

Temanggung, April 2013

English Teacher,

Researcher,

Sudarmi, S.Pd.

Yuliana

NIP. 196601281994122002

NIM. 05202241060

## LESSON PLAN IV

<b>Name of the school</b>	: SMP N 1 KRANGGAN, TEMANGGUNG
<b>Subject</b>	: English
<b>Class</b>	: VIII A (Experimental Group)
<b>Standard of Competence</b>	: 11. Comprehending the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.
<b>Basic Competence</b>	: 11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.
<b>Kind of Text</b>	: Recount Text
<b>Time Allocation</b>	: 4 X 40 minutes (2 meetings)

### I. Learning Objective

At the end of the session the students are able to comprehend recount texts accurately and appropriately.

### II. Achievement Indicators

- The students know a particular meaning expressed in different grammatical forms
- The students can inferring context that is not explicit
- The students can apply reading strategy – SQ3R.

### III. Instructional Material

- Recount Text
- SQ3R worksheet

### IV. Teaching method: Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

## V. Teaching activities

### Pre-Activity

#### Opening

- greeting
- praying
- checking the attendance list

#### Main activity

##### a. BKOF (Building Knowledge of the Field)

The teacher asks some questions to stimulate the students' motivation  
(Task 1)

##### b. MOT (Modelling of Text)

- The teacher review the term reading strategy – SQ3R, remodel it to students.
- The students read a recount text (Task 2) while practising the strategic reading – SQ3R and the teacher guides them. The students do survey towards the text, generate questions based on text, read the text while looking for the formulated questions, recite it through summarizing, and the last review. The students and teacher discuss what they have read and the strategy used. Teacher gives feedback about the strategic reading.
- The students try to answer some questions based on the text. The students and the teacher discuss the answer of the questions (Task 3).
- The teacher review the purpose, the organization of the recount text and also the model of verbal sentences used to express the activities done in the past using simple past tense. The students give brief explanation about the text type and sentence constructions used in simple past tense.
- The students do the next exercise and discuss the answer with the teacher (Task 4).

##### c. JCOT (Joint Construction of Text)

- The students do some exercises related to sentence constructions of the Simple Past Tense and references. The students practice strategic reading-

SQ3R based on the text. The teacher guides them. The students and the teacher discuss the exercises (Task 5 & 6).

- The students in pairs state whether it is true or false based on the text and give the reasons. The students and the teacher discuss the statements and the supporting sentences. (Task 7).
- The students answer questions based on the text. (Task 8).

#### **d. ICOT (Independent Construction of Text)**

- Each student has to work independently to find a recount text in Task 9 and read it by using SQ3R and answer the questions.
- The students work individually on vocabulary and comprehension.
- The students submit their work to the teacher.

### **Post-Activity**

#### **A. Conclusion**

The students have oral review for the lesson given. They answer the teacher's questions related to the strategic reading-SQ3R, inference. Then, they have opportunity to ask any questions related to the topic.

#### **B. Closing**

The teacher ends the class by leading a prayer and saying good bye to the students.

### **VI. Learning Resources**

- Murphy, Raymond. 1994. *English Grammar in Use*. New York: Cambridge University Press.
- Priyana, Joko dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Sadily, Hasan and Echols, John M. 2005. *An English-Indonesian Dictionary*. Jakarta: PT. Gramedia Pustaka Utama.
- Wardiman, Artono dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Students' handout

**VII. Evaluation:**

For each correct answer with correct spelling is scored 2, correct answer with incorrect spelling is scored 1, no answer is scored 0.

Temanggung, April 2013

English Teacher,

Researcher,

Sudarmi, S.Pd.

Yuliana

NIP. 196601281994122002

NIM. 05202241060

## LESSON PLAN IV

<b>Name of the school</b>	: SMP N 1 KRANGGAN, TEMANGGUNG
<b>Subject</b>	: English
<b>Class</b>	: VIII D (Control Group)
<b>Standard of Competence</b>	: 11. Comprehending the meaning of short functional texts and short essays in the form of recount and narrative in the daily life context.
<b>Basic Competence</b>	: 11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.
<b>Kind of Text</b>	: Recount Text
<b>Time Allocation</b>	: 4 X 40 minutes (2 meetings)

### **I. Learning Objective**

At the end of the session the students are able to comprehend recount texts accurately and appropriately.

### **II. Achievement Indicators**

- The students know a particular meaning expressed in different grammatical forms
- The students can inferring context that is not explicit

### **III. Instructional Material**

- Recount Text
- worksheet

#### **IV. Teaching method:** Genre-Based Approach (BKOF- MOT- JCOT- ICOT)

#### **V. Teaching activities**

##### **Pre-Activity**

##### **Opening**

- greeting
- praying
- checking the attendance list

##### **Main activity**

##### **a. BKOF (Building Knowledge of the Field)**

The teacher asks some questions to stimulate the students' motivation  
(Task 1)

##### **b. MOT (Modelling of Text)**

- The students read a recount text (Task 2) and discussed with the teacher.
- The students try to answer some questions based on the text. The students and the teacher discuss the answer of the questions (Task 3).
- The teacher review the purpose, the organization of the recount text and also the model of verbal sentences used to express the activities done in the past using simple past tense. The students give brief explanation about the text type and sentence constructions used in simple past tense.
- The students do the next exercise and discuss the answer with the teacher (Task 4).

##### **c. JCOT (Joint Construction of Text)**

- The students do some exercises related to sentence constructions of the Simple Past Tense and references. The teacher guides them. The students and the teacher discuss the exercises (Task 5 & 6).
- The students in pairs state whether it is true or false based on the text and give the reasons. The students and the teacher discuss the statements and the supporting sentences. (Task 7).
- The students answer questions based on the text. (Task 8).

#### **d. ICOT (Independent Construction of Text)**

- Each student has to work independently to find a recount text in Task 9 and read it and answer the questions.
- The students work individually on vocabulary and comprehension.
- The students submit their work to the teacher.

#### **Post-Activity**

##### **A. Conclusion**

The students have oral review for the lesson given. They answer the teacher's questions related to inference. Then, they have opportunity to ask any questions related to the topic.

##### **B. Closing**

The teacher ends the class by leading a prayer and saying good bye to the students.

#### **VI. Learning Resources**

- Murphy, Raymond. 1994. *English Grammar in Use*. New York: Cambridge University Press.
- Priyana, Joko dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Sadily, Hasan and Echols, John M. 2005. *An English-Indonesian Dictionary*. Jakarta: PT. Gramedia Pustaka Utama.
- Wardiman, Artono dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan nasional.
- Students' handout

**VII. Evaluation:**

For each correct answer with correct spelling is scored 2, correct answer with incorrect spelling is scored 1, no answer is scored 0.

Temanggung, April 2013

English Teacher,

Researcher,

# **APPENDIX C: COURSE GRID**

## COURSE GRID OF CONTROL CLASS

Standard of Competence	Basic Competence	• Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
11. Comprehending the meaning of short functional texts and short simple texts in the form of narrative and recount in the daily life context.	11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.	<ul style="list-style-type: none"> <li>The students know the use and the pattern of the simple past tense.</li> <li>The students can differentiate the use of regular and irregular verbs in the simple past tense.</li> <li>The students know the type of narrative text, the social function, and the generic structure.</li> </ul>	Narrative Text	<ul style="list-style-type: none"> <li>Pre-activity</li> <li>Main activity: students read narrative text, students work on sequenced tasks</li> <li>Post activity</li> </ul>	4x40 Minutes	<ul style="list-style-type: none"> <li>Worksheet</li> <li>BSE, for Junior High School Students Year VIII</li> </ul>
		<ul style="list-style-type: none"> <li>The students know the word classes.</li> <li>The students can detect references based on context.</li> </ul>	Narrative Text	<ul style="list-style-type: none"> <li>Pre-activity</li> <li>Main activity: students read narrative text, students work on sequenced tasks</li> <li>Post activity</li> </ul>	4x40 Minutes	<ul style="list-style-type: none"> <li>Worksheet</li> <li>BSE, for Junior High School Students Year VIII</li> </ul>
		<ul style="list-style-type: none"> <li>The students know the use and the pattern of nominal sentences in the simple past tense.</li> <li>The students know recount text, the social function, and the generic structure.</li> </ul>	Recount Text	<ul style="list-style-type: none"> <li>Pre-activity</li> <li>Main activity: students read recount text, students work on sequenced tasks</li> <li>Post activity</li> </ul>	4x40 Minutes	<ul style="list-style-type: none"> <li>Worksheet</li> <li>BSE, for Junior High School Students Year VIII</li> </ul>
		<ul style="list-style-type: none"> <li>The students know a particular meaning expressed in different grammatical forms</li> <li>The students can inferring context that is not explicit</li> </ul>	Recount Text	<ul style="list-style-type: none"> <li>Pre-activity</li> <li>Main activity: students read recount text, students work on sequenced tasks</li> <li>Post activity</li> </ul>	4x40 Minutes	<ul style="list-style-type: none"> <li>Worksheet</li> <li>BSE, for Junior High School Students Year VIII</li> </ul>

## COURSE GRID OF EXPERIMENTAL CLASS

Standard of Competence	Basic Competence	• Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
11. Comprehending the meaning of short functional texts and short simple texts in the form of narrative and recount in the daily life context.	11.3 Responding the meaning and the rhetorical steps of the short essays in the form of recount and narrative accurately, fluently and appropriately in the daily life context.	<ul style="list-style-type: none"> <li>The students know the use and the pattern of the simple past tense.</li> <li>The students can differentiate the use of regular and irregular verbs in the simple past tense.</li> <li>The students know the term reading strategy – SQ3R and can apply it.</li> <li>The students know the type of narrative text, the social function, and the generic structure.</li> </ul>	Narrative Text	<ul style="list-style-type: none"> <li>Pre-activity</li> <li>Main activity: students learn SQ3R reading strategy and apply it during reading narrative text, students work on sequenced tasks</li> <li>Post activity</li> </ul>	4x40 Minutes	<ul style="list-style-type: none"> <li>SQ3R Worksheet</li> <li>BSE, for Junior High School Students Year VIII</li> </ul>
		<ul style="list-style-type: none"> <li>The students know the word classes.</li> <li>The students can detect references based on context.</li> <li>The students can apply reading strategy – SQ3R.</li> </ul>	Narrative Text	<ul style="list-style-type: none"> <li>Pre-activity</li> <li>Main activity: students review SQ3R reading strategy and apply it during reading narrative text, students work on sequenced tasks</li> <li>Post activity</li> </ul>	4x40 Minutes	<ul style="list-style-type: none"> <li>SQ3R Worksheet</li> <li>BSE, for Junior High School Students Year VIII</li> </ul>
		<ul style="list-style-type: none"> <li>The students know the use and the pattern of nominal sentences in the simple past tense.</li> <li>The students can apply reading strategy – SQ3R.</li> <li>The students know recount text, the social function, and the generic structure.</li> </ul>	Recount Text	<ul style="list-style-type: none"> <li>Pre-activity</li> <li>Main activity: students review SQ3R reading strategy and apply it during reading recount text, students work on sequenced tasks</li> <li>Post activity</li> </ul>	4x40 Minutes	<ul style="list-style-type: none"> <li>SQ3R Worksheet</li> <li>BSE, for Junior High School Students Year VIII</li> </ul>
		<ul style="list-style-type: none"> <li>The students know a particular meaning expressed in different grammatical forms</li> <li>The students can inferring context that is not explicit</li> <li>The students can apply reading strategy – SQ3R.</li> </ul>	Recount Text	<ul style="list-style-type: none"> <li>Pre-activity</li> <li>Main activity: students review SQ3R reading strategy and apply it during reading recount text, students work on sequenced tasks</li> <li>Post activity</li> </ul>	4x40 Minutes	<ul style="list-style-type: none"> <li>SQ3R Worksheet</li> <li>BSE, for Junior High School Students Year VIII</li> </ul>

# **APPENDIX D: STATISTICAL COMPUTATION**

## Validity & Reliability

### Case Processing Summary

		N	%
Cases	Valid	32	100
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.447	.450	45

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	27.16	15.140	.120	.437
B2	27.23	15.781	.061	.463
B3	27.10	14.890	.217	.425
B4	27.16	15.673	.028	.457
B5	27.26	15.265	.071	.444
B6	27.32	15.814	.068	.437
B7	27.16	14.406	.332	.407
B8	27.16	14.673	.254	.419
B9	27.06	15.329	.093	.441
B10	27.03	15.699	-.019	.453
B11	27.23	15.247	.079	.443
B12	27.03	15.166	.164	.433
B13	27.06	15.596	.008	.451
B14	27.32	15.426	.025	.451
B15	27.74	15.398	.101	.441
B16	27.23	15.781	.061	.463
B17	27.23	15.781	-.061	.463
B18	27.74	15.398	.101	.441
B19	27.26	14.931	.158	.431
B20	27.19	15.295	.071	.444
B21	27.26	14.931	.158	.431
B22	27.19	15.628	.019	.456
B23	27.19	14.028	.430	.392
B24	27.23	15.181	.096	.440
B25	27.16	14.873	.196	.427
B26	27.13	15.183	.116	.438
B27	27.26	14.598	.248	.418
B28	27.00	15.333	.125	.438
B29	27.29	15.146	.099	.440
B30	27.32	15.826	.074	.465
B31	27.23	15.647	.026	.458
B32	27.10	15.157	.135	.436
B33	27.10	15.357	.074	.443
B34	27.29	16.613	.265	.492
B35	27.74	16.265	.218	.472
B36	27.00	15.133	.201	.430
B37	26.94	15.729	-.004	.449
B38	27.19	14.095	.410	.395
B39	27.10	14.957	.196	.428
B40	27.58	14.652	.260	.418
B41	27.10	14.957	.196	.428
B42	27.55	15.723	-.044	.460
B43	27.16	15.740	-.046	.460
B44	27.55	14.723	.229	.421
aB45	27.48	15.391	.038	.449

## Descriptive Statistics

### 1. Control Group

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PreTest	32	100.0%	0	.0%	32	100.0%
PostTest	32	100.0%	0	.0%	32	100.0%

#### Descriptives

			Statistic	Std. Error
PreTest	Mean		25.03	.545
	95% Confidence Interval for Mean	Lower Bound	23.92	
		Upper Bound	26.14	
	5% Trimmed Mean		24.92	
	Median		24.00	
	Variance		9.515	
	Std. Deviation		3.085	
	Minimum		20	
	Maximum		32	
	Range		12	
	Interquartile Range		4	
	Skewness		.503	.414
	Kurtosis		-.543	.809
	PostTest	Mean		26.28
95% Confidence Interval for Mean		Lower Bound	25.21	
		Upper Bound	27.35	
5% Trimmed Mean			26.17	
Median			26.00	
Variance			8.789	
Std. Deviation			2.965	
Minimum			22	
Maximum			33	
Range			11	
Interquartile Range			4	
Skewness			.508	.414
Kurtosis			-.534	.809

## 2. Experimental Group

## Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PreTest	33	100.0%	0	.0%	33	100.0%
PostTest	33	100.0%	0	.0%	33	100.0%

## Descriptives

		Statistic	Std. Error
PreTest	Mean	24.76	.389
	95% Confidence Interval Lower Bound for Mean	23.96	
		Upper Bound	25.55
	5% Trimmed Mean	24.73	
	Median	25.00	
	Variance	5.002	
	Std. Deviation	2.236	
	Minimum	21	
	Maximum	29	
	Range	8	
	Interquartile Range	4	
	Skewness	.270	.409
	Kurtosis	-.751	.798
PostTest	Mean	29.70	.434
	95% Confidence Interval Lower Bound for Mean	28.81	
		Upper Bound	30.58
	5% Trimmed Mean	29.73	
	Median	29.00	
	Variance	6.218	
	Std. Deviation	2.494	
	Minimum	24	
	Maximum	34	
	Range	10	
	Interquartile Range	4	
	Skewness	-.095	.409
	Kurtosis	-.504	.798

## Inferential Statistics

### 1. Normality Test

#### Control Group

##### One-Sample Kolmogorov-Smirnov Test

		PreTest	PostTest
N		32	32
Normal Parameters <sup>a,b</sup>	Mean	25.22	26.72
	Std. Deviation	3.013	3.072
Most Extreme Differences	Absolute	.144	.130
	Positive	.144	.106
	Negative	-.098	-.130
Kolmogorov-Smirnov Z		.816	.738
Asymp. Sig. (2-tailed)		.518	.647

a. Test distribution is Normal.

b. Calculated from data.

#### Experimental Group

##### One-Sample Kolmogorov-Smirnov Test

		PreTest	PostTest
N		33	33
Normal Parameters <sup>a,b</sup>	Mean	27.70	30.94
	Std. Deviation	2.616	2.164
Most Extreme Differences	Absolute	.122	.155
	Positive	.097	.155
	Negative	-.122	-.117
Kolmogorov-Smirnov Z		.700	.893
Asymp. Sig. (2-tailed)		.711	.402

a. Test distribution is Normal.

b. Calculated from data.

## 2. Homogeneity Test

### Control Group

#### Test of Homogeneity of Variances

Pre test

Levene Statistic	df1	df2	Sig.
.525 <sup>a</sup>	6	21	.783

a. Groups with only one case are ignored in computing the test of homogeneity of variance for control group.

#### Test of Homogeneity of Variances

Post test

Levene Statistic	df1	df2	Sig.
.506 <sup>a</sup>	6	21	.797

a. Groups with only one case are ignored in computing the test of homogeneity of variance for control group.

### Experimental Group

#### Test of Homogeneity of Variances

Pre Test

Levene Statistic	df1	df2	Sig.
1.615 <sup>a</sup>	8	21	.180

a. Groups with only one case are ignored in computing the test of homogeneity of variance for experimental group.

#### Test of Homogeneity of Variances

Post Test

Levene Statistic	df1	df2	Sig.
2.142 <sup>a</sup>	8	21	.775

a. Groups with only one case are ignored in computing the test of homogeneity of variance for experimental group

### Hypothesis Testing (ANCOVA)

**Between-Subjects Factors**

		Value Label	N
Treatment	1	pre-test	33
	2	post-test	32

**Between-Subjects Factors**

		Value Label	N
Treatment	1	pre-test	33
	2	post-test	32

**Tests of Between-Subjects Effects**

Dependent Variable: PostTest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	605.962 <sup>a</sup>	2	302.981	341.400	.000	.917
Intercept	12.651	1	12.651	14.256	.000	.187
PreTest	416.416	1	416.416	469.219	.000	.883
Treatment	219.130	1	219.130	246.917	.000	.799
Error	55.023	62	.887			
Total	51677.000	65				
Corrected Total	660.985	64				

a. R Squared = ,917 (Adjusted R Squared = ,914)

b. Computed using alpha = ,05

### Parameter Estimates

Dependent Variable:PostTest

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval		Partial Eta Squared
					Lower Bound	Upper Bound	
Intercept	2.336	1.118	2.089	.041	.101	4.570	.066
PreTest	.957	.044	21.661	.000	.868	1.045	.883
[Treatment=1]	3.678	.234	15.714	.000	3.210	4.145	.799
[Treatment=2]	0 <sup>a</sup>	.	.	.	.	.	.

a. This parameter is set to zero because it is redundant.

### 1. Grand Mean

Dependent Variable:PostTest

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
27.987 <sup>a</sup>	.117	27.753	28.221

a. Covariates appearing in the model are evaluated at the following values: PreTest = 24,8923.

### 2. Treatment

Dependent Variable:PostTest

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
pre-test	29.826 <sup>a</sup>	.164	29.498	30.154
post-test	26.148 <sup>a</sup>	.167	25.815	26.481

a. Covariates appearing in the model are evaluated at the following values: PreTest = 24,8923.

**APPENDIX E:  
THE READING  
TEST SCORES**

**The Score of the Control Group**

<b>NO.</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
1	ADKHONI MARTIANTO	27	28
2	AGAM YULFIAN	24	25
3	AJI RAHMAN SAEFUDIN	22	23
4	ANA PUJI ASTUTI	22	23
5	ANGGIK SARWANTO	27	28
6	AULINDRA RAJAHQ MUJONO	27	28
7	AYU ANDIRA APRILIA	23	25
8	BRIAN WIJAYA	30	31
9	DIAZ ANOM PRASETIA	22	23
10	DIFA SEPTI PUTRI	28	29
11	DINA SAFITRI	27	28
12	DITA DWI KARLINA	20	22
13	DWI MAHELLA SOLEKHA	28	30
14	DWITA OKTAVIANI	28	29
15	EKA DIAH LESTANTI	29	30
16	EKA PUJI YULIANI	27	28
17	EKO HERMANTO	21	23
18	ERI FANDIKA	26	27
19	FADHILATUL CHOIR	25	26
20	HENDRIYANSAH	31	32
21	JEQI NUR LATIFAH	23	25
22	KHOFIFAH	24	25
23	MUH.GALANG PRADANA	24	26
24	MIFTAHUDIN ANWAR	21	22
25	PINANTU RESTU WICAKSONO	23	24
26	RADITYA DWI P.	23	24
27	RINDANG DWI ARYANTO	23	24
28	RISKI PANGESTU	32	33
29	SEPTI MILLATUN NIKMAH	22	23
30	SISKA RISKI HANIFAH	23	25
31	WAHYU CAHYO IMAM	24	26
32	WISNU WIDYANTARA	25	26

### The Score of the Experimental Group

NO.	NAME	PRE-TEST	POST-TEST
1	ABIDIN	22	28
2	ADY SUSANTO	28	33
3	AJENG OKTARANI	26	30
4	ANI MUJIYANTI	23	29
5	ARI SURYANI	29	34
6	ARIF NUR ROHMAN	25	30
7	DANDI KARUNIA P.	24	31
8	DESTA ALMAYIDA W.S.	25	28
9	DIAS RATNANINGSIH	29	33
10	DIKA FURYANI	26	33
11	DWI AGUNG PRASTIO	27	30
12	DWI RATNA LUSIA	23	29
13	EMI LESTARI NURYANAH	25	29
14	FAKHRI AFIF	21	26
15	FARDANI AHMAD M.	27	32
16	GANGGA ALAMSYAH	25	28
17	GUNTUR FEBRIYANTO	23	28
18	IMAM DANU WILOPO	24	29
19	ISNAINI NUR KHALIFAH	23	28
20	JIHAN YOSELGA B.	25	32
21	KHOFIFAH WIDYA P.	21	24
22	KRISNA NURAFISA	24	30
23	LEANTI NURFRANDENI S.	24	28
24	MEYLIA DAMAYANTI	28	34
25	NINGSIH WIGATI	23	26
26	REZKY CAHYA P.R.	28	32
27	RISKIKA AYU F.	26	32
28	SAIFUL ARIFIN	24	29
29	SITI MUNADATIN	27	31
30	SOLECHAH DEWI RAHMAWATI	23	28
31	TYAS PUJI LESTARI	22	28
32	WIDYA YULIASARI	25	32
33	YUDA FAHRUROZI	22	26

# **APPENDIX F: DOCUMENTATION**

### The Experimental Group (Class A)



The students were doing the pre-test.



The students were learning the SQ3R strategy



The students were doing exercises



The students were having the post-test.

### The Control Group (Class D)



The students were doing the pre-test.



The students were learning in the class



The students were doing exercises



The students were having the post-test.

**APPENDIX G:  
PERMISSION  
LETTERS**



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
 BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT  
 (BADAN KESBANGLINMAS)  
 Jl. Jenderal Sudirman No. 5 Yogyakarta - 55233  
 Telepon (0274) 551136, 551275, Fax (0274) 551137  
 YOGYAKARTA

Yogyakarta, 13 Maret 2013

Nomor : 074 / 380 / Kesbang / 2013  
 Perihal : Rekomendasi Ijin Penelitian

Kepada Yth.  
 Gubernur Jawa Tengah  
 Up. Kepala Badan Kesbangpol dan Linmas  
 Provinsi Jawa Tengah  
 Di  
 SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY  
 Nomor : 0264 / UN.34.12 / DT / III / 2013  
 Tanggal : 13 Maret 2013  
 Perihal : Permohonan Ijin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul : " THE EFFECT OF STRATEGIC READING ON THE READING COMPREHENSION ABILITY OF GRADE EIGHT STUDENTS OF SMP N 1 KRANGGAN, TEMANGGUNG IN THE ACADEMIC YEAR OF 2012 / 2013 ", kepada :

Nama : YULIANA  
 NIM : 05202241060  
 Prodi / Jurusan : Pendidikan Bahasa Inggris  
 Fakultas : Bahasa dan Seni UNY  
 Lokasi / Obyek : SMP N 1 Kranggan, Temanggung, Jawa Tengah  
 Waktu Penelitian : Maret s/d Mei 2013

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian;
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian dimaksud;
3. Melaporkan hasil penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni UNY;
3. Yang bersangkutan.



**PEMERINTAH PROVINSI JAWA TENGAH**  
**BADAN KESATUAN BANGSA POLITIK DAN PERLINDUNGAN MASYARAKAT**

JI. A. YANI NO. 160 TELP. (024) 8454990 FAX. (024) 8414205, 8313122

EMAIL : KESBANG@JATENGPROV.GO.ID

SEMARANG - 50136

**SURAT REKOMENDASI SURVEY / RISET**

**Nomor : 070 / 0603 / 2013**

- I. DASAR : 1. Peraturan Menteri Dalam Negeri Republik Indonesia No 64 Tahun 2011 Tanggal 20 Desember 2011.
2. Surat Edaran Gubernur Jawa Tengah. Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Gubernur DIY, Nomor 074 / 380 / Kesbang / 2013, Tanggal 13 Maret 2013.
- III. Pada Prinsipnya kami TIDAK KEBERATAN / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kabupaten Temanggung.
- IV. Yang dilaksanakan oleh :
1. Nama : YULIANA.
  2. Kebangsaan : Indonesia.
  3. Alamat : Karangmalang Yogyakarta .
  4. Pekerjaan : Mahasiswa.
  5. Penanggung Jawab : Dr Drs Agus Widyantoro, M.Pd.
  6. Judul Penelitian : The Effect Of Strategic Reading On The Reading Comprehension Ability Of Grade Eight Students Of SMP N 1 Kranggan, Temanggung In The Academic Year Of 2012 / 2013.
  7. Lokasi : Kabupaten Temanggung.
- V. KETENTUAN SEBAGAI BERIKUT :
1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
  2. Pelaksanaan survey / riset tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

PEMERINTAH PROVINSI JAWA TENGAH

KEMENTERIAN KEBANGSAAN, POLITIK DAN PERLINDUNGAN MASYARAKAT

JALAN TAMPARAK - 60 TELUR (KOR. 5164290) PAJ. (2024) 8114205, 8313422

EMAS LITERASI (GGJATENGPROVINDO)

55141 - 50114

2

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol Dan Linmas Provinsi Jawa Tengah.

VI. Surat Rekomendasi Penelitian / Riset ini berlaku dari :

Maret s.d Juli 2013

VII. Demikian harap menjadikan perhatian dan maklum.

Semarang, 14 Maret 2013

an, GUBERNUR JAWA TENGAH  
KEPALA BADAN KESBANGPOL DAN LINMAS  
PROVINSI JAWA TENGAH



**Drs. ACHMAD ROFAI, MSI**  
Pemuda Utama Muda  
NIP. 195912021982031005

V. KETENTUAN SUBAGAI BERIKUT :

1. Sebelum melakukan kegiatan tersebut dahulu melaporkan kepada Pejabat Sasasaran / Lembaga swasta yang akan dijadikan obyek lokal untuk mendapatkan petunjuk seperunya dengan menunjukkan Surat Pembertujuan Id.
2. Pelaksanaan survey / riset tidak diizinkan gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dan sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan proposal. Tidak membahas masalah Politik dan / atau agama yang dapat menimbulkan



PEMERINTAH KABUPATEN TEMANGGUNG  
**KANTOR KESATUAN BANGSA DAN POLITIK**  
**KABUPATEN TEMANGGUNG**  
 Alamat : Jl. Sefia Budi No 1 Telp. (0293) 491048 Fax 491313 Kode Pos 56212  
**TEMANGGUNG**

**SURAT REKOMENDASI**

Nomor : 070 / 166 / 2013

- I. DASAR : Surat Edaran Gubernur Jawa Tengah Nomor 070 / 265 / 2004 tanggal 20 Pebruari 2004.
- II. MEMBACA : Surat dari Badan Kesbangpol dan Linmas Provinsi Jawa Tengah Nomor : 070/ 0603/2013 Tanggal 14 Maret 2013, Perihal Izin Pengambilan Data /Riset / Survy.
- III. Pada prinsipnya kami **TIDAK KEBERATAN** atas Permohonan Ijin Pengambilan Data / Riset yang akan dilaksanakan oleh :
- a. Nama : YULIANA.
  - b. NIM : -
  - c. Kebangsaan : Indonesia
  - d. Alamat : Margomulyo, Seyegan.
  - e. Pekerjaan : Mahasiswi.
  - f. Penanggung Jawab : Dr.Drs Agus Widyantoro,M.Pd.
  - g. Judul Penelitian : "The Effect of Strategic Reading on the Reading comprehension Ability of Grade Eight Students of SMP N 1 Kranggan, Temanggung in the Academic Year of 2012/ 2013".
  - h. Lokasi : Kabupaten Temanggung.

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / lembaga swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya.
2. Pelaksanaan Kegiatan tersebut tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu stabilitas pemerintahan.
3. Apabila kegiatan tersebut mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan.

4. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / lembaga swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya.
  5. Tidak membahas masalah politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.
  6. Surat Rekomendasi Survey / Riset / Penelitian/ Ijin Praktek ini dapat dicabut dan dinyatakan tidak berlaku apabila :
    - a. Pemegang Surat Rekomendasi Survey / Riset / Penelitian ini tidak mentaati / mengindahkan peraturan yang berlaku.
    - b. Obyek penelitian menolak untuk menerima Peneliti.
  7. Setelah melakukan Survey, supaya menyerahkan hasilnya kepada Kepala Kantor Kesatuan Bangsa, Politik dan Perlindungan Masyarakat Kabupaten Temanggung.
- IV. Surat Rekomendasi Survey / Riset / Penelitian ini berlaku dari :  
Tanggal 12 Maret s/d 12 Juli 2013
- V. Demikian untuk menjadikan maklum dan guna seperlunya

Temanggung, 12 Maret 2013

a.n KEPALA KANTOR KESBANGPOL



Tembusan : dikirim kepada Yth :

1. Bapak Bupati Temanggung ( Sbg. Laporan ) ;
  2. Kepala BAPPEDA Kab. Temanggung;
  3. Kepala Dinas Pendidikan Kab. Temanggung;
  4. Kepala SMP N 1 Kranggan;
  5. Yang bersangkutan ;
  6. Arsip.
-



PEMERINTAH KABUPATEN TEMANGGUNG  
DINAS PENDIDIKAN  
**SMP NEGERI 1 KRANGGAN**

Jalan Sanggrahan Kranggan Kab. Temanggung 56271 ☎ ( 0293 ) 493608  
Website : <http://smpn1krng-tmg.sch.id> gmail : [smpn1kranggan@gmail.com](mailto:smpn1kranggan@gmail.com)

SURAT KETERANGAN  
Nomor : 423.4 / 175 / 2013

Yang bertanda tangan di bawah ini :

Nama : PURWANTO, S Pd  
NIP : 19600403 198303 1 019  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 1 Kranggan

Dengan ini menerangkan bahwa :

Nama : YULIANA  
NIM : 05202241060  
Status : Mahasiswi Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni UNY

Telah melakukan penelitian dengan judul : " The Effect of Strafegic Reading – SQ3R On The Reading Comprehension Ability of the Grade Eight Students In SMPN 1 Kranggan In the Accademic year 2012 / 2013 " mulai bulan April sd bulan Mei 2013.

Demikian surat keterangan ini kami buat, dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Kranggan, 24 Mei 2013



PURWANTO, S Pd  
Pembina

NIP. 19600403 198303 1 019