IMPROVING STUDENTS' READING COMPREHENSION BY SURVEY, QUESTION, READ AND WRITE (SQRW) STRATEGY AT GRADE VIII SMP NEGERI 1 PANYABUNGAN

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Islamic Educational Scholar (S.Pd.I) In English

Written by
YASPIAH
Reg Number. 11 340 0089

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

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Assalamu'alaikum Wr. Wb.

    After reading, studying and giving advice for necessary revision on thesis belongs to **YASPIAH**, entitled *"Improving Students ' Reading Comprehension By Survey, Question, Read, and Write (SQRW) Strategy at Grade VIII SMP Negeri 1 Panyabungan "*, we assume that the thesis has been acceptable to complete the assignment and fulfil for the degree of Islamic Educational Scholar (S.Pd.I) in English.

    Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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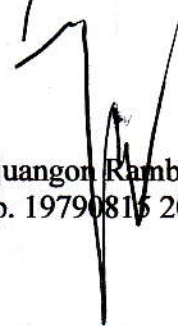Nip. 19840815 200912 1 005

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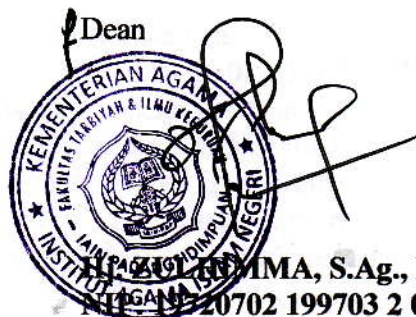Fax.(0634) 24022 KodePos 22733

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ABSTRACT

This research was talking about improving students' reading comprehension by Survey, Question, Read, and Write (SQRW) strategy at grade VIII SMP Negeri 1 Panyabungan. Most of students had low achievement in reading comprehension, students did not have many vocabulary, students did not have good strategy in reading. The problems were influenced by internal and external factors. The problems in internal factors were students' difficulties in identifying topic sentence, identifying supporting idea, identifying meaning of difficult word, identifying important information, and identifying conclusion. The problems in external factors were motivation, move to another chair, noisy, and asking permission. This research purposed to describe the students' achievement in reading comprehension and to identify the factors which influence students' reading comprehension by using survey, question, read, and write (SQRW) strategy at grade VIII SMP N 1 Panyabungan.

Research methodology that used in this research was classroom action research by implementing the Kemmis design which consisted of four steps as; planning, acting, observing, and reflecting. To solve the students' problems in reading comprehension, the researcher applied SQRW strategy. The researcher used two cycles; every cycle consisted of two meetings. Moreover, the participants of this research were the class of VIII (23 students) and there was collaboration with an English teacher. Meanwhile, the data was derived from reading comprehension tests, observation, and interview.

Based on the research result, showed the improvement mean score of the students. Students' score in cycle 1 was 53.69 (26.08%) and students' score in cycle 2 was 75.65 (69.56%). From the students' mean score in cycle 1. It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that by using SQRW strategy improve students' reading comprehension.

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بسم الله الرحمن الرحيم

In the name of Allah, the Beneficent and the Merciful

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May Allah, the Almighty bless them all, Aamiin.

Padangsidimpuan,   Desember 2015

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is very important in many aspects in life. Some of important of reading are; activating mind, get a lot of knowledge about many things in the world such as sciences, technology, sport, arts, cultures, religious, and give us pleasure too. Reading is the most important skill for English learners. In reading, the readers can explore new thing, activated their brain, and making the good one in mind. These important are explained in the following paragraph.

The first, the readers can explore new things. Through reading they explore new information, new ways to solve a problem, new ways to achieve one thing. They also might find their hobbies within it. It means reader can get much information through exploring new information to improve their hobbies.

The second, reading made the brain relax, it means that there was something mentally relieving about turning the mind over to a story or riveting subject matter. then, reading as a vacation from regular rattle and hum of the brain, and there was a relaxing effect that happened when readers allow their brain waves to syncs with their eye movement in the act of reading.

Last, reading is making the good one in mind. In reading, make brain to be fresh and grow up with remembering, analyzing, synthesizing information.

Because of reading gives the best effect after reading, the knowledge help continuing life with adding information from reading and everyone that takes reading more will develop theirs selves, thinking, and ability.

Some important of reading above show that people must pay attention to their reading and don't underestimate it. Reading should be mastered by everybody, more over students. Based on the interview, the researcher got the information from one of the teachers of English subject that students at Grade VIII SMP N 1 Panyabungan have problem on reading comprehension. It can be seen based on illustration below:

The first, when the researcher asked the English teacher of SMP N 1 Panyabungan. She said that the Students reading comprehension is low.[1] Based on KKM of English subject the passing grade in the examination is 75. But, the data found in of some students at grade VIII of SMP N 1 Panyabungan reveals the average is 70. [2] So, students reading comprehension does not fulfill the expectation.

The second, in addition the students' also have difficulty in understanding the texts or to get the information from the texts when they read because they are lack of vocabulary and some of difficult words found in the text. Sometime the

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[1]Khalijah Lubis, English Teacher at SMP N 1 Panyabungan, *Private Interview.* (December 22, 2014 at 09.00 a.m).

[2]Students' school report card at SMP N 1 Panyabungan, *Private Document.* (December 23, 2014 at 11.30 a.m).

students get wrong information from the texts and appropriate with the intent or purpose of the author.

The third, students did not have a good strategy in reading. Students must have reading strategy to be easier and better to comprehend the text, because reading strategy is important for students and teacher, and reading strategy is way to reach goal in understanding text.

There are reading strategy that can be used to solve the students' problem in reading comprehension in the classroom, and also could increase the students' ability in reading, such as Skimming, Scanning, SQ3R (Survey, Question, Read, Recite, Review), PQ4R (Preview, Question, Read, Reflect, Recite and Review) and SQRW (Survey, Question, Read, and Write).

Skimming is reading strategies that can help students to read faster. An activity to take the point of something that we read, it tries to find out the important things from the text. Scanning is the strategies to read the detail information faster. SQ3R (Survey, Question, Read, Recite, and Review) is a systematic reading study procedure designed to be used with content are materials that are organized through the use of reading, underlining, and other format cues that highlights important topics. PQ4R (Preview, Question, Read, Reflect, Recite and Review) is strategy which provides students more active in organizing the information in their mind like identifying main ideas, and submitting the question, comprehending the information, memorizing and making summarize from a text. SQRW is a strategy for reading and taking notes from chapter in a textbook. Each

letter stands for one step in the strategy. The strategy hasn't been done. So, the researcher was interested to use SQRW strategy in this research because many advantages of SQRW that could be used in reading comprehension.

Based on strategies above, to solve the problem in reading, the researcher chose SQRW strategy. The reason of the researcher to choose the method is explained in the following paragraph. First, SQRW is to make students easier to survey or preview the title and introductory paragraph of the text, read, answer the questions, identify the important information and summarize the information. Second, the reader can prepare a written record of what they learned, the researcher record will be valuable when students have to participate in a class discussion and when students study for a test. The last, according to Mangrum SQRW can improve their reading efficiency in three ways; it increases their comprehension, crease their recall, building students' reading comprehension skill and it saves students valuable time by encouraging students to learn as students read.[3]

Based on this case, the researcher was interested in conducting a classroom action research (CAR) through the title "**IMPROVING STUDENTS' READING COMPREHENSION BY SURVEY, QUESTION, READ, and**

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[3] Stephen S. Strichart and Charles T. Mangrum, *Teaching Learning Strategies-and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders or Special Needs//*. (Browsed at April 18, 2015. Time 14.00 p.m).

WRITE (SQRW) STRATEGY AT GRADE VIII SMP NEGERI 1 PANYABUNGAN".

B. Identification of the Problem

There are some problems in this research. The first, the students' skill in reading comprehension was still low. The second, the students did not have many vocabulary. The third, the students did not have a good strategy in reading. From the problem above, the researcher only focus to solve their problem in reading comprehension by using strategy, where they were very difficult to comprehend the text because they did not use the strategy, when they was reading a text.

C. The Limitation of the Problem

The problem of reading English is very large. The researcher needs to limit of the problem which would be   investigated. This is done because the limitation of researcher, both in terms of fund and researcher time. Based on identification of the problem above, the researcher focuses on using reading strategies and reading comprehension. So that, this research about improving students reading comprehension by using survey, question, read, and write (SQRW) strategy on reading comprehension in narrative text at grade VIII first semester in Junior High School (SMP) Negeri 1 Panyabungan.

D. The Formulation of the Problem

The formulations of the problem are:

1. To what extent does Survey, Question, Read, and Write (SQRW) strategy improve students reading comprehension at Grade VIII SMP Negeri 1 Panyabungan?

2. What factors influence students' reading comprehension by using Survey, Question, Read, Write (SQRW) strategy at Grade VIII SMP Negeri 1 Panyabungan?

E. The Purpose of the Research

The purposes of this research are:

1. To identify that Survey, Question, Read, and Write (SQRW) strategy whether it can improve students' reading comprehension ability at Grade VIII SMP NEGERI 1 Panyabungan or not.

2. To identify the factors which influence students' reading comprehension ability by using Survey, Question, Read, and Write (SQRW) strategy at Grade VIII SMP NEGERI 1 PANYABUNGAN.

F. The Significances of the Research

The significances of the research are:

1. The result of this research is expected to be useful for English teacher in improving their ability especially in teaching reading by using Survey, Question, Read, and Write (SQRW).

2. The result of this research is expected to increase students' reading comprehension.

3. The result of this research is also expected to develop all information and knowledge for those who are interested in doing research related to this research.

G. **Definition of Key Terms**

1. Students

    According to Oxford students is a person who studying at a university or collage.[4] Based on the definition above students is someone that study at school or education unit in formal and informal education.

2. Reading Comprehension

    Reading is an active process which consists of recognition and comprehension skill. Reading is receptive skills; it is transactional between a reader and writer. So, reading is interactive process that happens in human minds to reconstruct the meaning to get information for what they have read. Comprehension is the ability to understand the meaning from written or spoken language. So, reading comprehension is process communication between the readers and the writer to understanding the text in reading comprehension.

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[4]Sally, Wehmeier, *Oxford Advanced Learner's Dictionary* (University Press: Market, 2008), p. 11.

3. Survey, Question, Read, and Write (SQRW)

SQRW (Survey, Question, Read, and Write) is a strategy that to help students better comprehends written material. It is strategies that help to focus on their reading. Before students actually start reading a chapter students first survey the chapter. Students read the chapter title, introduction, headings and the summary or conclusion at the end of the chapter. When the students survey, students also review any picture, graphs, maps, or tables in the chapter. The question is to help students to focus and give reading purpose and make students easier to get information.[5]

Based on the definition above it can be concluded that SQRW strategy is the strategy to make students more comprehend and easy to get the information from the text.

H. Outline of Thesis

The systematic of this research is divided into five chapters. Each chapter consists of some sub chapters with detail as follow:

Chapter I discussed of Introduction; consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significances of the research, and definition of key term.

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[5]Candace, Hines, *SQRW Strategy,* http://www.readingstrategy//, (retrieved on November 22, 2014 at 13.00 p.m).

Chapter II contained about theoretical description which some sub theory about reading comprehension, SQRW (survey, question, read, and write) strategy, review of related findings, conceptual framework, and hypothesis.

Chapter III was about research methodology that consisted of place and time of the research, research design, participant, instrument of collecting data, procedures of the research, and technique of data analysis.

Chapter IV was the result of the research; findings/data presentation, discussion, and threats of the research.

Chapter V was about the conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTIONS

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading Comprehension

1) Reading

Reading is an interactive process between the reader and the text. According to David Nunan stated that, Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.[1] Reading is a complex process, it involves much more that adding word meaning together. Reading involves not only understanding ideas, but also recognizing the relationship and structures among ideas.[2]

It can be concluded that, reading is the interactive process that happens in human minds to reconstruct the meaning or to get the information for what they have read.

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[1]David Nunan. *Practical English Language Teaching* (New York: Mc Grow Hill, 2003) p. 68.
[2] Kathlen T. Mc. Whorter. *Efficient and Flexible Reading* (Harper Collins Publisher, 1992) p.165.

According to Harris, reading is meaningful interpretation of written or printed verbal symbols.[3] It can apply also to the interpretation of mathematical symbols, musical notation, codes, and other symbolic systems. Next, reading is a process involving meaning is self-evident, but it can hardly be overemphasized that meaningful response is the very heart of the reading process.[4] It can and should embrace all types of thinking, evaluating, judging, imagining, reasoning, and problem solving.

From all of explanation above researcher concluded that reading is an activity the reader to get information from text or reading is a process communication from the writer to the reader for understanding what means of writer.

2) Comprehension

Comprehension is the ability to understand the meaning from written or spoken language. Jack C. Richards said that comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text), raising students awareness of main ideas in a text and

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[3] Albert J. Harris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3.
[4] *Ibid.,* p.3-4.

exploring the organization of a text are essential for good comprehension.[5]

It can be concluded that, comprehension is an ability to understand and also construct the meaning or purpose in written or spoken language as an alternative of the material before answering a question from a text.

Next, Comprehension is activities are require students to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question. The comprehension or understanding may be evidenced by oral, written, pictorial, or concrete presentation.[6]

Based on the explanation above, the researcher concludes that comprehension is a process in which the reader may construct meaning by interacting with the text.

3) Reading Comprehension

Reading comprehension is a complex skill includes understanding the text and the component inside. According to Goodman in Otto states "reading comprehension is an interaction between thought and language and bases evaluation of success in

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[5]Jack C. Richards. *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p. 277.

[6]Donald C. Orlich, *Teaching Strategies A Guide to Better Instruction* (D. C. Heath and Company:Texington Massachusets Toronto), p. 87.

comprehension on the extent to which the readers' reconstructed message agrees with the writers' intended message".[7]

It means that reading comprehension not only understands the text, but the reader must reconstruct message what the writer grafts in a text.

Next, Reading comprehension is the understanding, evaluating, and utilizing an ideas gained through and interaction between reader and author.[8] Here, the reading comprehension involves mental operations applied by the reader.

Last, Roebl states that reading comprehension is an ability to understand what the readers read where words have context and texts have meaning.[9] The words or text that relate to the context, the reader interprets it firstly to get the factual interpretation or in reading. The readers' background knowledge also helps the reader to get the comprehension in reading.

Based on the explanation above the researcher can be concluded that reading comprehension is a constructive process the visual information and corrects it with information in the text.

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[7] Wayne Otto, et. al., *How to Teaching Reading* (Philippines: Addison-Wesley Publishing Company, 1979), p. 151.

[8] Nil B. Smith and H. Alan Robinson, *Reading Instruction for Today's Children* (Englewoo Cliffs: 1980), p. 205.

[9] K. M. Roebl, *Developing Reading Comprehension Skills in EFL University Level Students* (St. John's University: Taiwane, 2003), p. 177.

Reading comprehension text must have interacting between the reader and the writer by having the same interpretation upon the text.

b. Importance of Reading

According to Harmer,[10] there are some importance of reading for students, such as:

1) Reading is useful for other purposes too; any exposure to English (provided students understand it more or less is good thing for language students).
2) Reading texts prepare good models for English writing.
3) Reading texts also prepare opportunities to study language, such vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and also texts.
4) Reading can introduce interesting topics, stimulate discussion, and excite imaginative responses and also fascinating lessons.

Therefore, reading is very important for all of people not only for students' life. In reading, all of people can know everything that happening in the world and also can make to be a critical reader in social life.

c. Characteristic of Reading

A good way to understand reading is to consider what is required for fluent reading and characteristic of reading. According to Douglas Brown that the characteristic of reading are:

1) Identify your purpose of reading text.
2) Apply spelling rules and convention for bottom up decoding.
3) Use lexical analysis (prefixes, roots, suffixes) to determine meaning.

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[10] Jeremy Harmer, *How to Teach English* (England: Longman, 1998), p. 68.

4) Guess at meaning (of words, idiom, etc) when you are not certain.
5) Skim the text for the gist and for main ideas.
6) Scan the text for specific information (name, date, keyword).
7) Use silent reading techniques for rapid processing.
8) Use marginal notes, outlines, chart or semantic maps for understanding and retaining information.
9) Distinguish between literal and implied meanings.
10) Capitalize on discourse markers to process relationship.[11]

Based on explanation above, many characteristic in teaching reading comprehension, but the purpose of the experts is same. Therefore, the teacher should know the characteristic in teaching reading.

d. Kinds of Reading

According to harmer there are two kinds of reading related to its purpose; those are intensive reading and extensive reading.

1) Intensive Reading

Harmer defined that the reading activity focuses to learn composition of the text which is the variants of the text depends on the purpose of the reader. In other words, studying the construction of the text which has a certain purpose by the reader can be read intensively.[12]

Moreover, Nuttal explained about intensive reading as the activity that needs a guidance to make the students understand the

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[11]H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (United Stated of America: Longman, 2004), p. 188.
[12]Jeremi Harmer, *How Teach English* (Essex: Pearson Education Limited, 2007), p. 38.

text which is the reading goal is not only understanding the text but also knowing more detail about words are produced.[13]

2) Extensive Reading

   After the explanation about the intensive reading, continue focus to the extensive reading. Harmer explained that "the term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. It means that, the time for reading as usual and can be done wherever the students are beside the classroom. From explanation above there are two kinds of reading, they are intensive and extensive reading.

e. Types of Reading

   According to Albert J. Harris there are three types of reading related to its purpose; those are Developmental, functional, and recreational.[14]

1) Developmental Reading

   a) Skill in the mechanics of reading

      (1) Development of a large sight vocabulary.

      (2) Development of skill in identifying unfamiliar words.

      (3) Development of good eye-movement habits.

      (4) Development of proper habits of posture, holding books, and so on.

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[13]Christine Nuttal, *Teaching Reading Skill* (London: Macmillan Publisher, 2005), p. 38.
[14]Albert J. Harris, *How to Increase Reading Ability,* p. 9-10.

(5) Development of speed and fluency in silent reading.

(6) Development of oral reading skills; phrasing, expression, pitch, volume, enunciation.

b) Skill in reading comprehension

(1) Acquisition of a rich, extensive, and accurate vocabulary.

(2) Ability to grasp the meaning of units of increasing size; phrase, sentence, paragraph, whole selection.

(3) Ability to find answers to specific questions.

(4) Ability to select and understand main ideas.

(5) Ability to understand a sequences of events.

(6) Ability to note and recall details.

(7) Ability to grasp the organization of the author's plan.

(8) Ability to follow directions accurately.

(9) Ability to evaluate what one reads.

(10) Ability to remember what one has read.

2) Functional Reading

a) Ability to locate needed reading material

(1) Use of index.

(2) Use of table of contents.

(3) Use of dictionary.

(4) Use of encyclopedia.

(5) Use of library card files.

(6) Use of other bibliographic aids.

(7) Use of skimming in search for information.

b) Ability to comprehend informational material

(1) Application of general comprehension skill listed under A, 2 above.

(2) Development of specific skill needed b special subject matter, e.g., reading of arithmetic problems, reading of maps, charts, and graphs.

c) Ability to select the material needed

d) Ability to organize what is read

(1) Ability to summarize.

(2) Ability to outline.

3) Recreational Reading

a) Development of interest in reading

(1) Enjoyment of reading as a voluntary leisure-time activity.

(2) Skill in selecting appropriate reading matter for oneself.

(3) Satisfaction of present interest and tastes through reading.

b) Improvement and refinement of reading interest

(1) Development of more varied reading interests.

(2) Development of more mature reading interests.

(3) Achievement of personal development through reading.

c) Refinement of literary judgment and taste

(1) Establishment of differential criteria for fiction and nonfiction, prose and poetry, and drama.

(2) Development of appreciation for style and beauty of language.

(3) Learning to seek for deeper symbolic messages.

Based on the explanation above, there are three types of reading, they are developmental reading, functional and recreational reading.

f. The Level of Comprehension

Reading with comprehension means reading with understanding. The comprehension of written language involves the knowledge of vocabulary, structure and the situation in which language used. Comprehension is the combination if knowledge among structure, vocabulary and situation on largely comprehension, because the same structure or vocabulary on the combination of them might have the different situation.

Smith in Wayne Otto said that there are four level of comprehension:

1) Literal comprehension
Literal comprehension is generally accepted as the most simple, basic, comprehension skills, and one that requires little thinking or reasoning.
2) Interpretation
Definitely involves thinking skill and readers requires to identify ideas and meaning that are not stated in the written text within the interpretive level, the form of language in a literature. So, it is easy to understand content and to differ between origin

language and literary language, the reader may make generalization determine cause and effect, identify motives, find relationship, predict ending, and make comparison.

3) Critical reading

When individuals read critically the evaluate what they read, that is way they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their ability of worth.

4) Creative reading

Creative reading going beyond what the author has written, applying ideas from the text to new situation and recombining the author's idea to form new creates something new ideas, the solution to a problem, a new way of looking at something from ideas gleaned from the text. [15]

From explanation above, it can be concluded that there are four level of comprehension; they are literal comprehension, interpretation, critical reading, and creative reading. So, in this research the researcher choose creative reading as a level of comprehension as an indicator.

g. Strategies for Reading Comprehension

The skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. There are micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension, as;

Below is the micro and macro skills in reading comprehension:[16]

Micro skills
1) Discriminate among the distinctive graphemes and orthographic patterns of English

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[15]Wayne Otto, *How to Teaching English.,* p. 152-153.

[16] H. Douglas Brown, *Language Assessment; Principles and Classroom Practices* (USA: Longman, 2004), p. 187-188.

2) Retain chunks of language of different lengths in short-term memory
3) Process writing at an efficient rate of speed to suit the purpose
4) Recognize a core of words and interpret word order patterns and their significance
5) Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralisation), patterns, rules and elliptical forms
6) Recognize that a particular meaning may be expressed in different grammatical forms
7) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.
   Macro skills
8) Recognize the theoretical forms of written discourse and their significance for interpretation.
9) Recognize the communicative functions of written texts, according to form and purpose.
10) Infer context that is not explicit by using background knowledge.
11) From described events, ideas, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
12) Distinguish between literal and implied meanings.
13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14) Develop 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.

Based on the explanation above, it can be concluded that there are seven micro skills and seven macro skills in reading comprehension.

h. Principles in Teaching Reading Comprehension

Principle is one of hand grip for teacher to teach in the classroom. All of subjects have principles; there are some principles in strategies in

reading comprehension and teaching reading comprehension. According

to Brown there are some principles in reading comprehension:

    1) Identify your purpose in reading text.
    2) Apply spelling rules and conventions for bottom-up decoding,
    3) Use lexical analysis (prefixes, roots, suffixes, etc.)to determine meaning.
    4) Guess at meaning (of words, idioms, etc.) when you aren't certain.
    5) Skim the text for the gist and for main ideas.
    6) Scan the text for specific information (names, dates, key words).
    7) Use silent reading techniques for rapid processing.
    8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
    9) Distinguishing between literal and implied meaning.
    10) Capitalize on discourse markers to process relationship.[17]

Based on explanation above, Principles in teaching reading

comprehension can be used by teacher in the classroom. Therefore, the

teacher should know the principles in teaching, especially in reading.

i. Reading Evaluation

Based on all explanation above, the researcher stated the indicators

of the research are follows:

1) Identify the topic from the text.

2) Identify supporting idea from the text.

3) Identify meaning of difficult word from the text.

4) Identify important information from the text.

5) Give summarizing/conclusion from the text.

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[17] H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 188.

It can be concluded that there are five indicators in reading comprehension; topic sentence, supporting idea, meaning of difficult word, important information, and conclusion.

2. SQRW (Survey, Question, Read, and Write)

a. Definition of SQRW Strategy

SQRW is a four-step strategy for reading and taking notes from chapters in a textbook. Each letter stands for one step in the strategy. Using SQRW will help you to understand what you read and to prepare a written record of what you learned. The written record will be valuable when you have to participate in a class discussion and again when you study for a test. It is an effective reading process, related to some techniques that usually help the readers not only to enjoy their reading but also to read and remember the main point.[18]

It can be concluded that, SQRW strategy is not only to help the students understand the text but also the students can remember learning material, especially in comprehending the difficulties of learning material and help the students to concentrate in a long time.

SQRW, it might sound sort of complex but its actually quite simple and straight forward. SQRW is a four-step strategy for reading and taking notes from chapters in a textbook that will help you better prepare for

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[18] Retrieved from *http//www.sqrwreadingstrategy.com//.* (Browsed at April 15, 2015. Time 16.00 p.m).

exams, better prepare for class discussion, improve your reading comprehension and help you learn better using textbooks.[19]

From explanation above it can be concluded that, by using SQRW strategy students can active in class discussion and there is an interaction between a teacher and the students and can make teaching and learning process more active.

b. Steps of SQRW strategy

SRQRW strategy stand for survey, question, read, and write.

1) Survey

Become familiar with the overall content and organization of the material you already learned this technique and know it as pre-reading. Get an idea of what the chapter is about by the reviewing the highlights:[20]

a) Read the title

b) Read introduction

c) Read Heading

d) Read Summary or conclusion

2) Question

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[19]Stephen S. Strichart and Charles T. Mangrum, *Teaching Learning Strategies-and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders or Special Needs//*. (Browsed at April 18, 2015. Time 14.00 p.m).
[20]*Ibid*.

This technique will help the reader focus precisely on what is to be found in that section and will also help to bring to the reader's mind the information her or she. Already knows about the topic. Moreover, the question that will be used in this step is who, what, where, when, why or how to change heading into question.

3) Read

The reader is to focus only on the main topic and the important supporting details that are needed to answer their question. Because the reader is seeking the answer to a specific question through this reading, she or he is actively involved in the perusal of the section and is not just passively moving the eyes across down the page.[21]

4) Write

After you've written down each question as well as the answer to each question review each question again to make sure you have completely answered the question. The main point in this step is to remember again what the information that has been learnt with asking and answering the question.

Based on the explanation above, by doing all of the step in SQRW can encourage students to read and feel confident about their ability to understand written text. SQRW is one of the good strategy can improve students' reading comprehension.

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[21]Wayne Otto, *How to Teaching Reading.,* p. 205.

c. Procedure of SQRW Strategy

The following are the procedure of SQRW strategy:[22]

1) The student glances quickly through the selection looking at key words and headings in order to get a general idea of the important concept covered by the selection.

2) To turn first, heading into a question.

3) Involves reading the first section in order to answer the question.

4) The reader attempts to reconstruct the answer the question.

5) The reader looks through the notes that have been made, nothing again the key points and the supporting details it.

Based on the explanation above, there are some procedure in teaching reading comprehension by using SQRW strategy in the classroom that make the teacher and the students know what the procedure in SQRW strategy.

B. **Review of Related Findings**

There are some related findings to this research. Many people had done research about English. These related findings discuss about strategy and method in English. First, Rizka Ummul Khaira, conducted a research which entitles "The Use of SQRW Strategy increasing students' ability in Narrative text at MA Darel Hikmah Pekanbaru". She tried to find out whether there is significant effect use of SQRW. In Pre- Test the ability of students in comprehending text is low. The

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[22]Ibid., p. 207.

mean score was 54.03. After that, with Using SQRW strategy the students; reading comprehension can increase the average of students was 19.2 % or score 62.[23]

The second, Arisan Jaya has researched about "Improving Students' Reading Comprehension by Using P2R (Preview, Read, Review) At Grade VIII Pondok Pesantren Al-Mukhlishin Lumut". The result of his research is students' reading comprehension has improved well by using P2R strategy. It based on the reading comprehension mean score in which was in cycle1 were 40, 80 and 51, 60 become 80, 80 and 92, 40 in cycle 2. In the other word, it has taken two cycles, four tests and for eight meetings.[24]

The last, Indah Permata sari had researched about "Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan. The result of this research is students' reading comprehension has improved well by using PQ4R strategy. It could be concluded that There were 5 students got 75 score, 6 students got 80 score, 5 student got 85 score, 4 students got 90 score, 2 students got 95 score, and 1 student got 100 score. Therefore, from 24 students in class VIII-8, 23 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there was one student who did not pass the Minimum Mastery

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[23] Rizka Ummul Khaira, "The Use of SQRW Strategy increasing students' ability in Narrative text at MA Darel Hikmah Pekanbaru" (*Unpublished Thesis,* UNRI Pekanbaru , 2011), p.35.

[24] Arisan Jaya, "Improving Students' Reading Comprehension by Using P2R (Preview, Read, Review) Strategy at Grade VIII Pondok Pesantren Al-Mukhlisisn Lumut" (*Unpublished Thesis,* STAIN Padagsidimpuan, 2013), p. 42.

Criterion (KKM) 75 score. The mean score in second cycle was 83.12 (95%). It showed that the students' reading comprehension by using PQ4R still into very good categories. By using PQ4R strategy, the students' reading comprehension achievement in class VIII-8 improved significantly.[25]

Summary, these researches are not yet found the same research with the researcher research for this now, especially for improving students' reading comprehension by using SQRW strategy. In other that, this research can increase the research in reading comprehension as a guidance or completeness to do a research in the next time.

C. **Conceptual Framework**

In education, reading is one of skills was very important. Reading could help students to understand for every material, especially in English material and the successful of reading comprehension depend on many factors. One of them is how the teacher teach to the student. The suitable strategy is very important to teach reading. Reading comprehension is the ability to understand information presented in written form. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. The relation of reading strategy on student's reading comprehension can be seen as follow

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[25]Indah Permata Sari, "Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan" (*Unpublished Thesis,* STAIN Padangsidimpuan, 2014), p. 80-81.

| Students reading comprehension is low | → | SQRW strategy to improve students' reading comprehension |

| Students' reading comprehension achievement | | Learning by using SQRW strategy |

| Factors which influence students' reading comprehension |

| Cycle 1 |

| Students' reading comprehension was still low | → | SQRW strategy to improve students' reading comprehension |

| Students' reading comprehension achievement | | Learning by using SQRW strategy + Actions |

| Factors which influence students' reading comprehension |

| Cycle 2 | → | Students' reading achievement is improved |

Hypothesis

The hypothesis is needed to show the researchers' thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that "SQRW (survey, question, read, write) strategy can improve students' reading comprehension at grade VIII SMP N 1 Panyabungan".

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research has been conducted at SMP Negeri 1 Panyabungan. This school is located at Jln. Bhakti Abri Panyabungan. This school is far from the country and it located in the west of Panyabungan. This research has been started from June 2015 until December 2015.

B. Research Design

The design of this research has been used Classroom Action Research. Classroom action research is a research that can doing in the classroom. It have an important role to improve students' ability and the learning quality. According to L.R Gay and Peter Airasian said that, classroom action research is a type of practitioner's practice; action implies doing or changing something.[1] Next, Anne Burns said that, classroom action research is part of a board movement that has been going on in education generally for some time, it involves taking a self-reflective, critical, and systematic, approach to exploring your own teaching contexts.[2]

It can be means that classroom action research is the research doing in the classroom to improve students' ability and the learning quality.

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[1] L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice Hall, 2000), p. 593.

[2] Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 2.

According to Geoffrey, action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stockholders in the teaching learning environment to gather information about the ways that their particular schools operated, how they thought, and how well their students learnt.[3] Next, Rohiati said that classroom action research is a research which is combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what was happening while include in the improving and changing.[4]

From explanation above it can be concluded that classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

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[3] Geoffrey E. Mills, *Action Research a guide for the Teacher Researcher* (New Jersey: Prentice Hall, 2000), p. 6.
[4] Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas* (Bandung: Rosda, 2005), p. 11.

Reflect   Plan

CYCLE I

Act and Observe

Revised Plan

Refle

CYCLE II

Act and Observe

Expected Condition
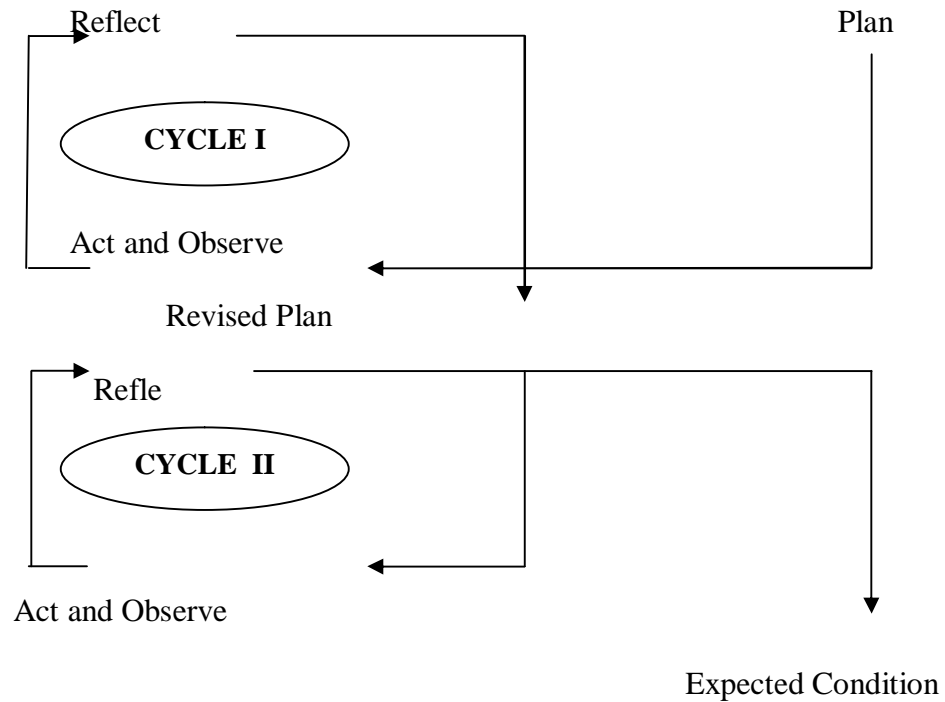
Figure 1: Action Research by Kemmis[5]

C. The Participants

The participants in this research were the students at grade VIII-2, first semester in academic years 2015/2016 SMP Negeri 1 Panyabungan, because the researcher found the problems of reading comprehension in this class. The total of the students in VIII-2 were 23 students.

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[5]Anne Burns, *Doing Action Research in English Language Teaching.,* p. 9.

D. The Instrument of Collecting Data

Based on the instrument of collecting data, the researcher chose three instrument of collecting data; test, observation, and interview as describe as follow paragraph:

1. Test

Test was orally done for every student at the same time of the activities of the learning through the first cycle and second cycle. Test taker was researcher herself. She to the reading assessment criteria rubric as references in the process of learning to get students' score. Test is some question to get information that pointed understanding vocabulary.[6] Suharsimi Arikunto stated that: "Test is the instrument which the instrument is arranged with especially because the test is used the measure of something important and certain".[7]

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[6] L.R Gay& Peter Airasian, *Educational Research: Competencies for Analysis and Aplication.,* p. 219.

[7] Suharsimi Arikunto, *Menajemen Penelitian* (Jakarta: PT. Rineka Cipta, 2003), p. 223.

Table 1

Indicator in Reading Test by Using SQRW Strategy

No	Indicators	Items	The Value	Score	Total Score
1.	Topic Sentence	4	5		20
2.	Supporting Idea	4	5		20
3.	Meaning of difficult word	4	5	4 items X 5 scores	20
4.	Important information	4	5		20
5.	Summarizing main point/ conclusion	4	5		20
Total					100

Reading test is to get data from the students' achievement in reading comprehension. In the first cycle, the researcher taught reading comprehension by using SQRW strategy. The researcher gave some narrative texts and explained about how to identify topic sentence, supporting idea, meaning of difficult word, important information, and conclusion by using SQRW strategy. The researcher gave the time to the students to read the narrative text. Then, the researcher gave first test consists of 20 questions (every question consist of indicator of reading test) in multiple choices form.

In the second cycle, the researcher taught reading comprehension by using SQRW strategy. The researcher gave the time to the students to read the narrative text. Then, the researcher gave second test consists of 20 questions (every question consist of indicator of reading test) in multiple choices form. The assessment of the test was not focus on either the summarizing all of text, but the main point was students could differ where topic sentence, supporting idea, meaning of difficult word, important information, and conclusion.

2. Observation

Observation is used to collect data about students' activity in teaching and learning process and the implementation of collaborative learning method. However, the researcher used observation notes because it is a simple form and the data are not counted but using note to describe what happened in the classroom.[8] The researcher observed students' activities and teachers' activity during the teaching-learning process and the factors which influence the teaching-learning process. As the explanation above, below the observation in learning and teaching process:

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[8] Anne Burns, *Doing Action Research in English Language Teaching.*, p. 67.

Table 2

Indicator in Reading Observation

No	Activities
1	Students do not have full attention when learning reading comprehension by using SQRW strategy
2	Students do not finish all the tasks
3	Students do not collect the task appropriate the time
4	Students are noisy
5	Students who move to another chair
6	Students who ask permission
7	Students are absent
8	Condition of Class

3. Interview

According to L. R Gay and Peter Airasian, interview is purposeful interaction, usually between two people, focused on one person trying to get information from the other person.[9] Interview permit the researcher to obtain important data that cannot be obtained from observation. The researcher used the interview to know the condition of the students and also to know the students' problems in reading comprehension by using SQRW strategy

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[9]L. R Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Aplication.,* p. 219.

in the classroom. There are some data that will be taken in interview, they

are:

Table 3

Indicator Reading Interview by Using SQRW strategy

No	Activities
1	Students' problem in identifying topic sentence
2	Students' problem in identifying supporting idea
3	Students' problem in identifying meaning of difficult word
4	Students' problem in identifying the important information
5	Students' problem in identifying summarizing main point/ conclusion

E. Procedures of the Research

In this research the researcher applied two cycles. Every cycle consisted of two meetings, and the time allocation is 2x40 minutes / 90 minutes. Moreover, every meeting consisted of four steps of classroom action research (CAR) such as planning, action, observation and reflection. Here, the explanation of activities in teaching reading comprehension by using SQRW strategy at grade VIII, especially VIII-2 SMP Negeri 1 Panyabungan.

    1. First cycle

        a. Planning

1) Making lesson plan that consisted of the step of action.

2) Making learning planning approach that using SQRW strategy.

3) Preparing the topic to do SQRW strategy along with first test reading to be given to the students and make an instrument as a tool to see the students' reading comprehension achievement improvement.

4) Discussing how SQRW strategy to be done in teaching-learning activity.

5) Preparing all material that would be needed in teaching-learning process, such as lesson plan and value criteria.

b. Action

1) Telling the purpose of learning

2) Giving motivation to students

3) Giving learning material

4) Connected learning material to the students' experience by using SQRW

5) Explain learning procedure of SQRW strategy

6) Give the limitation of the time

7) Preparing the solution if have problem when the action was done

8) Collecting the students discussion result

c. Observation

1) Discuss with the English teacher to observe planning

2) observing the execution of the SQRW strategy

3) evaluating students by taking the score of students' reading achievement

4) Discussing with the English teacher about the weakness or finding activity during observation was done.

   d. Reflection

1) Analyzing the finding during the observation was done.

2) Analyzing the weakness and the teacher progress that using SQRW strategy to determine the followed up of activity.

3) Reflecting SQRW strategy was used.

4) Reflecting the teacher learning activity.

5) Reflecting the students learning activity.

6) Evaluating or interpreted the data gotten from the class and make any decisions for the next meeting.

2. Second cycle

   a. Planning

1) Arranging lesson plan

2) Designing procedures of teaching

3) Preparing instrument for students, teacher and observe.

   b. Action

1) Eliminating found problem in cycle 1 by motivating, encouraging, controlling and managing class

2) Previewed the topic for stimulating their background knowledge about narrative text

3) Underlined the words or sentences that need the explanation more

4) Give the text to students by using SQRW strategy

5) Collect the students' test result

c. Observation

1) Monitoring the teaching-learning by using SQRW strategy in teaching-learning process, especially in teaching reading comprehension.

2) Making note every activity in class

3) Discussing the problem in process learning and giving the solution.

4) Observe students' reading achievement by using SQRW strategy.

d. Reflection

1) Analyzing the weakness and progress when SQRW strategy was done

2) Reflecting of SQRW strategy that using in learning process.

3) Reflected and analyze to have conclusion of the using SQRW strategy in reading comprehension.

F. Technique of Data Analysis

In analyzing the data, the researcher uses quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching

process. The process of data analysis involves making sense out of text. it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of self- confidence by using the reading text.

To know the means' of students score for each cycle, the researcher will apply the following formula:

$$X = \frac{\sum x}{N} \text{ X } 100 \text{ \%}$$

Explanation:

X   : the mean of the students

$\sum$x   : the total score

N   : the number of the students

The percentage of the students' achievement in reading through SQRW strategy is calculated by applying the following formula:

$$P = \frac{R}{T} \text{ X } 100 \text{ \%}$$

Explanation:

P   : the percentage of the students

R   : the number of students

T   : the total number of students

After calculating and scoring students' answer sheets then, their score

are consulted the classification quality on the table below:

Table 4
The Classification Quality of Students Score[10]

No	Percentage	Criteria
1	0% -20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher found the mean scores of all students, it is consulted

to the criteria as follows:

a. If the value of mean score 81 – 100%, it can be categorized into very high

b. If the value of mean score 61 – 80%, it can be categorized into high

c. If the value of mean score 41 - 60%, it can be categorized into enough

d. If the value of mean score 21 - 40%, it can be categorized into low

e. If the value of mean score 0 - 20%, it can be categorized into very low [11]

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[10]Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

[11] Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89.

Qualitative data is used to describe the situation during the teaching process. In analyzing qualitative data, the researcher followed the technique that developed by Gay and Airasian which consists of five steps as follows: [12]

1. Data Managing

   In this step involves creating and organizing the data collected during the study. The purpose of data managing is to organize the data and to check for completeness, and to start analyzing the data.

2. Reading

   In this step analysis is reading, reading the field notes, transcripts, memos, and observer comment to get explanation of the data.

3. Description

   In this step is devoted to address the issue on what happen in the field based on the collected data.

4. Classifying

   In this step classification of ideas or concept. concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

5. Interpreting

   In this step heavily in the connection, common aspects, and linkages among the data, especially the identified categories and patterns.

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[12]L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prantice Hall, 2000), p. 240-249.

CHAPTER IV

RESEARCH RESULT

This chapter presents research result. In this case, it discussed the way to improve students' reading comprehension by using SQRW (Survey, Question, Read, rite) strategy at grade VIII SMP Negeri 1 Panyabungan in academic year 2015/2016.

A. Findings/ Data Presentation

1. Students Achievement

The conduction for this research was two cycles. Each cycle consisted of 2 meetings, which it was about 90 minutes for each meeting; there was 180 minutes for each cycle. Then, each cycle consisted of four stages; they were planning, acting, observing and reflecting. In this section was described learning process and students' achievement in cycle 1 and cycle.

a. Cycle 1

1) Learning Process of Cycle 1

The learning process is the series of things that were done in order to achieve something that was expected in this research. This section was described the learning process and the activity of researcher as the conductor in cycle 1. Description of learning process and teachers' activity had seven criteria.[1] They were; teachers'

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[1] Khalijah Lubis, English Teacher at SMP N 1 Panyabugan, *Observation and Interview.* (October 19, 2015 at 08.30 a.m).

physical performance, whiteboard writing, Explanation process, teaching procedure, reinforcement, classroom interaction, and classroom management. Sum up, the following were the explanations of them.

Teachers' physical performances were ways of teachers' performing depend on her physical for doing the teaching – learning process. First, teacher dressed red batik, red veil, black skirt, and dressed cleanly and neatly. Second, teacher use black shoes and brown sock when teaching in class. Third, teacher stood and wrote by face to the students. Fourth, teacher taught the learning loudly and enthusiastically. Last, teacher always gave her smile for the students.

Teachers' writing on whiteboard was teachers' way to explain, give instruction, clarify the information and give the new vocabulary. First, the teacher faced to the students when she wrote on the whiteboard. Second, teachers' writing was clear, can read by the students from the back of the room. Third, teacher wrote the numbering and bullet in every section for students' understanding easily.

For the explanation process was series of things that were done in order to explain material or strategy that was learn. First, teacher explained the purpose of the learning outcome. It mean the teacher explained the aims of learning topic, the material that taught by the

teacher. Second, teacher connected learning material to the students' experience by using SQRW strategy. Third, teacher's explanation was relevant to objectives and procedure. In other words, explanation of teacher was appropriate the objective and procedure of learning. Last, teacher asked all the students to participate in teaching process and set down its result on paper that was provided.

Teaching procedures were the proper way of doing or applying SQRW strategy by the teacher to the students. First, teacher explained learning purpose that targeted. It means the teacher explained the objectives of learning material by using SQRW strategy. Second, teacher explained the aim of the research and SQRW strategy. Third,teacher explains the steps of SQRW. Fourth, teacher asked the students to find the part of the SQRW in the text. Fifth, teacher asked the students to pay attention the structure of the text as *title, introduction, heading and conclusion* in the text. Sixth, teacher asked the students to use the question in their mind as *who, what, where, when, why, and how.* Seventh, teacher asks students to write the answer from their question. Eight, teacher gave the students task to read a text by using SQRW strategy.

Teacher's reinforcement was the actions by the teacher to make the students be motivated and enthusiast in teaching – learning process. First, teacher asked students tell story that they have read

about narrative text to make them enthusiast in learning process. Second, teacher gave feedback to the students by say "right", "your answer is true", for the students who answered the teachers' question correctly. In other ways for the students who got wrong in answering the questions, teacher said "it is not problem" and asked the other students to help or revise the students' wrong in answering the question. Last, told to the students that SQRW strategy is important for them.

Classroom interactions were ways of the teacher and students work together in class where they gave feedback to each other actively. In the first cycle, first, teacher explained the material clearly. Second, teacher asked them to pay attention while the teacher was explain the material. Third, teacher walked around the class for checking students' activities while students answered the question from the teacher. All these activities were teacher to student's classroom activity.

Classroom management was the strategies used by teacher in organizing the classroom, learning and students. First, for seating arrangement, teacher asked them to be consistent on their seating (don't move wherever or whenever they want) while teaching - learning process was going on. Their seating in row and the window are big so the air can enter to the classroom and the pictures put in the wall that can see by the students. Second, teacher walked the class for

checking learning and providing support as necessary. Last, teacher evaluated their understanding about the material that had learned by asking some questions.

2) **Students' Reading Comprehension Score of Cycle 1**

Researcher had analyzed students' achievement based on their reading comprehension by using SQRW strategy.The researcher had found the students' scores in the first cycle as the following table below:

Table 5
Students' Reading Comprehension Score in First Cycle[2]

No	Code	Reading Comprehension Score					Total	Score (Total X 5)
		1	2	3	4	5		
1	AF	4	2	1	2	4	13	65
2	AN	3	2	3	4	4	16	80[*]
3	AP	3	1	1	4	3	12	60
4	AS	3	3	3	3	4	16	80*
5	AZ	3	1	0	0	1	5	25
6	HN	0	0	0	0	0	0	0
7	HR	4	2	2	1	1	10	50
8	HS	4	4	4	2	4	18	90*
9	IS	3	2	0	3	1	9	45
10	KH	3	3	2	2	3	13	65
11	MA	2	1	2	1	2	8	40
12	MI	0	0	0	0	0	0	0
13	MR	3	2	3	4	4	16	80*
14	MS	4	1	2	3	1	11	55
15	MY	2	2	1	4	1	10	50
16	PS	3	2	0	2	1	8	40
17	RH	4	3	1	3	1	12	60
18	RL	4	2	2	1	1	10	50
19	RM	4	3	2	3	4	16	80*

[2]Approved by Co-teacher (Mrs. KhalijahLubis) and Observer (Mrs. KhlijahLubis).

20	RN	3	0	0	2	0	5	25
21	SA	4	1	2	2	2	11	55
22	SN	4	3	1	3	2	13	65
23	UK	3	2	3	4	3	15	75*
Total Score		**70**	**42**	**35**	**53**	**47**	**247**	**1235**
Mean		**3.04**	**1.82**	**1.52**	**2.30**	**2.04**	**10.7**	**53.69**
Percentage								**26.08%**

The Students who passed the KKM (75) in First Cycle

The table above described students' achievement in reading comprehension was very low. In cycle 1, there were six students passed the KKM (75). From the above table, the mean score of students in cycle 1 was 53.69 and the percentage of students' score was about 26.08%. From the students' mean score in cycle 1, it didn't show improvement. So, the researcher would continuous to cycle 2.

b. **Cycle 2**

1) **Learning Process of Cycle 2**

In cycle 2, teaching activity had also some stages from opening the learning until closing the class. Every activity of teaching learning also run chronologically. Researcher was describe the learning process and the activity of teacher of cycle 2.As the first cycle, the criteria for it were; teachers' physical performance, whiteboard writing, explanation process, teaching procedure, classroom interaction, and classroom management. It was explained as following sentences.

The learning process is the series of things that were done in order to achieve something that was expected in this research. This

section would describe the learning process and the activity of researcher as the conductor in cycle 1. Description of learning process and teachers' activity had seven criteria. They were teachers' physical performance, whiteboard writing, Explanation process, teaching procedure, reinforcement, classroom interaction, and classroom management. Sum up, the following were the explanations of them.

Teachers' physical performances were ways of teachers' performing depend on her physical for doing the teaching – learning process. First, teacher dressed grey batik combine with green flower, green veil, black skirt, and dressed cleanly and neatly. Second, teacher use black shoes and brown sock when teaching in class. Third, teacher stood and wrote by face to the students. Fourth, teacher taught the learning loudly and enthusiastically. Last, teacher always gave her smile for the students.

Teachers' writing on whiteboard was teachers' way to explain, give instruction, clarify the information and gave the new vocabulary. First, the teacher faced to the students when she wrote on the whiteboard. Second, teachers' writing was clear, can read by the students from the back of the room. Third, teacher wrote the numbering and bullet in every section for students' understanding easily. Fourth, teacher underlined the words or sentences that need the

explanation more. Last, teacher divided the whiteboard into two parts, right side for the material, and left side for new vocabulary items.

For the explanation process was series of things that was done in order to explain material or strategy that would be learned. First, teacher explained the purpose of the learning outcome. It meant the teacher explained the aims of learning topic, the material taught by the teacher. Second, teacher previewed the topic for stimulating their background knowledge about narrative text. Third, teacher connected learning material to the students' experience by using SQRW strategy. Fourth, teacher's explanation was relevant to objectives and procedure. In other words, explanation of teacher was appropriate the objective and procedure of learning. Fifth, teacher gave students the opportunity to ask the questions about the material that unclear for them, then teacher answered it clearly. Last, teacher asked all the students to participate in teaching process and set down its result on paper that would be provided.

Teaching procedures were the proper way of doing or applying SQRW strategy by the teacher to the students. First, teacher explained learning purpose that targeted. It means the teacher explained the objectives of learning material by using SQRW strategy. Second, teacher explained the aim of the research and SQRW strategy. Third, teacher explains the steps of SQRW. Fourth, teacher asked the students

Second, teacher asked them to pay attention while the teacher was explaining the material. Third, teacher walked around the class for checking students' activities while students answered the question from the teacher. Fourth, teacher asked students opinion about the conclusion of material in the last learning as the teacher to student's classroom activity. Last, teacher asked the other students to add and give opinion or ideas to their friends' opinion or idea about the material that have been learned.

Classroom management was the strategies used by teacher in organizing the classroom, learning and students. First, for seating arrangement, teacher asked them to be consistent on their seating (don't move wherever or whenever they want) while teaching - learning process was going on. Their seating in row and individualand the window are big so the air can enter to the classroom and the pictures put in the wall that can see by the students. Second, teacher walked the class for checking learning and providing support as necessary. Third, teacher answered students' questions clearly (explained the material twice). Fourth, teacher gave the clue for understanding the meaning of difficult/ unfamiliar word in the text. Fifth, teacher evaluated their understanding about the material that have been learned by asking some questions. Last, told the students that the English is fun and useful for their second language. It meant

teacher tried to build or create a good rapport or relationship with the students.

2) **Students' Reading Comprehension Score of Cycle 2**

Researcher had analyzed students' achievement based on their reading comprehension by using SQRW strategy. The researcher had found the students' scores in the second cycle as the following table below:

Table 6
Students' Reading Comprehension Score in Second Cycle[3]

No	Code	Reading Comprehension Score					Total	Score (Total X 5)
		1	2	3	4	5		
1	AF	3	2	4	4	4	17	85
2	AN	4	4	4	3	4	19	95
3	AP	3	2	2	4	4	15	75
4	AS	3	2	3	4	4	16	80
5	**AZ**	**3**	**2**	**2**	**3**	**4**	**14**	**70**
6	**HN**	**3**	**1**	**1**	**1**	**1**	**7**	**35**
7	HR	3	3	3	4	4	17	85
8	HS	3	4	4	4	4	19	95
9	**IS**	**3**	**2**	**2**	**4**	**3**	**14**	**70**
10	KH	3	4	4	4	3	18	90
11	**MA**	**3**	**2**	**1**	**2**	**3**	**11**	**55**
12	**MI**	**2**	**1**	**1**	**3**	**1**	**8**	**40**
13	MR	4	3	3	3	4	17	85
14	**MS**	**3**	**1**	**1**	**3**	**3**	**11**	**55**
15	**MY**	**3**	**0**	**2**	**3**	**3**	**11**	**55**
16	PS	3	3	4	3	3	16	80
17	RH	3	3	3	4	3	16	80
18	RL	3	3	4	4	4	18	90
19	RM	3	2	3	4	4	16	80
20	RN	3	2	3	4	3	15	75

[3]Approved by Co-teacher (Mrs. KhalijahLubis) and Observer (Mrs. KhlijahLubis).

21	SA	4	3	2	4	4	17	85
22	SN	3	3	3	4	4	17	85
23	UK	4	4	4	3	4	19	95
Total Score		**72**	**56**	**63**	**79**	**78**	**348**	**1740**
Mean		**3.13**	**2.43**	**2.73**	**3.43**	**3.39**	**15.13**	**75.65**
Percentage								**69.56%**

Bold Name that did not pass KKM (75) IN Second cycle

From the above tables, it could be concluded that the students' achievement in cycle 2 was increased. The mean score of students in cycle 2 was 75.65 and the percentage of students' score was 69.56%. Students' achievement in reading comprehension was categorized very well. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 53.69 (26.08%) and cycle 2 was 75.65 (69.56%).

c. **Comparison of Students' Achievement in Cycle 1 and Cycle 2**

There were two cycles that would be conducted of this research. Every cycle consisted of two meetings which it took 90 minutes for each meeting. Sum of it took 180 minutes for two meetings or one cycle. So, for the both cycles, it took 360 minutes. In each cycle, for the first meeting; teacher did the opening, briefing, implementation of learning material, acting (SQRW strategy procedures), evaluating and closing. In the second meetings, teacher did the opening, replying the explanation of material, acting (SQRW strategy procedures), evaluating and closing and giving test. For the interviewing the researcher did it in

the other time after giving test. In short, for the second cycle the teacher applied as same as the first cycle. For the Students' Achievement or reading comprehension score in Cycle 1 and Cycle 2 could be seen in the following table:

Table 7
Comparison of Students' Achievement in Reading Comprehension
In Cycle 1 and Cycle 2

No	Code	Grade		State
		Cycle 1	Cycle 2	
1	AF	65	85	Improved
2	AN	80*	95	Improved
3	AP	60	75	Improved
4	AS	80*	80	Improved
5	**AZ**	**25**	**70**	**Improved**
6	**HN**	**0**	**35**	**Improved**
7	HR	50	85	Improved
8	HS	90*	95	Improved
9	**IS**	**45**	**70**	**Improved**
10	KH	65	90	Improved
11	**MA**	**40**	**55**	**Improved**
12	**MI**	**0**	**40**	**Improved**
13	MR	80*	85	Improved
14	**MS**	**50**	**55**	**Improved**
15	**MY**	**50**	**55**	**Improved**
16	PS	40	80	Improved
17	RH	60	80	Improved
18	RL	50	90	Improved
19	RM	80*	80	Improved
20	RN	25	75	Improved
21	SA	55	85	Improved
22	SN	65	85	Improved
23	UK	75*	95	Improved
Total Score		**1235**	**1740**	Improved
Mean		**53.69**	**75.65**	Improved
Percentage		**26.08%**	**69.56%**	Improved

* *The students who passed the KKM (75) in cycle 1 and cycle 2*

Bold name that did not pass the KKM (75)

Based on the table, 23 students got improvement. From the students' mean score; the first cycle students' mean score were 53.69 and the second cycle students' mean score were 75.65. From the students Percentage; the first cycle, there were six students got score 75 points (26.08%). The second cycle, there were sixteen students passed 75 score (69.56%). Summary, based on the table, the comparison of students' achievement could be seen in the following chart;

Chart 1
The Comparison of Students' Achievement in cycle 1 and cycle 2
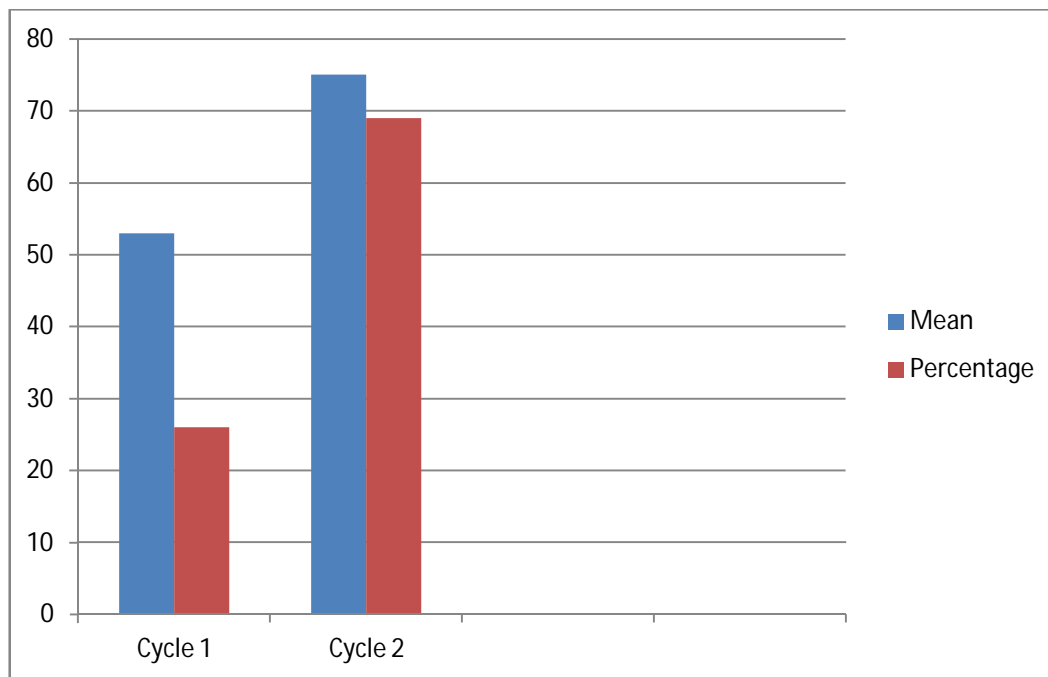
Based on the above chart, it can be concluded that the researcher' hypothesis that SQRW Strategy improved students' reading comprehension at grade VIIISMP Negeri 1 Panyabungan was accepted.

2. Influencing Factors

There were two influencing factors in this research that would be explained from the students' achievement in doing the tests, observation notes, and interview the students' mistake in teaching – learning process. The influencing factors were Internal and External Factors, as;

a. Internal Factors

Internal factors mean indicators of reading comprehension that was used by researcher in this research. The indicators were topic sentence, supporting idea, meaning of difficult word, important information and summarizing/conclusion. Generally, the students did not find problem in identifying topic sentence from the text. Furthermore, the researcher and co-teacher found some students' problems in identifying supporting idea, meaning of difficult word, important information, and identifying conclusion by using SQRW strategy. Therefore, the researcher gave the explanation below.

1) **Identifying Topic Sentence**

There were 4 items of supporting idea questions in the reading test. In cycle 1, from 23 students in the classroom. 9 students answered all the items correctly. 10 students answered 3 items correctly and 1 items wrong. 2 students answered 2 items correctly and 2 items wrong. 2 students were absents. So, the average of their grade in this indicator is 3.04.

Problems faced by the students were difficult to identify the meaning of words that refers to topic sentences; difficult to find the topic sentence whether it was in the first or last paragraph. The problems occurred due to their lack of vocabulary mastery which made them difficult to find the meaning of words that refers to topic sentence; they confused about the topic sentences' position because they focused on the first sentence in the paragraph.

In the interview, MA, MR, MI, AF, RH admitted that they difficult in identifying the meaning of words that refers to topic sentence which caused them wrong to identify the topic sentences. They reasoned that they considered that the topic sentence is always in the first sentence, so they often confused to find the topic sentence. By consulting back to the test items, the researcher found that their statement are reasonable because the answers of the questions to find

the topic sentence could be in the first and last sentence of the paragraph.

HN, AS, AZ, IS, and AP admitted that they did not understand the meaning of the word which it made them difficult to find the topic sentence. They argued the vocabularies in this text were unfamiliar for them; they considered that if there is a question about topic sentence, the answers of it were always in the first paragraph. By consulting back to the test items or analysed the text, the researcher found that the vocabularies in this text some of them unfamiliar and familiar words. In other words, they got the difficulties in answering the question because they lack of vocabulary mastery; the students got misunderstanding in answering the question.

In summary, students' problems were difficult to identify the meaning of words that refers to topic sentences; difficult to find the topic sentence whether it was in the first or last paragraph. These problems occurred because they argued the vocabularies in this text were unfamiliar for them; they got misunderstanding about the topic sentences' positions. These problem data gathered from students in more different statement or had been saturated.

For solving the problem in identifying the meaning of words that refers to topic sentence, researcher taught them to reconstruct the

word they know in that sentence that refers to topic sentence be an interpreting as survey the meaning of the words in that sentence.

For find the topic sentence that whether in the first or last paragraph, the researcher mention about 50% of topic sentence in the first and 50% in the last of sentence. So, the students easier to find the topic sentence in the first or last paragraph. Then, the weakness students could find the topic sentence fastly. In other word, the students were not necessary for wasting time to answer those questions.

As a result, students' achievement in this indicator was improved. As the cycle 1 test, there are 4 items of topic sentence questions in the reading comprehension test of cycle 2. From 23 students in the classroom, 4 students answered all the items correctly; 18 students answered 3 items correctly and 1 item wrong. 1 student answered 2 items correctly and 2 items wrong. In sum up, average of their grade in this indicator is 3.13.

2) Identifying Supporting Idea

There were 4 items of supporting idea questions in the reading test. In cycle 1, from 23 students in the classroom, 1 student answered all the items correctly. 5 students answered 3 items correctly and 1 items wrong. 9 students answered 2 items correctly and 2 items wrong. 5 students answered 1 item correctly and 3 items wrong. 1 student did

not answer the question.2 students were absent. So, the average of their grade in this indicator is 1.82

Problems faced by the students were, they did not understand how supporting idea was and they did not know where the lie of supporting idea was, difficulty to different the supporting idea and the important information. The problems occurred due to they don't understand what the letters join together to make words which made them difficult to understand the sentence whether in the question or the text; they considered it was same between the supporting idea with important information which made them answered the question items.

In interview there were 15 students of them AF, AN, AP, AZ, HR, IS, MA, MR, MS, MY, PS, RL, RH, SA, and UK admitted that their difficulties in how supporting idea was and they did not know where the lie of supporting idea was, which caused them wrong answered as the supporting idea. The reason that they did not understand how supporting sentences was and they did not know the lie of supporting idea was. By consulting back to the test items, the researcher found that their statements are unreasonable. Because the test items in the text are the cause and effect that easy to understand but they lazy to read the text which made them difficulty to understand the meaning of the word and find the supporting idea.

In conclusion, students' problems were difficulty in understanding how supporting idea was and they did not know the lie of supporting idea was. These problems occurred due to they don't understand what the meaning of the text. These problems data gathered from them in no more difference statement or had been saturated.

For solving the problem students did not understand how supporting idea was and they did not know where the lie of supporting idea was, researcher gave explanation what supporting idea was and where the lie of supporting idea was in the text, especially in narrative text.

For students difficulty to different the supporting idea and the important information, researcher gave confirmation after topic sentence; they would find supporting idea and researcher explain that the supporting idea in the text about cause and effect.

As a result, students' achievement in this indicator was improved. As the cycle 1 test, there are 4 items of supporting idea questions in the reading comprehension test of cycle 2. From 23 students in the classroom, 4 students answered all the items correctly; 7 students answered 3 items correctly and 1 item wrong. 8 students answered 2 items correctly and 2 items wrong. 3 students answered items 1 correctly and 3 wrong. 1 student did not answer the test. In sum up, average of their grade in this indicator is 2.43

3) Identifying Meaning of Difficult Word

There were 4 items of meaning of difficult word question in the reading comprehension test. In cycle 1, from 23 students in the classroom, nobody who answered all the items correctly; 1 student answered all the items correctly. 4 students answered 3 items correctly and 1 items wrong. 7 students answered 2 item correctly and 2 items wrong. 5 students answer 1 item correctly and 3 item wrong. 4 students did not answer the item. 2 students were absent. So, the average their grade in this indicator is 1.52

Problems faced by the students were difficult to identify the unfamiliar vocabulary items; difficulty to interpret the meaning of the word in the text. The problems occurred due to their lack of vocabulary mastery which made them difficult to find the meaning of difficult word.

In the interview AF, AP, AZ, HR, IS, KH, MA, MR, PS, RH, RN and SA admitted that difficult to identify the unfamiliar vocabulary items which caused them didn't answer the question items. They reasoned that the vocabulary items difficult to be translated because they didn't have experience about the vocabulary items or unfamiliar for them. By consulting back to the test items of their errors, the researcher found that the vocabularies items in the questions are part of them are unfamiliar word for them. So, their reason is true.

In conclusion, students' problems were difficult to identify the unfamiliar vocabulary items; difficulty to interpret the meaning of the word. These problems occurred due to their lack of vocabulary; they didn't have background knowledge about it. These problems data gathered from them in no more difference statements or had been saturated.

For solving the problem in identifying the unfamiliar vocabulary items, researcher asked students to looking for the meaning of difficult word in dictionary. For difficult to interpret the meaning of the word, researcher conducted the action by asking them to see the sentence before the difficult word and ask them to make a connection with the meaning of the word.

As the result, students' achievement in this indicator was improved. As the cycle 1 test, there are 4 items of meaning of difficult word questions in the reading comprehension test of cycle 2. From 23 students in the classroom, 7 students answered all the items correctly. 7 students answered 3 items correct 1 item wrong. 5 students answered 2 items correctly and 2 item wrong. 4 students answered 1 items correctly and 3 items wrong. In sum up, the average of their grade in this indicator is 2.73

4) Identifying Important Information

There were 4 items of important information questions in the reading test. In cycle 1, from 23 students in the classroom, 5 students answered all the items correctly. 6 students answered 3 items correctly and 1 item wrong. 6 students answered 2 items correctly and 2 items wrong. 3 students answered 1 item correctly and 3 items wrong. 1 student did not answer the item. 2 students were absent. So, the average of their grade in this indicator is 2.30

Problems faced by the students were difficult to make relationship between the texts to their background knowledge; difficult to interpret what they have been read in order to identify what is the important information in the text. The problems due to they are unable to connect their information from their background knowledge and the information from the text which made them difficult to make relationship among the text to their background knowledge as the important information; they considered it was same between the supporting ideas with important information which made them difficult answered the question items.

In the interview AZ, HR, MA, PS, RL, RH, SA, AF, HS and KH admitted that they difficult to make relationship between the text to their background knowledge for identifying important information. By this problem, they argue that all the texts in the test were unfamiliar

text or story for them which made them difficult to make relationship among the text to their background knowledge for identifying important information.

AP, HN, IS, KH, MR, MI, RM, UK, and AS admitted that they difficult in interpreting what they have read in order to identify important information which caused them misunderstanding about important information. They reasoned that they didn't know what the text was talking about. The sentences in the text have many dialogs among the actors or figures, so it made them difficult to identify important information.

In conclusion, students' problems were difficult to make relationship between the text to their background knowledge; difficult to interpret what they have been read in order to identify important information. These problems occurred due to they were unable to connect their information from their background knowledge; their lack vocabulary mastery. These problems data gathered from them in no more difference statement or had been saturated.

For solving the problem in difficult to make relationship between the texts to their background knowledge, researcher gave them some preview questions before they start reading the text and interrupted a story in the middle to make question about what would happen.

For interpreting what they have been read in order to identify important information, researcher making relationship between the parts of story that teacher have said and what they read.

As a result, students' achievement in this indicator was improved. As the cycle 1 test, there were 4 items of important information questions in the reading comprehension test of cycle 2. From 23 students in the classroom, 13 students answered all the items correctly. 8 students answered 3 items correctly and 1 item wrong. 1 students answered 2 items correctly and 2 item wrong. 1 student answered 1 item correctly and 1 item wrong. In sum up, average of their grade in this indicator is 3.43

5) **Identifying Conclusion of the Text**

There were 4 items of conclusion of the text question in the reading comprehension test. In cycle 1, from 23 students in the classroom, 6 students answered all the items correctly. 3 students answered 3 items correctly and 1 item wrong. 3 students answered 2 items correct and 1 item wrong. 8 students answered 1 item correctly and 1 item wrong. 1 student did not answer the item. 2 students were absent. In short, the average of their grade in this indicator is 2.04

Problems faced by the students were difficult to conclude the story in the text; misunderstanding about the conclusions'' position. The problems occurred due to they didn't understand what is the text

talking about which made them difficult to construct the meaning of the text or conclude the story; they considered the conclusion is always in the last paragraph or as the ending of the story which it made them had wrong answered in some questions.

In interview AZ, HR, IS, MS, MR, PS, RH, RL and RN admitted that they did misunderstanding about the conclusions' position which caused they answered all the items as the last paragraph. They did not know that the conclusion is the text is meaning the end of the story. It should be concluded as the conclusion or summary of the text. So, their reasoned could be received.

In conclusion, students' problems were difficult to conclude the story in the text; misunderstanding about the conclusions' position. The problems occurred due to they didn't understand what the text was talking. These problems data gathered from them in no more difference statements or had been saturated.

For solving the problem in identifying difficult to conclude the story in the text; misunderstanding the conclusion' position, researcher gave the explanation where conclusion was and the researcher also gave the example based on text, researcher emphasized that the conclusion of the text could be in the last paragraph and in the end of the story.

As the result, students' achievement in this indicator was improved. As the cycle 1 test, there are 4 items of conclusion of the text questions in the reading comprehension test of cycle 2. From 23 students in the classroom, 13 students answered all the items correctly. 8 students answered 3 items correctly and 1 item wrong. 2 students answered 1 item correctly and 1 item wrong. So, the average of their grade in this indicator is 3.39.

b. External Factors

Based on observation notes, the researcher and co-teacher as observer had a duty to monitor all activities by using SQRW strategy in the classroom. It was about class situation, students' activity and teachers' activity in teaching learning process in the classroom. There were some external factors that influenced students' reading comprehension beside internal factors. It could be concluded that there were other factors that influenced students' problem that happened in the classroom.

1) Motivation

The students' motivation was important factors which one of the reason why the students do something or this research. In short, the students' motivation is the external factorsin this research. There were 17students (AF, AP, AZ, HN, HR, IS, KH, MA, MI, MS, MY, PS, RH, RL, RN, SA, SN) who did not have motivation in reading comprehension learning process in first cycle. It could be seen that

they didn't pass the Minimum Mastery Criterion (KKM). In the second cycle the researcher motivated them to be active reader by using SQRW strategy in the classroom, and give them a price (candy) and give the positive comment by say "your opinion is good"

The students' motivation and attitudes in the classroom for the second cycle were better than first cycle. In the first cycle the students confused about SQRW procedures that faced by their expression or it could be said un-active; they are low attention to the material; 4 of them asked the questions about SQRW strategy procedure. By these problems, in the second cycle the researcher explained the SQRW strategy twice to make them more understand; motivated them to be active in reading comprehension activity because they need it for long time whether in reading English book or others; answered and explained the question slowly to make them understand easily. In summary, in the second cycle there were 7 students who did not have the motivation in reading comprehension learning process.

2) **Move to Another Chair**

In the first cycle there were 5 students (MR, RM, AS, AP, PS) who move to another chair because him chair mate disturb him when the learning process was done in the classroom. Then, they asked the answer of question to another chair. The researcher asked to them did

not disturb their friend because it is the bad attitude and if we do like that our friends did not want with friends with us.

In the second cycle, 1 student (PS) who move to another chair when the learning process was done. He asked her friend about the answer of the test. The researcher asked her what she did not understand about the material and focused on her test and answer by herself. As the result they became an active reader and enthusiasm to answer the question.

3) **Students are Noisy**

In the first cycle there were 9 students (MR, AF, AS, AP, AZ, HN, MI, MS, and RN) made noisy in the classroom because they disturb their friends and did not understand about the material. The researcher asked them did not made a noisy and tell to students who made the noisy the test result was not accept.

In the second cycle, 5 students (MA, AF, MI, MR and HN) who made noisy in the classroom. The researcher gave instruction for them did not made a noisy and stop their activity and tell to students will gave reword (candy) to students who did not make a noisy. As the result they became good students in the classroom.

4) **Asking Permission**

In the first cycle there were 4 students (HS, RL, SA, and UK) who wanted to go to toilet. The researcher told to them if they were

often went to toilet they were lost their time to answer the test because

the time is limit. They could accept the role of the researcher. In the

second cycle there were 2 students (RH, and PS) who wanted to go to

toilet.

Finally, the problem solving for all indicators could be seen as

the following table:

Table 8
Problems and Solutions of Internal

No	Indicator	Problems	Solutions	Result	
				S	Un
1	Identifying Topic Sentence	1. Difficult to identify the meaning of the word that refers to topic sentence. 2. Difficult to find the topic sentence whether it was in the first or last paragraph.	1. Researcher taught them to reconstruct the word they know in that sentence that refers to topic sentence be an interpreting as survey the meaning of the words in that sentence. 2. Researcher mentions 50% of topic sentence in the first paragraph and 50% in the last paragraph.	✓	
2	Identifying Supporting Idea	1. Students did not understand how supporting idea was and they did not know where	1. The researcher gave explanation what supporting idea was and	✓	

		the lie of supporting idea was	where the lie of supporting idea was in the text, especially narrative text		
		2. Students difficulty to different the supporting idea and the important information	2. Next, the researcher gave confirmation after topic sentence; they would find supporting idea and researcher explain that the supporting idea in the text about cause and effect.		
3	Identifying Meaning of Difficult Word	1. Difficult to identify unfamiliar vocabulary items	1. Asked students to looking for the meaning of difficult word in dictionary.	✓	
		2. Difficult to interpret the meaning of the word	2. The researcher conducted the action by asking them to see the sentence before the difficult word and ask them to make a connection with the meaning of the word		
4	Identifying Important Information	1. Difficult to make relationship between the text to their	1. The researcher gave them some preview questions before	✓	

		background knowledge	they start reading the text and interrupted a story in the middle to make question about what would happen.		
		2. Difficult to interpret what they have been read in order to identify important information.	2. making relationship between the parts of story that teacher have said and what they read		
5	Identifying Conclusion of the Text	1. Difficult to conclude the story in the text; Misunderstanding about the conclusions' position	1. Researcher gave the explanation where conclusion was and also gave the example based on text, researcher emphasized that the conclusion of the text could be in the last paragraph and in the end of the story.	✓	

Additionally below is the table of the external problems and the

solutions, as:

Table 9
Problems and Solutions of External

No	External Factors	Problems	Solutions
1	Motivation	Most of students lack of motivation in learning reading comprehension	Motivated them to have passion or to be active in reading comprehension by using SQRW strategy and then give them a price (candy) and positive comment by say your opinion is good. so they motivate to study.
2	Move to Another Chair	1. Five students move to another chair because their chair mate disturb them 2. PS asked her friend about the answer of the test question	1. The researcher asked to them did not disturb their friend because it is the bad attitude and if we do like that our friends did not want with friends with us. 2. The researcher asked her what she did not understand about the material and focused on her test and answer by herself.
3	Students are noisy	1. 9 students made noisy because they did not understand the material 2. 5 students disturb their friends	1. Tell to students if they were made a noisy the test result not accepted. 2. Tell to students will gave reword (candy) to students who did not make a noisy.
4	Asking Permission	1. 6 students asking permission to go toilet	1. The researcher told to them if they were often went to toilet they were lost their time to answer the test because the time is limit.

B. **Data Discussion**

1. **Students' Achievement**

Students' achievement in reading comprehension by using SQRW strategy at grade VIII SMP Negeri 1 Panyabungan was described in this research as one of the purpose. The researcher found the improvement of students' mean scores and percentage in reading comprehension by using SQRW strategy based on first cycle and second cycle.

Based on the related findings of this research in chapter II, the students' achievements were: the first, Rizka Ummul Khaira, conducted a research which entitles "The Use of SQRW Strategy increasing students' ability in Narrative text at MA Darel Hikmah Pekanbaru". She tried to find out whether there is significant effect use of SQRW. In Pre- Test the ability of students in comprehending text is low. The mean score was 54.03. After that, with Using SQRW strategy the students; reading comprehension can increase the average of students was 19.2 % or score 62

The second, Arisan Jaya has researched about "Improving Students' Reading Comprehension by Using P2R (Preview, Read, Review) At Grade VIII Pondok Pesantren Al-Mukhlishin Lumut". She said that students' reading comprehension has improved well by using P2R strategy. It based on the reading comprehension mean score in which was in cycle1 were 40.80 (51.60%) become 80.80 (92.40%) in cycle 2. So, cycle 2 was bigger than cycle 1 (92.40% >51.60%).

The last, Indah Permata Sari had done research by title "Improving Students' Reading Comprehension by Using PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy at Grade VIII SMP Negeri 5 Padangsidimpuan In academic year 2013/2014". She said that PQ4R improved students reading comprehension by using PQ4R. In this study, it had found that the improvement of students' achievement by using PQ4R Strategy. Cycle 1 was 68.12 (37%) and Cycle 2 was 83.12 (95%). So cycle 2 was bigger that cycle 1 (95% > 37%).

In this study, researcher also had found that the improvement of students' achievement through the title "Improving Students' Reading Comprehension by Survey, Question, Read, Write (SQRW) strategy at grade VIII SMP Negeri 1 Panyabungan. It was 53.69 (26.08%) in first cycle, and it was 75.65 (69.56%) in second cycle. So, the cycle 2 was bigger than cycle 1 (69.56%>26.08%).

Based on the students' achievement in the above researches, researcher could be concluded that the third research had done by Yaspiah was higher than the first, second and the third research. It could be explained the improvement based on the classification quality of students' score in chapter III. The first research had done by Rizka Ummul Khaira was categorized as good which the SQRW to students' reading comprehension. The score is 62. The second research had done by Arisan Jaya was categorized as very good, the percentage of cycle 1 and cycle 2 were 51.60% -92.40%. The third

researcher had done by Indah Permata Sari was categorized as very good, the percentage of cycle 1 and cycle 2 were 37% - 95%. The last the researcher in this research (Yaspiah) was also categorized as good. The percentage of cycle 1 and 2 were 26.08% - 69.56%. So, the implementation of the SQRW strategy improved students' reading comprehension at grade VIII SMP Negeri 1 Panyabungan.

2. **Influence Factors**

After discussed about score in each research, the researcher continued the explanation about the problems in each research.

The first, Rizka Ummul Khaira found the problem in identifying character, students wrote without identified the characteristic of actor on the story and students did not know the meaning of the question. Arisan Jaya did not have problem in identifying character but found the problem in identifying main idea; students difficult to find main idea whether it was in the first or in the last paragraph. Indah Permata sari found the problem in identifying exclude fact; was caused by the factors that many statements were almost same and only had little different from the text, and did not have problem in identifying character. Furthermore, researcher found the problem in identifying topic sentence; difficult to identify the meaning of the word that refers to topic sentence and difficult to find the topic sentence whether it was in the first or last paragraph, and also did not have problem in identifying character.

The second, Rizka Ummul Khaira found the problem in identifying setting; students did not understand about setting was. Arisan Jaya, Indah Permata Sari, and also researcher did not have problem in identifying setting, and researcher found the problem in identifying meaning of difficult word; students difficult to identify unfamiliar vocabulary items and difficult to interpret the meaning of the word.

The third, Rizka Ummul Khaira found the problem in identifying coda; they know the coda but did not know to translate into English. Arisan Jaya, Indah Permata Sari and researcher did not have problem in identifying coda. Furthermore, researcher found the problem in identifying important information; students difficult to make relationship between the text to their background knowledge and difficult to interpret what they have been read in order to identify important information.

The fourth, Rizka Ummul Khaira, Arisan Jaya, and Indah had same problem in identifying vocabulary in context; they did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when identifying vocabulary in context. Furthermore, researcher had not found the problem in identifying vocabulary in context.

The fifth, Indah Permata Sari and researcher found the problem in identifying supporting sentence; students did not understand how supporting sentences was and they did not know where the lie of supporting sentences

was. Furthermore, Rizka and Arisan Jaya did not have problem in identifying supporting sentence.

The last, Arisan Jaya, Indah and researcher found the same problem in identifying summarizing main point/ conclusion; students difficult to conclude the story in the text; Misunderstanding about the conclusions' position. Furthermore, Rizka Ummul Khaira did not have problem in identifying summarizing/ conclusion of the text.

Based on the problems above researcher has also found some solutions of the students' reading comprehension and also in related findings that have been done by the researchers.

The first, related finding 1 found the solution of students' problem in identifying character by giving explanation that the character was not only come from name but also characteristics the actor on question based on the indicator. Related finding 2 found the solution of students' problem in identifying main idea by giving explanation about main idea. Related finding 3 found the solution of students' problem in identifying exclude fact by giving advice to the students so that they could read text clearly by using PQ4R strategy. Researcher found the solution of students' problem in identifying topic sentence by taught them to reconstruct the word they know in that sentence that refers to topic sentence be an interpreting as survey the meaning of the words in that sentence and mentions 50% of topic sentence in the first paragraph and 50% in the last paragraph.

The second, related finding 1 found the solution of students' problem in identifying setting by giving explanation what about setting was and gave the picture. Furthermore, researcher found the solution in identifying meaning of difficult word by asked students to looking for the meaning of difficult word in dictionary; conducted the action by asking them to see the sentence before the difficult word and ask them to make a connection with the meaning of the word.

The third, related finding 1 found the solution of students' problem in identifying coda by giving the motivation to students in order they read the text clearly; giving the explanation more about coda. Furthermore, researcher found the solution of students' problem in identifying important information by gave them some preview questions before they start reading the text and interrupted a story in the middle to make question about what would happen, making relationship between the parts of story that teacher have said and what they read.

The fourth, related finding 1, 2, and related finding 3 found the same solution of students' problem in identifying vocabulary in context by giving advice to students so that they read the text clearly and ordering students to bring dictionary.

The fifth, related finding 3 and researcher found the same solution of students' problem in identifying supporting sentence by gave explanation what supporting idea was and where the lie of supporting idea was in the

text, and gave confirmation after topic sentence; they would find supporting idea and researcher explain that the supporting idea in the text about cause and effect.

The last, related finding 2 and related finding 3 found the solution of students' problem in identifying summarizing/ conclusion by giving the explanation where summarizing main point/conclusion was; giving the example based on text how to identify summarizing main point/conclusion. Furthermore, researcher found the solution by gave the explanation where conclusion was and also gave the example based on text, researcher emphasized that the conclusion of the text could be in the last paragraph and in the end of the story.

Based on the problems and solutions above, it can be concluded that the students' problem in reading comprehension could be solved by using some strategies, especially by using SQRW strategy. Moreover, Using P2R and PQ4R was also proven that there was an improvement in students' reading comprehension achievement.

C. **Threats of the Research**

In doing the research, the researcher found some threats in this research, they were:

1. The data in this research were objective which the descriptions of students' score were based on the test in multiple choice tests that had certain score for each question items.

2. The tool that used in collecting the result of students' reading comprehension was complete because the researcher used the paper, whiteboard, board marker, phone camera. These tools are good enough to get the data which it could be more subjective and learning process more effective and efficient.

3. SQRW strategy gave chance to the students to use target language for meaningful purposes; developed the students' reading comprehension and also improved their concentration in reading a text so that they could be more active and interested in learning reading comprehension. So, the researcher hoped SQRW strategy can be used in the classroom as one of the best strategies in teaching reading comprehension at grade VIII SMP Negeri 1 Panyabungan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research, researcher concluded that:

1. SQRW strategy can improve students' reading comprehension at grade VIII SMP Negeri 1 Panyabungan. It based on the students' reading comprehension; the mean score in first cycle was 53.69 (26.08%) and in second cycle 75.65 (69.56%).

2. There were four of external factors that influencing students' reading comprehension were; motivation, move to another chair, noisy, and asking permission. Therefore, the hypothesis in the research could be accepted. The learning, the value and the condition in reading comprehension by using survey, question, read, and write (SQRW) strategy has shown the good improvement in class VIII-2 SMP N 1 Panyabungan.

B. SUGGESTION

Based on the conclusion above, the researcher has some suggestion that:

1. Based on the first conclusion, students' reading comprehension is improved by using SQRW strategy at grade VIII SMP Negeri 1 Panyabungan. researcher suggests to the teacher to apply this strategy in teaching reading comprehension by looking at the students' problem in reading

comprehension, give solutions to the students' problem, and looking at the teacher's ways in teaching. To other researchers, the researcher suggests to improve students' reading comprehension by using SQRW strategy until 100%. The other researcher can use the other creative solutions in solving students' reading comprehension and can do research in two or three cycles so that the improvement can be achieved until 100%.

2. Based on the second conclusion, in improving students' reading comprehension there were some factors that influence students' reading comprehension by using SQRW strategy, the researcher suggests to the teacher and to another researchers who wants to do the same research can control and look at the factors that influence students' reading comprehension by using SQRW strategy. The teacher and other researchers must give the good motivation, control the students who move to another chair, made noisy and asking permission. Beside it, the teacher and the another researchers must be creative in designing teaching learning process, in explaining learning material, in motivating students, and in controlling the classroom so that students' reading comprehension can be improved as very high improvement.

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APPENDIX I

Initial's Names of Students

No	Code	Gender	
		Male	**Female**
1	AF	✓	-
2	AN	-	✓
3	AP	✓	-
4	AS	✓	-
5	AZ	✓	-
6	HN	✓	-
7	HR	-	✓
8	HS	-	✓
9	IS	✓	-
10	KH	-	✓
11	MA	✓	-
12	MI	✓	-
13	MR	✓	-
14	MS	✓	-
15	MY	✓	-
16	PS	-	✓
17	RH	-	✓
18	RL	-	✓
19	RM	✓	-
20	RN	✓	-
21	SA	-	✓
22	SN	-	✓
23	UK	-	✓

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMP NEGERI 1 PANYABUNGAN
Kelas/ Semester	: VIII (DELAPAN)/2
Subjek	: Bahasa Inggris
Jenis Teks	: Monolog *Narative Text*
Aspek/Skill	: Membaca/ *Reading*
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

A. Standar Kompetensi

1. Memahamimaknadalamesaypendeksederhanaberbentuk narrative text untukberinteraksidenganlingkungansekitar.

B. KompetensiDasar

1.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar. dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Mengidentifikasi kalimat topik dalam teks narative
b. Mengidentifikasi ide pendukung yang terdapat dalam teks naratif
c. Mengidentifikasi kata-kata sulit yang terdapat dalam teks naratif
d. Mengidentifikasi informasipenting yang terdapatdalam narrative text
e. Mengidentifikasi kesimpulan dari sebuah teks naratif.

Karakter siswa yang diharapkan: Dapatdipercaya (Trustworthines)

Rasa hormatdanperhatian (Respect)

Tekun (Diligence)

Berani (Courage)

D. Materi Pembelajaran

1. Bacaan Narrative ” The Prince and his best Friends”

2. Bacaan Narrative “ Mantu’s Little Elephant”

E. Strategy Pembeljaran

SQRW strategy

F. Langkah-LangkahKegiatan

PertemuanPertamadanKedua

Aktivitas Guru	AktivitasSiswa

1. KegiatanAwal
  a. Guru membukakelasdenganmengucapkansalam, danmempersilahkansiswauntukmembacadoabelajarsesuai agama dankepercayaanmasing-masing.
  b. Guru mengabsensiswa
  c. Guru bertanyakepadasiswatentangmateri yang berkaitan
  d. Guru menjelaskantujuanpembelajaran yang akandicapai
	a. Siswamemberikansalamdanberdoasesuai dengankepercayaanmasing-masing.
	b. Siswamendengarkan guru mengabsen.
	c. Siswamenjawabpetanyaandari guru tentangmateri yang berkaitan.
	d. Siswamendengarkandanmemahamitujuanpembelajaran yang dijelaskan guru.

2. KegiatanInti
  a. Guru memberikanpenjelasansekilasmengenaijuduldangambaranumumtentang materi/teks yang akandipelajari
  b. Guru mengaplikasikan strategy SQRW kepadasiswa, yang meliputi:
    1) Survey
      • Guru menyuruhsiswauntukmembacajudulteks“The Prince and his best Friends” dan “Mantu’s Little Elephant” sekilas
      • Guru menyuruhsiswauntukmembaca introduction teks “The
	a. Siswamendengarkanpenjelasandari guru
	b. Siswamengaplikasikanstrategi SQRW, yang meliputi:
	    1) Survey
	      • Siswamembacajudulteks “The Pince and his best Friends” dan “Mantu’s Little Elephant”
	      • Siswamembaca introduction teks “The Prince and his best Friends” dan “Mantu’s Little Elephant”
	      • Siswamembacaheading (topic khusus)teks “The Prince and his best Friends” dan “Mantu’s Little Elephant”
	      • Siswamembacaringkasanatau

Prince and his best Friends" dan "Mantu's Little Elephant" • Guru menyuruhsiswamembaca heading (topic khusus)teks "The Prince and his best Friends" dan "Mantu's Little Elephant" • Guru menyuruhsiswamembacaringkasanataupunkesimpulan. 2) *Question* • Guru memberikanpertanyaandenganmenggunakankalimattanya *who, what, where, when, why,* or *how.* 3) *Read* • Guru menyuruhsiswamembacauntukmenemukanjawabandaripertanyaanmereka 4) *Write* • Guru menyuruhsiswauntukmenulisjawabandariteks " The Prince and his best Friends" dan " Mantu's Little Elephant" secarakeseluruhan. c. Guru memberikanbeberapapertanyaandan siswaharusmenjawabnya d. Guru memberikantugasindividukepadasiswauntukmembacadenganmenggunakan SQRW strategy	punkesimpulandariteks. 2) *Question* • Siswamemprediksikanjawabandariteks "The Prince and his best Friends" dan "Mantu's Little Elephant" • Siswamenghubungkanpertanyaandenganjawabanmerekasendiri yang berkaitandenganpengetahuanataupengalamanmereka 3) *Read* • Siswamembacateks "The Prince and his best Friends" dan "Mantu's Little Elephant" secarakeseluruhan • Siswamembacadenganhati-hatidenganmenggarisbawahiinformasipenting(ide pokok, ide pendukung, kesimpulan yang terdapatdalamteks) "The Prince and his best Friends" dan "Mantu's Little Elephant" yang mungkinbisamenjawabpertanyaanmereka 4) *Write* • Siswameringkaskan ide pokokdan ide pendukungsertakesimpulanyagterdapatdalamteks "The Prince and his best Friends" dan "Mantu's Little Elephant"
3. KegiatanPenutup a. Guru dansiswabersama-sama menyimpulkanpelajaran b. Guru mengumpulkansoal yang	

telahdikerjakansiswa c. Guru menanyakankesulitansiswaketikame njawabsoaldenganmenggunakan strategy SQRW d. Siswamemberikansalamkepada guru	

G. Sumber Belajar

1. Artono Wadirman, dkk. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs).* Depok: CV. Arya Duta.
2. Teks yang berkaitan dengan bahan ajar
3. KamusBahasaInggris
4. Internet

H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi kalimat topikdalam teks fungsional • Mengidentifikasigagasanpendukung dalam teks fungsional • Mengidentifikasi kata-kata sulit dalam teks fungsional • Mengidentifikasiinformasipentingdalamteksfungsional • Mengidentifikasi kesimpulan yang terdapat dalam teks fungsional	Tes Tulis	PilihanGanda	*Choose the best answer based on the text (a, b, c, or d)*

I. Pedoman Penilaian

a. Untuk tiap nomor, tiap jawaban benar skor 1

b. Jumlah skor maksimal x5 = 100

c. Nilai maksimal = 100

d. Nilai siswa = $\dfrac{SkorPerolehan}{SkorMaksimal}x100$

e. Menghitung nilai rata-rata siswa

$$M = \dfrac{\Sigma fX}{N}$$

Explanation:

        M   : The mean of the students

        $\sum fX$: The total score

        N   : The number of the students

Panyabungan, Oktober

2015

Mengetahui:

Guru BahasaInggriskelas VIII-2   Peneliti

KHALIJAH LUBIS   **YASPIAH**

NIP. 19620612 198501 2 002   NIM. 11 340 0089

KepalaSekolah SMP Negeri 1 Panyabungan

BAHRIM LUBIS, S. Pd
NIP.19650507 199003 1 007

Padangsidimpuan,   April 2015
Validator

Sojuangon Rambe, S. S, M. Pd.,
NIP. 19790815 200604 1 003

Question

Instruction: Choose the best answer based on the text (a, b, c, or d)!

Question number 1-5:

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of the Aristocrat.

One day, the prince, Peter Piper and Franklin Greedy were walking through the forest. Suddenly, a group of bandits attacked the three boys near and old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for a bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklins' behavior. So, he quietly made up a plan from him and the Prince to escape.

Early at down, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out,Peter Piper sneaked out of the house and waited in the yard, while the price was hiding behind the house. The bandits ware very angry at Franklin and took him with them while the Prince and Peter when safely going back to the capital.

---

1. What is the text talking about?
    a. There lived a kind young prince named Jonathan
    b. The Prince and his best friends
    c. The three boys were trapped inside the house

    d. The Prince and Bandits

2. Why the prince decided not to surrender?

    a. A group of bandits attacked the three boy near and old house

    b. He was loved, and adored by his people

    c. Franklin opened the front gate and unlocked the doors

    d. He realized that he would become a hostage for a bandits to ask for ransom to his father

3. **Surround** has the same meaning?

    a. Walk

    b. Run

    c. Surrounding

    d. Catch

4. Where did the story take place?

    a. Forest

    b. Garden

    c. House

    d. Yard

5. What is the conclusion from the text above?

    a. Peter Piper and the Prince were riding away on one of the bandit's horses

    b. So, he quietly made up a plan from him and the Prince to escape

    c. It turns out, Peter Piper sneaked out of the house and waited in the yard, while the price was hiding behind the house

    d. The bandits ware very angry at Franklin and took him with them while the Prince and Peter when safely going back to the capital

Question number 6-10:

Mantu's Little Elephant

Little Mantu lived in village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger." After hearing the word snakes, the elephants screeched and off the gwents thundering in fright.

"Did I say there were snakes?" Giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

---

6. What is the text talking about?
   a. Mantu and his elephant
   b. Little Mantu lived in village deep in the jungle where elephants helped the men with their work
   c. Mantu had an elephant of his very own
   d. Mantu and Snake
7. Why the other elephants laugh and made rude noises with their trunks?
   a. His name was Opie. He was just a baby and Mantu loved him very much
   b. Because they heard the statement from the Mantu
   c. He was just a baby and Mantu loved him very much

    d. We can see what is happening down here in the jungle

8. **<u>Mischievous</u>**has the same meaning as**?**

    a. Bad

    b. Good

    c. Smart

    d. Stupid

9. Where did the story take place?

    a. Forest

    b. Village

    c. Jungle

    d. Village deep in the jungle

10. What is the conclusion from the text above?

    a. After hearing the word snakes, the elephants screeched and off the gwents thundering in fright

    b. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle

    c. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants

    d. Mantu looked up the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away

❖ **LampiranKunciJawabanSoal**

(TeksThe Prince and his Best Friends)

1. B
2. D
3. C
4. A
5. D

(TeksMantu's Little Elephant)

6. A
7. B
8. A
9. D
10. C

APPENDIX 3

FIRST TEST

Class   : VIII^{-2}

Petunjuk   :

1. Tulisnama, kelas, dannomorabsenpadalembarjawaban yang tersedia.
2. Jawablahpertanyaan-pertanyaan di bawahini berdasarkan teks naratif di bawah ini.
3. Bacalahdengantelitipetunjukmengerjakansoal.
4. Pilihlahjawaban yang tepatdenganmemberitandasilang (X) padasalahsatujawaban.
5. Periksalahpekerjaanandasekalilagisebelumandaserahkankepadapengawas.
6. Test inidisertakandenganteksnyasecaralangsung.
7. Test inihanyabertujuanuntukmengetahui data darimurid – muridtentangkemampuanmurid – muriddalammenguasaipemahamanmembaca (reading comprehension).
8. Waktu yang tersedia 45menit.

Question 1-5: This text below is for question number 1 up to 5, and then answer the question

based on the text below!

The three farmer's son

Once upon a time, there lived a sick poor farmer aid his three sons: Bill, Thomas, and john. Being on the point of death, the father bequeathed his things to them. Bill inherited his cow, Thomas got his plow, and john received his plant's seeds. Soon afterward, their father died. Bill and Thomas decided to go out from their small hut and lived their life alone. When their little brother asked them to lend him their plow and cow, they refused to help and mocked him. Then they sold their cow and plow and spent the money without thinking of the future. John then couldn't help but worked hard by himself to grow the seeds without any help from his brothers.

Years passed, john had gathered the sweet fruits of his sweats and hard works in the past and thus became a rich farmer. One day when he was buying some fruits in the market, somebody stole his wallet. As he ran to get his wallet back, the thief hit a beggar and fell down. John then realized that the thief and the beggar were his own brothers. Bill and Thomas then begged for their little brother forgiveness of being so arrogant and selfish. After listening to his brothers' stories, john invited his brothers to live together with him. The three then worked together and became great and rich farmers.

---

1. What is the text talking about?
    a. There lived a sick poor farmer and three son
    b. The three farmer's soon
    c. The farmer
    d. Bill and Thomas
2. Why Bill and Thomas decided to go out from their small hut?
    a. Bill, Thomas, and John
    b. They sold their cow and plow and spent the money without thinking of the future
    c. John couldn't help but worked hard by himself
    d. To grow the seeds without any help from his brothers
3. John had **gathered**(Paragraph 2, line 1) the sweets fruits. The meaning of underline word is?
    a. Collect

b. Take out

c. Heap

d. Put into

4. What was the character of Bill and Thomas?

   a. Arrogant

   b. Selfish

   c. Honest

   d. Arrogant and selfish

5. What is the end of the story?

   a. Then they sold their cow and plow and spent the money without thinking of the future

   b. Bill and Thomas then begged for their little brother forgiveness of being so arrogant and selfish

   c. After listening to his brothers' stories, john invited his brothers to live together with him. The three then worked together and became great and rich farmers

   d. John had gathered the sweet fruits of his sweats and hard works in the past and thus became a rich farmer

Question 6-10: The text below is for question number 6 up to 10, and then answer the question with carefully!

THE GOLDEN EGGS

Long time ago, a remote village, in central China, was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will you to ease your hardship."

A week later to his utmost surprise the farmer found an egg in his yard. This was not ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant, and spendthrift.

Strangely, the goose only laid one golden egg every six month. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. But, he didn't get anything there.

Though he very much regretted for his foolishness, it's already too late.

---

6. What is the text talking about?
   a. The greedy farmer and hunter
   b. Farmer
   c. Hunter
   d. Greedy farmer

7. The greedy farmer lost his patient and **slaughtered**(Paragraph 5, line 2) his goose. Has the same meaning as?
   a. Throw
   b. Fall
   c. Butchery

    d. Cut

8. Why the greedy farmer slaughtered his goose?

    a. Few days later, an old man with long grey beard, passed by his house took pity on him

    b. A week later to his utmost surprise the farmer found an egg in his yard

    c. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship

    d. Because he think there were plenty of golden eggs inside its stomach

9. Where did the story take place?

    a. In village

    b. In village, central China

    c. Central China

    d. China

10. What is the end of the story?

    a. It was a golden egg. He was suddenly overcome with joy

    b. The livelihood had rapidly improved but the farmer had forgotten his earlier hardship

    c. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. But, he didn't get anything there

    d. He prayed hard to God for help or his family would die of starvation

Question 11-15: The text below is for question number 11 up to 15, and then answer the question based on the text below!

The story Rabbit and Bear

   Once upon a time, there lived a bear and a rabbit. The rabbit was a good shot. On the contrary, the bear was always clumsy and could not use the arrowto shoot.

   One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. Because he was afraid to arouse the bear's anger, he did not refuse the challenge. He went with the bear and shot buffaloes. He shot and killed so many that there were lots of meats left after.

   However the bear did not make the rabbit get any of the meat. Even he could not taste it. The poor rabbit went home hungrily after a day of hard work.

   Fortunately, the youngest child of the bear was very kind to the rabbit. His mother bear always gave him an extra large piece of meat but he did not eat it all. He took some outside with him and pretended to play ball with the meat. He kicked the ball of meat toward the rabbit's house. The meat flew into the rabbit's house. In this way, the hungry rabbit got his meal.

11. What is the story talking about?
 a. Rabbit and Bear
 b. The Rabbit was a good shot
 c. The bear was always clumsy
 d. The poor Rabbit

12. Why the rabbit did not refuse the challenge?
 a. He went with the bear and shot buffaloes

b. Because he was afraid to arouse the bear's anger

c. The poor rabbit went home hungrily after a day of hard work

d. He shot and killed so many that there were lots of meats left after

13. He did not **refuse** (Paragraph 2, line 2)the challenge. Has the same meaning as?

a. Receive

b. Give

c. Request

d. Reject

14. What was the character of bear?

a. Bad shooter

b. Great shooter

c. Good shooter

d. Weak shooter

15. What is the end of the story?

a. The meat flew into the rabbit's house. In this way, the hungry rabbit got his meal

b. The poor rabbit went home hungrily after a day of hard work

c. He shot and killed so many that there were lots of meats left after

d. His mother bear always gave him an extra large piece of meat but he did not eat it all

Question 16-20: The text below is for question number 16 up to 20, and then answer the question carefully!

A Farmer and a Box

Once time, there was a poor farmer. He lived with his wife. One day, he dug up his field and found a big box. He then kept it in their house.

One sunny morning, his wife dropped an apple in the box. Suddenly, the box begun filled with apples. No matter how many apples were taken out, more apples took place in the box.

One day, the framer dropped a gold coin into that box. At once, apples disappeared and the box begun filled up with gold coins. Soon the farmer became rich.

Having heard that his son got rich, the framer's father visited the couple. His father was not very strong. He could not go out to work anymore. So the farmer asked his old father to help him take the gold coins out of the box.

His father worked hard, took the gold coins out of the box. When he told that he was very tired and wanted to have a rest, the farmer shouted at him; "Why are you so lazy? Why can't you work harder?. The old man said nothing and continued to work. Suddenly the old man fell into the box, he died. At once the gold coins disappeared and the box begun filled up with dead men.

Theramer had to pull out and burried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before.

---

16. The farmer **dropped**(Paragraph 3, line 1) a gold coin into that box. Has the same

    meaning as?

    a. Take out

    b. Fall down

    c. Filled up

    d. Put

17. What is the text talking about?

    a.   The farmer dropped a gold coin into that box

    b. A farmer

c. A farmer and a box

d. A box

18. What did happen when the farmer dropped a gold coin into that box?

   a. One day, he dug up his field and found a big box

   b. At once, apples disappeared and the box begun filled up with gold coins. Soon the farmer became rich

   c. His father worked hard, took the gold coins out of the box

   d. One sunny morning, his wife dropped an apple in the box. Suddenly, the box begun filled with apples

19. Where did the story take place?

   a. Garden

   b. Forest

   c. Jungle

   d. Farmer's house

20. What is the end of the story?

   a. The farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before

   b. At once the gold coins disappeared and the box begun filled up with dead men

   c. So the farmer asked his old father to help him take the gold coins out of the box

   d. The old man said nothing and continued to work

Padangsidimpuan, April 2015
Validator

Sojuangon Rambe, S. S, M. Pd.,
NIP. 19790815 200604 1 003

APPENDIX 4

Students' Reading Comprehension Score in First Cycle[1]

No	Code	Reading Comprehension Score					Total	Score (Total X 5)
		1	**2**	**3**	**4**	**5**		
1	AF	4	2	1	2	4	13	65
2	AN	3	2	3	4	4	16	80*
3	AP	3	1	1	4	3	12	60
4	AS	3	3	3	3	4	16	80*
5	AZ	3	1	0	0	1	5	25
6	HN	0	0	0	0	0	0	0
7	HR	4	2	2	1	1	10	50
8	HS	4	4	4	2	4	18	90*
9	IS	3	2	0	3	1	9	45
10	KH	3	3	2	2	3	13	65
11	MA	2	1	2	1	2	8	40
12	MI	0	0	0	0	0	0	0
13	MR	3	2	3	4	4	16	80*
14	MS	4	1	2	3	1	11	55
15	MY	2	2	1	4	1	10	50
16	PS	3	2	0	2	1	8	40
17	RH	4	3	1	3	1	12	60
18	RL	4	2	2	1	1	10	50
19	RM	4	3	2	3	4	16	80*
20	RN	3	0	0	2	0	5	25
21	SA	4	1	2	2	2	11	55
22	SN	4	3	1	3	2	13	65
23	UK	3	2	3	4	3	15	75*
Total Score		**70**	**42**	**35**	**53**	**47**	**247**	**1235**
Mean		**3.04**	**1.82**	**1.52**	**2.30**	**2.04**	**10.7**	**53.69**
Percentage								**26.08%**

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[1]Approved by Co-teacher (Mrs. KhalijahLubis) and Observer (Mrs. KhlijahLubis).
Students who passed the KKM (75) in first cycle

<div align="center">

SIKLUS II (CYCLE II)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

</div>

Nama Sekolah	: SMP NEGERI 1 PANYABUNGAN
Kelas/ Semester	: VIII (DELAPAN)/2
Subjek	: Bahasa Inggris
Jenis Teks	: Monolog *Narative Text*
Aspek/Skill	: Membaca/ *Reading*
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

A. Standar Kompetensi

1. Memahami makna dalam esay pendek sederhana berbentuk narrative text untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

1.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar. dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Mengidentifikasi kalimat topik dalam teks narative

b. Mengidentifikasi ide pendukung yang terdapat dalam teks naratif

c. Mengidentifikasi kata-kata sulit yang terdapat dalam teks naratif

d. Mengidentifikasi informasi penting yang terdapat dalam narrative text

e. Mengidentifikasi kesimpulan dari sebuah teks naratif.

Karakter siswa yang diharapkan: Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (Respect)

Tekun (Diligence)

Berani (Courage)

D. Materi Pembelajaran

1. Bacaan Narrative ” Golden Snail”

2. Bacaan Narrative “ Golden Cucumber”

E. Strategy Pembeljaran

SQRW strategy

F. Langkah-Langkah Kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaan masing-masing. b. Guru mengabsen siswa c. Guru bertanya kepada siswa tentang materi yang berkaitan d. Guru menjelaskan tujuan pembelajaran yang akan dicapai	a. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing. b. Siswa mendengarkan guru mengabsen. c. Siswa menjawab petanyaan dari guru tentang materi yang berkaitan. d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan guru.

2. Kegiatan Inti
a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari
b. Guru mengaplikasikan strategy SQRW kepada siswa, yang meliputi:
  1) Survey
    • Guru menyuruh siswa untuk membaca judul teks“Golden Snail” dan “Golden Cucumber” sekilas
    • Guru menyuruh siswa untuk membaca introduction teks” Golden Snail” dan “Golden Cucumber”
    • Guru menyuruh siswa
	a. Siswa mendengarkan penjelasan dari guru
	b. Siswa mengaplikasikan strategi SQRW, yang meliputi:
	  1) Survey
	    • Siswa membaca judul teks “Golden Snail” dan “Golden Cucumber”
	    • Siswa membaca introduction teks“Golden Snail” dan “Golden Cucumber”
	    • Siswa membaca heading (topic khusus) teks “Golden Snail” dan “Golden Cucumber”
	    • Siswa membaca ringkasan ataupun

membaca heading (topic khusus) teks "Golden Snail" dan "Golden Cucumber" • Guru menyuruh siswa membaca ringkasan ataupun kesimpulan. 2) *Question* • Guru memberikan pertanyaan dengan menggunakan kalimat tanya *who, what, where, when, why,* or *how.* 3) *Read* • Guru menyuruh siswa membaca untuk menemukan jawaban dari pertanyaan mereka. 4) *Write* • Guru menyuruh siswa untuk menulis jawaban dari teks " Golden Snail" dan " Golden Cucumber" secara keseluruhan. c. Guru memberikan beberapa pertanyaan dan siswa harus menjawabnya d. Guru memberikan tugas individu kepada siswa untuk membaca dengan menggunakan SQRW strategy e. Guru melakukan tindakan untuk menyelesaikan masalah pada siklus 1	kesimpulan dari teks. 2) *Question* • Siswa memprediksikan jawaban dari teks "Golden Snail" dan "Golden Cucumber" • Siswa menghubungkan pertanyaan dengan jawaban mereka sendiri yang berkaitan dengan pengetahuan atau pengalaman mereka 3) *Read* • Siswa membaca teks "Golden Snail" dan "Golden Cucumber" secara keseluruhan • Siswa membaca dengan hati-hati dengan menggarisbawahi informasi penting(ide pokok, ide pendukung, kata-kata sulit dalam teks) "Golden Snail" dan "Golden Cucumber" yang mungkin bisa menjawab pertanyaan mereka 4) *Write* • Siswa meringkaskan ide pokok dan ide pendukung serta kesimpulan yag terdapat dalam teks "Golden Snail" dan "Golden Cucumber"
3. Kegiatan Penutup a. Guru dan siswa bersama-sama menyimpulkan pelajaran b. Guru mengumpulkan soal yang telah dikerjakan siswa c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategy SQRW d. Siswa memberikan salam kepada	

guru		

G. Sumber Belajar

1. Artono Wadirman, dkk. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs).* Depok: CV. Arya Duta.
2. Teks yang berkaitan dengan bahan ajar
3. Kamus Bahasa Inggris
4. Internet

H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi kalimat topikdalam teks fungsional • Mengidentifikasi gagasan pendukung dalam teks fungsional • Mengidentifikasi kata-kata sulit dalam teks fungsional • Mengidentifikasi informasi penting dalam teks fungsional • Mengidentifikasi kesimpulan yang terdapat dalam teks fungsional	Tes Tulis	Pilihan Ganda	*Choose the best answer based on the text (a, b, c, or d)*

I. Pedoman Penilaian

a. Untuk tiap nomor, tiap jawaban benar skor 1

b. Jumlah skor maksimal x5 = 100

c. Nilai maksimal = 100

d. Nilai siswa =

$$\frac{SkorPerolehan}{SkorMaksimal} x100$$

e. Menghitung nilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation:

M   : The mean of the students

∑fX   : The total score

N   : The number of the students

Panyabungan,   Oktober 2015

Mengetahui:

Guru Bahasa Inggris kelas VIII-2   Peneliti

<u>KHALIJAH LUBIS</u>   **<u>YASPIAH</u>**

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Padangsidimpuan,   April 2015

Validator

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Question

Instruction: Choose the best answer based on the text (a, b, c, d)!

Question number 1-5:

Golden Snail

Prince Raden Putra and Dewi Limaran were husband and wife. They lived in a palace. Prince Raden Putra's father was the king of the kingdom.

One day, Dewi Limaran was walking around in the palace garden. Suddenly she saw a snail. It was ugly and disgusting. "Yuck!" said Dewi Limaran and then she threw it away into a river. She did not know that the snail was actually an old and powerful witch. She could transform herself into anything. The witch was angry to Dewi Limaran. The witch put a spell on her and changed her into a golden snail. The witch then threw it away into the river.

The golden snail was drifting away in the river and got caught into a net. An old woman was fishing and used her net to catch some fish. She was surprised to see a golden snail in her net. She took it and brought it home. When the old woman woke up in the morning, she was surprised that the house was in the good condition. The floor was mopped. And she also had food on the table. She was thinking very hard. "Who did this to me? The person is very kind." It happened again and again every morning.

The old woman was very curious. One night she decided to stay up late. She was peeping from her room to know who cooked for her. Then, she could not believe what she saw. The golden snail she caught in the river turned into a beautiful woman. The old woman approached her. "Who are you, young girl?" "I am Dewi Limaran, Ma'am. A witch cursed me. I can change back as a human only at night," explained Dewi Limaran. "The

---

spell can be broken if I hear the melody from the holy gamelan," continued Dewi Limaran. The old woman then rushed to the palace. She talked to Prince Raden Putra about her wife. Prince Raden Putra was so happy. He had been looking for his wife everywhere.

He then prayed and meditated. He asked the gods to give him the holy gamelan. He wanted to break the witch's spell. After several days praying and meditating, finally gods granted his wish. He immediately brought the holy gamelan to the old woman's house. He played it beautifully. And then amazingly the golden snail turned into the beautiful Dewi Limaran. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace.

1. What is the text talking about?
   a. Prince Raden Putra's father was the king of the kingdom
   b. Raden Putra and Dewi Limaran were husband and wife
   c. Old woman
   d. Golden Snail

2. Why the old woman was surprised?
   a. One night she decided to stay up late
   b. Suddenly she saw a snail
   c. She could transform herself into anything
   d. Because she see a golden snail in her net

3. **Peeping** has the same meaning?
   a. See
   b. Spy
   c. Looking for
   d. Look

4. Where did the story take place?
   a. Palace Garden
   b. Old woman's house
   c. Palace garden and old woman's house

d. house

5. What is the conclusion from the text above?

   a. The couple was so happy that they could be together again. They also thanked the old woman for her kindness. As a return, they asked her to stay in the palace

   b. Prince Raden Putra was so happy. He had been looking for his wife everywhere

   c. The witch put a spell on her and changed her into a golden snail

   d. Prince Raden Putra's father was the king of the kingdom

Question number 6-10:

Golden Cucumber

Once upon a time, not far from a jungle, lived husband and a wife. There were farmers. There were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child.

One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.

Not longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said the father. "What do you mean, Father? I don't understand," said Timun Mas.

Right after that, the giant came into their house. "Run Timun Mas. Save your

life!" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt the giant.

However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp.

The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

6. What is the text talking about?
   a. Diligent farmer
   b. Giant
   c. Golden Cucumber and Giant
   d. Golden Cucumber

7. Why the giant was angry?
   a. Because the farmer break their promise
   b. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter
   c. They did not think about the risk of losing their child later and agree to take the offer
   d. They were very surprised to see a beautiful girl inside the cucumber

8. **Threw** has the same meaning?
   a. Throw
   b. Collapse
   c. Falling
   d. Broken

9. Where did the story take place?

a. In the Forest

b. In the Jungle

c. In the yard

d. In the River

10. What is the conclusion from the text above?

a. The giant was getting closer and closer

b. They were very surprised to see beautiful girl inside the cucumber

c. The trees had sharp thorns so they hurt the giant

d. The farmers were so happy that they finally together again

❖ **Lampiran Kunci Jawaban Soal**

(Teks Golden Snail)

1. D
2. D
3. B
4. C
5. A

(Teks Golden Cucumber)

6. C
7. A
8. A
9. B
10. D

APPENDIX 6

SECOND TEST

Class   : VIII^{-2}

Petunjuk   :

1. Tulisnama, kelas, dannomorabsenpadalembarjawaban yang tersedia.
2. Jawablahpertanyaan-pertanyaan di bawahini berdasarkan teks naratif di bawah ini.
3. Bacalahdengantelitipetunjukmengerjakansoal.
4. Pilihlahjawaban yang tepatdenganmemberitandasilang (X) padasalahsatujawaban.
5. Periksalahpekerjaanandasekalilagisebelumandaserahkankepadapengawas.
6. Test inidisertakandenganteksnyasecaralangsung.
7. Test inihanyabertujuanuntukmengetahui data darimurid – muridtentangkemampuanmurid – muriddalammenguasaipemahamanmembaca (reading comprehension).
8. Waktu yang tersedia 45menit.

Question 1-5: The text below is for question number 1 up to 5, and the answer the question with carefully!

Buggy Races

Once upon a time there lived two best friends, the Hare and the Tortoise. They liked to race against each other, but the hare always won.

One day, the Hare asked the Tortoise to race down to the beach. The Tortoise refused, he said that he will loose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the Hare found a way to race the Tortoise that would be fair and lots of fun too. He asked the Tortoise to come with him. The Tortoise was slowly plodding over the sandhill towards the beach. Now, the two friends can race against each other all day and something tells me that the Tortoise might win this time.

---

1. What is the text talking about?
   a. Buggy Races
   b. The two friends
   c. Two best friends, the Hare and the Tortoise
   d. The two friends can race

2. Why the Tortoise refused the Hare's asked to race down?
   a. He said that he will loose anyway
   b. They liked to race against each other, but the hare always won
   c. The Hare and the Tortoise
   d. He asked the Tortoise to come with him. The Tortoise was slowly plodding over the sand hill towards the beach

3. The tortoise was slowly **plodding** (Paragraph 3, line 3)**.** Has the same meaning as?
   a. Fast
   b. Quick

c. Hurry

d. Slow

4. Where is the Hare and Tortoise to race down?

   a. River

   b. Beach

   c. Street

   d. Bridge

5. What is the end of the story?

   a. The two friends can race against each other all day and something tells me that the tortoise might win this time

   b. The hare replied in a kind voice that he felt sorry about it

   c. The Tortoise was slowly plodding over the sandhill towards the beach

   d. The Hare found a way to race the Tortoise that would be fair and lots of fun too

Question 6-10: The text below is for question number 6 up to 10, and then answer the question based on the text below!

The Legend Of Banyuwangi River

Long time ago, there was a king ruled a big kingdom in East Java. His name was Prabu Menak Prakoso. The king realized that he must expanded his territory to Bali island. So, he and his troops invaded a kingdom in Klungkung, Bali. He was success in invading the kingdom. He killed the king. Yet, the king's son and daughter survived and ran into the forest. The son's name was Agung Bagus Mantra and the daughter's name was Made Surati.

Prabu Menak had a charming son named Raden Banterang. One day, Banterang went to jungle for hunting. In the jungle, he met king of Klungkung's daughter, Made Surati. He amazed with the beauty of Surati. Then, Surati was taken by him to the kingdom. Several months later, he made Surati as his wife. They lived a happy life together in Kingdom.

One day, Surati went to market to buy some foods. In the market, she was shocked when she met some beggars. She was more surprised when she realized one of the beggars was his brother, Agung Bagus. She asked Bagus to live in Kingdom.

But, Bagus rejected her idea because he found that Surati was the prince's wife who killed and ruined his kingdom. Instead of accepting Surati's request, he asked her to kill Raden Banterang, Yet, Surati declined his idea to kill her husband.

6. What is the text talking about?
   a. There was a king ruled a big kingdom in East Java. His name was PrabuMenakPrakoso
   b. RadenBanterang
   c. AgungBagus Mantra and the daughter's name was Made Surati
   d. The legend of Banyuwangi River

7. Why Bagus rejected surati's asked to live in kingdom ?
   a. Banterang went to the jungle for hunting
   b. He met king of Klungkung's daughter, Made Surati
   c. Because he found that Surati was the prince's wife who killed and ruined his kingdom
   d. He amazed with the beauty of Surati

8. She was shocked when she met some **charming** (Paragraph 2, line 1). The underlined word is similar to?
   a. Shocked
   b. Mesmerize
   c. Handsome
   d. Beautiful

9. What did happen when Surati went to market?
   a. She was shocked when she met some beggars
   b. She was happy
   c. She was sad
   d. She was cried

10. What is the endof the story?
    a. Instead of accepting Surati's request, he asked her to kill RadenBanterang, Yet, Surati declined his idea to kill her husband
    b. They lived a happy life together in Kingdom
    c. Several months later, he made Surati as his wife
    d. So, he and his troops invaded a kingdom in Klungkung, Bali

Question 11-15: The text is for question number 11 up to 16, and then answer the question based on the text below!

> **Princess Merida**
>
> King Fergus and Queen Elinor ruled the kingdom of DunBroch in Scotland. They had three sons and one daughter, the beautiful Princess Merida. All four children were mischievous!.
>
> Queen Elinor tried to teach Merida how to behave like a perfect princess. But Merida liked to slip away from the palace to practice with her bow and arrow. She was a skilledarcher.
>
> One night, the queen announced that three clans were coming to visit. Each would present a suitor to compete for Merida's hand in marriage. Merida was horrified. "I won't go through with it!" she shouted. To Merida's dismay, the suitors arrived as planned. Merida sat waiting on her throne for the archery contest to begin. She knew she could handle a bow and arrow far better than the suitors could! Once the suitors had taken their shots, Merida marched onto the field. The queen yelled for her to stop, but Merida didn't listen. She fired her arrows and hit each target dead center. She had won! Now she wouldn't have to marry anyone!

11. What is the text talking about?
    a. King Fergus and Queen Elinor ruled the kingdom of DunBroch in Scotland
    b. Perfect princess
    c. Princess Merida
    d. Beautiful Princess

12. Why princess Merida rejected the marriage?
    a. Merida sat waiting on her throne for the archery contest to begin
    b. Merida marched onto the field. The queen yelled for her to stop, but Merida didn't listen
    c. But Merida liked to slip away from the palace to practice with her bow and arrow
    d. Merida was horrified. "I won't go through with it!" she shouted

13. What is the end of the story?
    a. She would have to marry anyone
    b. She had loosed
    c. She knew she could handle a bow and arrow

    d. She had won! Now she wouldn't have to marry anyone!

14. Where did the story take place?

    a. Irlandia

    b. Scotland

    c. Swiss

    d. Italia

15. Merida was **horrified** (Paragraph 3, line 3). The underlined word is similar to?

    a. Restive

    b. Happy

    c. Fearful

    d. Sad

Question 16-20: The text is for question number 16 up to 20, and then answer the question with carefully!

The story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

16. What is the text talking about?

   a. The legend of Toba lake

   b. There was a man who was living in north Sumatra

   c. The golden fish

   d. The woman and her son

17. Why the mother did started crying?

   a. Because her husband had broken his promise

   b. His daughter was so hungry and she ate his father's lunch

    c. Then she told her daughter to run up the hills because a huge disaster was about to come

    d. Soon there was a big earthquake followed by non-stop pouring rain

18. Where did the story take place?

    a. West Sumatra

    b. Toba lake

    c. South Sumatra

    d. North Sumatra

19. Soon there was a big **earthquake**(Paragraph 4, line 2). The underlined word is similar to?

    a. Whirlwind

    b. Flood

    c. Shake

    d. Landslide

20. What is the end of the story?

    a. The man made the deal and they got married, lived happily and had a daughter

    b. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

    c. The did some gardening and fishing for his daily life

    d. The mother started crying, felt sad that her husband had broken his promise

Padangsidimpuan,   April 2015
Validator

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APPENDIX 7

Students' Reading Comprehension Score in Second Cycle[1]

No	Code	Reading Comprehension Score					Total	Score (Total X 5)
		1	2	3	4	5		
1	AF	3	2	4	4	4	17	85
2	AN	4	4	4	3	4	19	95
3	AP	3	2	2	4	4	15	75
4	AS	3	2	3	4	4	16	80
5	**AZ**	**3**	**2**	**2**	**3**	**4**	**14**	**70**
6	**HN**	**3**	**1**	**1**	**1**	**1**	**7**	**35**
7	HR	3	3	3	4	4	17	85
8	HS	3	4	4	4	4	19	95
9	**IS**	**3**	**2**	**2**	**4**	**3**	**14**	**70**
10	KH	3	4	4	4	3	18	90
11	**MA**	**3**	**2**	**1**	**2**	**3**	**11**	**55**
12	**MI**	**2**	**1**	**1**	**3**	**1**	**8**	**40**
13	MR	4	3	3	3	4	17	85
14	**MS**	**3**	**1**	**1**	**3**	**3**	**11**	**55**
15	**MY**	**3**	**0**	**2**	**3**	**3**	**11**	**55**
16	PS	3	3	4	3	3	16	80
17	RH	3	3	3	4	3	16	80
18	RL	3	3	4	4	4	18	90
19	RM	3	2	3	4	4	16	80
20	RN	3	2	3	4	3	15	75
21	SA	4	3	2	4	4	17	85
22	SN	3	3	3	4	4	17	85
23	UK	4	4	4	3	4	19	95
Total Score		72	56	63	79	78	348	1740
Mean		3.13	2.43	2.73	3.43	3.39	15.13	75.65
Percentage								69.56%

Bold Name that did not pass KKM (75) IN Second cycle

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[1]Approved by Co-teacher (Mrs. KhalijahLubis) and Observer (Mrs. KhlijahLubis).

APPENDIX 8

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Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

</div>

Subject Matter   : **English**
Class / Semester   : **VIII / I**
Days / Date Of   :   **2015**
Cycles   : **I**
Observer/ Co-teacher: Mrs. Khalijah Lubis

No	Students	Activity						
		Students do not have full attention	Students do not have finish all the task	Students do not collect the task appropriate the time	Students are noisy	Students move to another chair	Students ask permission	Students are absent
1	AF	✓	X	✓	✓	X	X	X
2	AN	X	X	X	X	X	X	X
3	AP	X	X	X	✓	✓	X	X
4	AS	X	X	✓	✓	✓	X	X
5	AZ	✓	✓	✓	✓	X	X	X
6	HN	✓	✓	✓	✓	X	X	✓
7	HR	X	X	X	X	X	X	X
8	HS	X	X	X	X	X	✓	X
9	IS	✓	X	✓	X	X	X	X
10	KH	X	X	X	X	X	X	X
11	MA	X	X	✓	X	X	X	X
12	MI	✓	✓	✓	✓	X	X	✓
13	MR	X	X	✓	✓	✓	X	X
14	MS	X	X	✓	✓	X	X	X
15	MY	✓	X	✓	X	X	X	X

16	PS	✓	X	X	X	✓	X	X
17	RH	X	X	✓	X	X	X	X
18	RL	X	X	X	X	X	✓	X
19	RM	X	X	X	X	✓	X	X
20	RN	✓	✓	✓	✓	X	X	X
21	SA	X	X	✓	X	X	✓	X
22	SN	X	X	✓	X	X	X	X
23	UK	X	X	X	X	X	✓	X
Total		**8**	**4**	**14**	**9**	**5**	**4**	**2**
Condition of the Classroom	In this cycle, condition of the classroom was not peaceful. There were 8 students (AF, AZ, HN, IS, MI, MY, PS, RN) who not have full attention when learning reading was done, there were 4 students (AZ, HN, MI, and RN) do not finish all the task, there were 14 students (AF, AS, AZ, HN, IS, MA, MI, MR, MS, MY, RH, RN, SA, and SN) do not collect the task appropriate the time, there were 9 students (AN, AP, AS, AZ, HN, MI, MR, MS, and RN) who made noisy in the class, there were 5 students (AP, AS, MR, PS, and RM) who move to another chair, there were 4 students (HS, RL, SA, and UK) who ask permission, and there were 2 students (HN and MI) were absent.							

Padangsidimpuan,   2015
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APPENDIX 9

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / Semester : VIII / I
Days / Date Of : 2015
Cycles : II
Observer/ Co-teacher: Mrs.KhalijahLubis

No	Students	Activity						
		Students do not have full attention	Students do not have finish all the task	Students do not collect the task appropriate the time	Students are noisy	Students move to another chair	Students ask permission	Students are absent
1	AF	X	X	X	✓	X	X	X
2	AN	X	X	X	X	X	X	X
3	AP	X	X	X	X	X	X	X
4	AS	X	X	X	X	X	X	X
5	AZ	X	X	X	X	X	X	X
6	HN	✓	X	✓	✓	X	X	X
7	HR	X	X	X	X	X	X	X
8	HS	X	X	X	X	X	X	X
9	IS	X	X	X	X	X	X	X
10	KH	X	X	X	X	X	X	X
11	MA	✓	X	✓	✓	X	X	X
12	MI	✓	X	✓	✓	X	X	X
13	MR	X	X	X	✓	X	X	X
14	MS	✓	X	✓	X	X	X	X
15	MY	✓	X	✓	X	X	X	X

16	PS	**X**	**X**	**X**	**X**	✓	✓	**X**
17	RH	**X**	**X**	**X**	**X**	**X**	✓	**X**
18	RL	**X**	**X**	**X**	**X**	**X**	**X**	**X**
19	RM	**X**	**X**	**X**	**X**	**X**	**X**	**X**
20	RN	**X**	**X**	**X**	**X**	**X**	**X**	**X**
21	SA	**X**	**X**	**X**	**X**	**X**	**X**	**X**
22	SN	**X**	**X**	**X**	**X**	**X**	**X**	**X**
23	UK	**X**	**X**	**X**	**X**	**X**	**X**	**X**
Total		**5**	**0**	**5**	**5**	**1**	**2**	**0**
Condition of the Classroom		In this cycle, condition of the classroom was peaceful. Even though there were 5 students (HN, MA, MI, MS, and MY) who not have full attention when learning reading was done, there was nobody do not finish all the task, there were 5 students (HN, MA, MI, MS, and MY) do not collect the task appropriate the time, there were 5 students (AF, HN, MA, MI, and MR) who made noisy in the class, there was a student (PS) who move to another chair, there were 2 students (PS and RH) who ask permission, and there was nobody was absent. The most students pay attention and involved more active in learning process. They were enthusiastic to answer the test and applied the SQRW strategy.						

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APPENDIX 10

LIST OF INTERVIEW GUIDELINES

Interviews to the Students

1. Apakahkesulitanandadalammengidentifikasikalimattopik?

   (What are your difficulties in identifying topic sentence?)

    Answer:

   Sayatidakmengalamikesulitandalammengidentifikasigagasanutamakarenaumumnyaterletakp

   ada paragraph pertama

2. Apakahkesulitanandadalammengidentifikasikalimatpendukung?

   (What are your difficulties in identifying supporting sentence?)

   Answer: Karenasayakurangpahambagaimana yang di katakana

   kalimatpendukungdankurangpahamteksnya,

   dansayakurangpahammembedakankalimatpendukungdenganinformasipenting

3. Apakahkesulitanandadalammegidentifikasiarti kata-kata sulitsesuaidenganteks?

   (What are your difficult in identifying difficult word in context?)

   Answer:Sayatidaktahuartidari kata-kata sulittersebutdansayatidakmembawakamus

4. Apakahkesulitanandadalammengidentifikasiinformasi yang penting?

   (What are your difficulties in identifying important informatiton?)

   Answer:Sayatidakmengertimaksuddariteksdantidaktahumembedakanmanakalimatpendukun

   gdanmanainformasipenting

5. Apakahkesulitanandadalammegidentifikasikesimpulanutamadariteks?

   (What are your difficulties in identifying summarizing main point/ conclusion?

   Answer:Sayatidakmengertiteksnyadanmenganggapkesimpulanselaluberadapadaakhirteks

6. Mengapaandamembuatkeributan di kelas?

   (Why do you make disturbance in the classroom?)

   Answer:Karenasayatidakmengertimateri yang di

   jelaskandanmenanyakanpenjelasandanjawabandariteman

7. Mengapaandaseringpindahkebangku yang lain?

   (why do you move to anoter chair?)

   Answer: Karenasaya di ganggutemansatubangkusaya

8. Mengapaandaseringpermisi?

   (Why are you often permission?)

   Answer: Karenasayainginpergike toilet

9. Mengapaandaseringabsen?

   (Why are you often absent?)

10. Bagaimanakondisikelas?

    (How the condition of class?)

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APPENDIX 11

<div align="center">

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

</div>

Subject Matter : **English**
Class / Semester : **VIII⁻²**
Days / Date Of : **Oktober, 20th 2015**
Cycles : **I**
Observant : **Mrs. KhalijahLubis as Co-Teacher**

No.	Activities	Y	N	How	Application
I.	**A. Opening** 1. Doing the apperception.			Adapting the enthusiasm, motivation, improving the way of the study: • Introducing strategy • Modeling the use of the strategy, trying out ad solving the problem • Expand with new material	Teacher performance in teaching reading comprehension by using SQRW strategy was done well. However the researcher should connect the learning material (text) to the students experience so that they can more comprehend the text and also they are able in applying SQRW strategy as one of strategies in learning reading comprehension.
	2. Giving the motivation to the students.			Giving the motivation with tell to students how important this strategy to help them in reading comprehension. They are: • To increases their comprehension • To increase their recall • And it saves students valuable time by encouraging students to learn as students read	Teacher give the motivation to students with given the candy to students, given the positive comment by say "your opinion is good". With it can make them enthusiasm in learning process.
	3. Explaining the purpose of the learning outcome.			Tell the students that this strategy can be a good strategy when they follow the	Teacher explains to students that the SQRW strategy is the strategy to make the easy to answer the question in reading

				examination in reading questions.	comprehension.	
	4. Explaining the steps teaching-learning reading process by using SQRW strategy.			Tell the students about: • Explain the strategy that will be used • Explain the steps that will be used • Examplize or practicing the using of the strategy • Ask the students to use the strategy in some of example are they can do the strategy that have been learned • Ask the students to do the task	Teacher explains SQRW strategy and the steps of the strategy and then made example based on the strategy. So, that they can apply SQRW strategy in reading process.	
II	**B. Implementation of Learning Material** 1. Connecting learning material to the students' experience by using SQRW strategy.			Ask the students about the text that they have ever read	Teacher asks to students have they ever read the story about narrative text and it made them easier to understand about the material will be learned.	
	2. Explaining reading material by using SQRW strategy.			Ask the students to read the title, introduction, heading, and conclusion. Ask the students to make a question as *who, what, where, when, why,* or *how*. Then ask students read to find the answers from the question. Last, ask the students to write the answer.	Teacher asks students read the text about "The Prince and his best Friends and Mantu's Little Elephant" and then ask them to find who is on the text, what were they doing, where the story was done, when the story was done, and how the way of the story from the first until the end. Last, teacher asks students to write the answer in their book.	
	3. Giving the suitable example in reading material.			Give the narrative text about *The Prince and his Best Friends, Mantu's Little Elephant* and *Golden Snail*	Teacher gives the text one by one to students as an example of the material.	

				and Golden Cucumber.	
	4. Motivating all students to participate in teaching process and sets down its result on paper that is provided.			Tell the students to apply the SQRW strategy questions when they answer the reading and make a note to remind them about the material that have been explained by teacher.	Teacher asks students when they were reading and answers the question they must use SQRW strategy.
III	**C. Evaluation** 1. Asking the students to do test and researcher looks after the students during the test time.			• Give the students worksheet test. • Monitor them when they are doing the test.	Teacher gives the test one by one to students and then teacher walk around in the class to monitor them when they answer the test.
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.			• Collect the students' answer. • Give the assessment that appropriate with lesson plan.	After students were finish answer the test, teacher collects the students' answers and checks their answer.
IV	**D. Closing** 1. Asking the students about reading material.			• Ask the students to give the opinion about the material that they get from the teachers' explanation. • Conclude the students' opinion.	Teacher asks students give their opinion about the material, some of them was say that the material is fun and easy to understand and some of them was say that the material so hard to understand and the test is so hard. So, teacher will improve the teaching strategy in cycle 2 to make them understand.
	2. Making the conclusion based on reading material.			Checking their comprehension about the material by giving some questions.	Teacher checks their comprehension by giving the test.
	3. Giving the motivation to the students in order			Ask the students to apply SQRW in reading	Teacher asks students to use the SQRW strategy in answer the

	to apply SQRW strategy in reading comprehension.			comprehension to make them can answer the question and understand a text easily and quickly.	question.	
	4. Giving the information about reading material in the next meeting.			• Tell them the narrative text that will be read in the next meeting. • Tell them that they will do a test for reading comprehension.	Teacher tell to students that in the next meeting will give the narrative text but in different title and teacher tell to students will test them again	
V	**E. Management Class** 1. Opening the Lesson a. Take students' attention			• Using the tools in learning process to make students interest they are whiteboard, broad marker, and etc.	Teacher use whiteboard and broad marker in teaching reading comprehension.	
	b. Give motivation			• Show to students good attitude as, friendly, enthusiastic, and etc. • Make students have to inquiring the lesson with give them game	Teacher show to students a good attitude (friendly, smile). So, students motivate to study.	
	2. Explain skill			• Teacher explain the procedure of the SQRW they are title, introduction and heading of the text • Teacher give question with using who, what, where, when, why, or how. • Teacher asks students to read the text to find the answer of their question.	Teacher explain the step of SQRW and ask students to apply the strategy and teacher asks students to make a question in their mind like; who in the text, what they were doing, where and when the story was done, and how the way of the story from the first until the end. Last, teacher asks students to write their answer in their book.	

				• Teacher asks students to write their answer in task book.	
	3. Give reinforcement			• Teacher gives reinforcement to students as "right", "your answer is true", and etc. • Give impression to students as "give applause" and etc. • Give reinforcement with give the positive comment in their task book , give the candy, stamp, and etc.	Teacher gives positive comment to students by say "right, your answer is true". With that they were enthusiasm in learning process.
	4. Physical appearance			• For man wearing long/ short shirt and including clothes into the trouser, trouser, belt, stocking and shoes. • For woman wearing uniform/ batik, veil, skirt, stocking, high heels, and wearing makeup not too much	Teacher wears the red batik, red veil, black skirt, brown shock and black shoes in learning process.
	5. Management class			• Students' seats manage in in rows, make in group, individual, or circle form. • The windows are big enough so the sunrise and the air can enter into the classroom. • Teacher put the pictures in the wall that can see by the students.	Teacher makes the seat of students in rows and individual and open the window. So, the air can enter in to the classroom.

6. Closing Make a review and evaluation			• Teacher review the point of material they are, topic sentence, supporting idea, meaning of difficult word, important information, and summarizing main point/ conclusion. • Ask students to answer the multiple choice question.	After teacher was finish explain the material, teacher review again the material about topic sentence, supporting idea, meaning of difficult word, important information, and summarizing main point/conclusion to make them remind the material. Last, teacher asks students to answer the test.

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APPENDIX 12

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Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

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Subject Matter : **English**
Class / Semester : **VIII^{-2}**
Days / Date Of : **Oktober, 24th 2015**
Cycles : **II**
Observant : **Mrs. KhalijahLubis as Co-Teacher**

No.	Activities	Y	N	How	Application
I.	**A. Opening** 1. Doing the apperception.			Adapting the enthusiasm, motivation, improving the way of the study: • Introducing strategy • Modeling the use of the strategy, trying out ad solving the problem • Expand with new material	The researchers' performance in teaching reading comprehension by using SQRW was done well. All of the activities were improved by the researcher.
	2. Giving the motivation to the students.			Giving the motivation with tell to students how important this strategy to help them in reading comprehension. They are: • To increases their comprehension • To increase their recall • And it saves students valuable time by encouraging students to learn as students read	Teacher give the motivation to students like change the learning style in the classroom, given to students reinforcement by say "your opinion is good, give applause for students who true answer the test, and make the different seat from the first cycle. With it can make them enthusiasm in learning process and they were done bored.
	3. Explaining the purpose of the learning outcome.			Tell the students that this strategy can be a good strategy when they follow the	Teacher explains to students that the SQRW strategy is the strategy to make the easy to answer the question in reading

				examination in reading questions.	comprehension.	
		4. Explaining the steps teaching-learning reading process by using SQRW strategy.		Tell the students about: • Explain the strategy that will be used • Explain the steps that will be used • Examplize or practicing the using of the strategy • Ask the students to use the strategy in some of example are they can do the strategy that have been learned • Ask the students to do the task	Teacher explains SQRW strategy and the steps of the strategy and then made example based on the strategy. So, that they can apply SQRW strategy in reading process.	
II	**B. Implementation of Learning Material** 1. Connecting learning material to the students' experience by using SQRW strategy.			Ask the students about the text that they have ever read	Teacher asks to students have they ever read the story about narrative text and it made them easier to understand about the material will be learned.	
	2. Explaining reading material by using SQRW strategy.			Ask the students to read the title, introduction, heading, and conclusion. Ask the students to make a question as *who, what, where, when, why,* or *how*. Then ask students read to find the answers from the question. Last, ask the students to write the answer.	Teacher asks students read the text about "Golden Snail and Golden Cucumber", and then ask them to find who is on the text, what were they doing, where the story was done, when the story was done, and how the way of the story from the first until the end. Last, teacher asks students to write the answer in their book.	
	3. Giving the suitable example in reading material.			Give the narrative text about *Golden Snail and Golden Cucumber.*	Teacher gives the text one by one to students as an example of the material.	

	4. Motivating all students to participate in teaching process and sets down its result on paper that is provided.			Tell the students to apply the SQRW strategy questions when they answer the reading and make a note to remind them about the material that have been explained by teacher.	Teacher asks students when they were reading and answers the question they must use SQRW strategy.
III	**C. Evaluation** 1. Asking the students to do test and researcher looks after the students during the test time.			• Give the students worksheet test. • Monitor them when they are doing the test.	Teacher gives the test one by one to students and then teacher walk around in the class to monitor them when they answer the test.
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.			• Collect the students' answer. • Give the assessment that appropriate with lesson plan.	After students were finish answer the test, teacher collects the students' answers and checks their answer.
IV	**D. Closing** 1. Asking the students about reading material.			• Ask the students to give the opinion about the material that they get from the teachers' explanation. • Conclude the students' opinion.	Teacher asks students give their opinion about the material, all of the students say that the learning material is easy with apply this strategy and say that English is fun.
	2. Making the conclusion based on reading material.			Checking their comprehension about the material by giving some questions.	Teacher checks their comprehension by giving the test.
	3. Giving the motivation to the students in order to apply SQRW strategy in reading			Ask the students to apply SQRW in reading comprehension to make them can answer the question and	Teacher asks students to use the SQRW strategy in answer the question.

	comprehension.			understand a text easily and quickly.	
	4. Giving the information about reading material in the next meeting.			• Tell them the narrative text that will be read • Tell them that they will do a test for reading comprehension.	Teacher tells to students that they will answer the test after the teacher was finish explain the material.
V	**E. Management Class** 1. Opening the Lesson a. Take students' attention			• Using the tools in learning process to make students interest they are whiteboard, broad marker, and etc.	Teacher use whiteboard and broad marker in teaching reading comprehension.
	b. Give motivation			• Show to students good attitude as, friendly, enthusiastic, and etc. • Make students have to inquiring the lesson with give them game	Teacher show to students a good attitude (friendly, smile), and give them more attention. So, students motivate to study.
	2. Explain skill			• Teacher explain the procedure of the SQRW they are title, introduction and heading of the text • Teacher give question with using who, what, where, when, why, or how. • Teacher asks students to read the text to find the answer of their question. • Teacher asks students to write their answer in task book.	Teacher explain the step of SQRW and ask students to apply the strategy and teacher asks students to make a question in their mind like; who in the text, what they were doing, where and when the story was done, and how the way of the story from the first until the end. Last, teacher asks students to write their answer in their book.

	3. Give reinforcement			• Teacher gives reinforcement to students as "right", "your opinion is good", and etc. • Give impression to students as "give applause" and etc. • Give reinforcement with give the positive comment in their task book , give the candy, stamp, and etc.	Teacher gives positive comment to students like "your answers is true and give applause to students who true answer the test". With that they were enthusiasm in learning process.
	4. Physical appearance			• For man wearing long/ short shirt and including clothes into the trouser, trouser, belt, stocking and shoes. • For woman wearing uniform/ batik, veil, skirt, stocking, high heels, and wearing makeup not too much	Teacher wears the grey batik combine with green flower, green veil, black skirt, brown shock and black shoes in learning process.
	5. Management class			• Students' seats manage in in rows, make in group, individual, or circle form. • The windows are big enough so the sunrise and the air can enter into the classroom. • Teacher put the pictures in the wall that can see by the students.	Teacher makes the seat of students in rows and individual and open the window. So, the air can enter in to the classroom.
	6. Closing Make a review and evaluation			• Teacher review the point of material they are, topic sentence, supporting idea, meaning of difficult word,	After teacher was finish explain the material, teacher review again the material about topic sentence, supporting idea, meaning of difficult word, important information, and

| | | | important information, and summarizing main point/ conclusion.
 • Ask students to answer the multiple choice question. | summarizing main point/conclusion to make them remind the material. Last, teacher asks students to answer the test. | |

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APPENDIX 13

DOCUMENTATIOS

Teacher Explains the Learning Material

Students was done the First Test in cycle 1

Teacher Observe the students   **Co- teacher Observe the learning process**

Students was done the Second Test in cycle 2

Teacher was interview the Students

APPENDIX 14

CURRICULUM VITAE

A. Identity

Name   : Yaspiah

Reg. Number   : 11 340 0089

Place / Birthday   : PanyabunganJulu/ June, 08th, 1992

Sex   : Female

Religion   : Islam

Address   : Jln. H. M. NurdinNasution

B. Parents

Father's name   : ABD. KholidNasution

Mother's name   : NurHabibahLubis

C. Educational Background

1. Elementary School   : SD N 146278 PanyabuganJulu (2005)

2. Junior High School   : MTs. MardiahIslamiahPanyabugan (2008)

3. Senior High School   : SMK N 1 Panyabungan (2011)

4. Institute   : IAIN Padangsidimpuan (2015)