THE USE OF DOUBLE ENTRY JOURNALS STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION
(Classroom Action Research of the Second Year Students of MTS Tarqyatul Himmah Kauman Lor Pabelan Kabupaten Semarang in the Academic Year of 2015/2016).

GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) of Salatiga

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2016
DECLARATION

In the name of Allah The Most Gracious and The Most Merciful.

Hereby the writer fully declares that this thesis is written by the writer himself, and it is not containing materials written or has been published by other people, and other people's ideas except the information from the references. The writer capable account for this thesis if in the future this graduating paper can be proved of containing others' ideas or in fact the writer imitates the others' thesis.

Likewise, the declaration is made by the written and the writer hopes that this declaration can be understood.

Salatiga, Maret 10th 2016

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CENTIVE COUNSELOR’S NOTE
Hohamad Hasan’s graduating paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Hasan’s graduating paper entitled THE USE OF BLE ENTRY JOURNALS STRATEGY IN IMPROVING STUDENTS’ READING COMPREHENSION (Classroom Action Research in the Second Yea r of MTS Tarqiyatul Himmah Kauman Lor Pabelan Kabupaten Semarang in Academic Year of 2015/2016. I have decided and would like to propose that this paper be accepted by the Teacher Training and Education Faculty. I hope this paper will be reviewed as soon as possible.

Wassalamu’alaikum wr. wb.

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A GRADUATING PAPER

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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) of Salatiga on March 24th, 2016, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education.

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MOTTO

“AN ACTION IS THE FOUNDATION OF A SUCCESS.”

-PABLO PICASSO-
DEDICATION

This graduating paper is especially dedicated to:
My beloved Mother and Father
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,
Assalamu'alaikum Wr. Wb.

Alhamdulillahiwalli’alamina, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

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Finally, this research is expected to be able to provide useful knowledge and information to the research. And the writer is pleased to accept more suggestions contribution from the reader for the improvement of the thesis.

lama'alakum Wr.Wb.

Salatiga, March 10th 2016

The Writer

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ABSTRACT


The aims of this research are (1) to find out the profile of students’ activities in reading comprehension through Double entry Journals strategy of the second year students of MTS Kauman Lor Pabelan in the academic year of 2015/2016?, (2) to find out the improvement of students’ reading comprehension through Double entry Journals Strategy of the second year students of MTS Kauman Lor Pabelan in the academic year of 2015/2016?. The methodology used in this research was Classroom Action Research (CAR). The subjects of the research were twenty two students of the second grade students of MTs Tarqiyatul Himmah Kauman Lor Pabelan. It was conducted in two cycles. Each cycle consisted of planning, action, observation and reflection. The findings of the research are: The mean of pre-test I was 70,75 and the mean of post-test I was 73,75, the mean of pre-test II was 93,5 and the mean of post-test II was 97. T-calculation results shows that the T-calculation of cycle I was 1,63 and in cycle II was 5,83. Based upon the findings and the analysis of the data above the writer can conclude that using Double Entry journals strategy increases the students' reading comprehension.

Key word: Double Entry Journals, Reading Comprehension.
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In this chapter, the writer focuses to discuss background of study of this research, statement of problems, objectives the study, benefit of the study, limitation of the study, definition of key term and review of previous research.

A. Background of Study

Each country has their own languages and system of structure. For example, Indonesian language has different structure with English. In the other hand, English is a subject taught as second language in Indonesia. As a result, English become as a difficult subject for Indonesian students. It is because of difference from mother tongue, pronunciation, vocabulary and system of structure.

In order to mastering English at least there are four main skills which must attained by students. There are speaking, writing, reading and listening. According to the writer, reading is the most important skills in learning process to mastery English. Moreover reading is essential skill for learners of English as second language because reading has a fluent process of readers combining information from their own background knowledge to building meaning (Nunan, 1973:2).
Unfortunately, the students have faced some problems related in mastering reading skills. First, the students have less vocabulary in the background knowledge. It caused some difficulties for the students to understand the text, because they don't know about the meaning of word by word. So they cannot understand information of text. Second, the students do not understand about generic structure. It's make the students unable grasp a plot of the text.

Another factor is strategy that applied during the teaching learning process. Most of teacher usually give technique regular way. It makes the students have to understand the material by themself. Some students unable to get the contents of text. This situation that change the students into passive, afraid of making mistakes and become unmotivated to learn reading class. As a result, the problems above must be solved.

Based on the interview with an English teacher on Tuesday, September 22nd 2015 at 10.

50 am most of students in second grade students of MTs Tarqyatul HimmahKaumanLorPabelan they have same problems when learning english because English is one of subject that very difficult for them. They are not interested in English learning process. Especially during reading class. They do not know the meaning of
the text because they lack of vocabulary mastery, grammar, and they got difficult in translation. Usually they were lazy to open the dictionary. It makes students difficult to understand about the text. They still confused to get the information in reading text. Sometimes, they feel afraid when faced long text and they do not understand about text contents.

There are many ways to solve the problems. In order to make the students to be fluent in reading English text the teacher should use various techniques or strategies. One of them is by improving the use of teaching learning strategies. There are many kinds of strategies that can be used by the teacher. One of them is Double Entry Journals. The strategies that proposed by Chalkins, Double Entry Journals are note-taking frameworks that help students construct meaning as they interact with a text. The journals become a place for students to easily record thoughts and ideas as they read (Preszler, 2006:12).

Double Entry journals is yet another special kind of journal. In the Double Entry journals, the left-hand page of a spiral notebook is for notes, drawings, observations, ideas, word clusters, and maps (prewriting) that precede a reading or learning event; the right-hand is for what Vaughan (1900) calls “cooking” those and observations after the reading of learning event (Berthaff via Ruddel, 2005:295). Double Entry Journals Strategy uses the material that use to be
source of information of education. Material are article, audio visual, picture, teachers’ explanation or other sources (Pratam, 2015:19). One of the materials that would be use in this research is article.

Based on agreement between the Writer and the teacher this strategies will apply in the second grade. The writer hopes that Double Entry Journals allow student to seek the parts that they think are important, and to ask the questions that they have, instead of doing exercises that the teacher made up. Doing their reading this way will help to improve their comprehension and vocabulary. It will also help them remember the material better.

The writers tries use of Double Entry Journal strategy in improve students’ reading comprehension of the second grade students of MTS Tarqyatul Himmah Kauman Lor Pabelan Kabupaten Semarang. Based on the explanation above, gives inspiration to the researcher and carrying out the research entitled THE USE OF DOUBLE ENTRY JOURNALS STRATEGY IN IMPROVING STUDENTS’ READING COMPREHENSION (Classroom Action Research in the Second Year Students of MTS Tarqyatul Himmah Kauman Lor Pabelan Kabupaten Semarang in the Academic Year of 2015/2016).
B. Statements of the Problem

Based on the explanation above, this research the writer would like to answer the following:

1. How is the profile of students’ activities in reading comprehension class by using implementation of Double entry Journals strategy at the second year students’ of MTS Kauman Lor Pabelan in the academic year of 2015/2016?

2. How far is the improvement of students’ reading comprehension by using Double Entry Journals Strategy at the second year students of MTS Kauman Lor Pabelan in the academic year of 2015/2016?

C. The Objectives of the Study

Based of the problem state above the objectives of the study are:

1. To find out the profile of students’ activities in reading comprehension class by using implement Double entry Journals strategy at the second year students’ of MTS Kauman Lor Pabelan in the academic year of 2015/2016.

2. To find out the extend of improvement students’ reading comprehension by using Double entry Journals Strategy at the second year students’ of MTS Kauman Lor Pabelan in the academic year of 2015/2016.
D. The Benefits of the Study

1. To the Students
   
   The research can motivate the students learning english achievement especially in reading comprehension. The student can improve their reading ability by using this technique applied by their teacher in the class. So, The students interest to study harder than before and they have good perception that English is not difficult.

2. To the Readers or Other Researchers
   
   The use of Double Entry Journal strategy can help the researchers to identify how to teach reading. It also give information to improve creativity in learning process especially in reading comprehension.

E. Limitation of the Study

   In order to focus on research, so is research is valid, there must be limitation of the problem. The topic must be limited in order to investigate the problem more accurately, precisely and correctly. Therefore, the writer would like to limit this study as follows:

1. The research limited in using Double Entry Journal strategy in improves students’ reading comprehension.
2. The research is conducted for the eight year students of MTS Kauman Lor Pabelanin the academic year 2015/2016.

F. Definition of Key Terms

The research classifies the term are using in this study as follows:

1. Double entry journal Strategy

   In Oxford Learner Pocket Dictionary (2008:409) strategy is a plan intended to achieve a particular purpose.

   Double Entry Journals are note-taking frameworks that help students construct meaning as they interact with a text. The journals become a place for students to easily record thoughts and ideas as they read (Preszler, 2006:12)

2. Improving Students Reading Comprehension Skills.

   Some theories give the divination about improve as the activities to raise more desirable or more excellent quality or condition or to increase the productivity or value of land or property. [http://www.thefreedictionary.com](http://www.thefreedictionary.com): accessed on September 14, 2015

   Reading is the process of learning to read in one’s native language is the process of transfer from the auditory signs for language signals, which the child has already learned, to the new visual signs for the same signals (Charles C. Fries (qtd. In Dallmann, Rouch, Char, & Deboer, 1982:22)
Comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea (Dechant, 1982:311).

G. Review of Previous Research

In this study, the writer reviewed several research papers from the previous researches. The first research, was conducted by LiaFebryanentitled “The Use of Directed Reading Thinking activity Strategy to Improve Students’ Reading Comprehension (A Classroom Action Research at the Tenth Years Students of MAN Salatiga in the Academic Year of 2013/2014). In this thesis LiaFebryani about the using of Directed reading thinking activity strategy in MAN Salatiga. Based on the findings of the research, the students’ reading comprehension can improve thought this strategy. The findings show that improvement of the students’ reading comprehension is significant after the students got reading instruction Directed Reading Thinking Activity strategy.

The second research had been done by Musthoif entitled “The Use Of Lexical Approach To Improve Students’ Achievement In Reading Comprehension (A Car Of The Eight Grade Students Of SMP 02 Tengaran 2012/2013). He concludes that use of Lexical
Approach to teach reading to eight years students of junior high school was very good. It was support by the higher scored by the student who have taught implementation Lexical Approach. The student can to increase their score, from pre-test cycle 1 until pretest cycle 3 and post test cycle 1 until cycle 3. The result of pre test and post test were used to know the score of reading comprehension.

H. Outline of Graduating Paper

This graduating paper is composed into systemically five chapters, and able to clarify as follows:

Chapter I contains introduction which cover background of the study, Statement of the Problem, The Objectives of the Study, The Benefits of the Study, Limitation of the Study, Definition of Key Terms, and outline of graduating paper.

Chapter II is theoretical framework which discus about definition of Double Entry Journal strategies, the steps of Double Entry Journal strategies and reading comprehension.

Chapter III explain about methodology of research that consist of setting of the research, subject of the research, technique of collecting data and technique of data analysis.

Chapter IV is data analysis. Consist of cycle I, cycle II, analysis, discussion, and result of each cycle.

Chapter V is closure. The writer states summary of the study include conclusion and suggestion.
CHAPTER II
LITERATURE REVIEW

The writer will explain the definition of each terms based on the literature review in this chapter. To clarify the references needed, the writer discusses the general concept of Double Entry Journals Strategy and reading comprehension.

A. General Concept of Reading Comprehension

This concept will discuss about the definition of reading, comprehension and Double Entry journal strategies.

1. Nature of Reading

   a. Definition of Reading

   There are some definitions of “Reading” presented by the experts. However, there must not be the worthiest sense. One of the reading definition according to Daniel Hittlemen, (as cited in Dallmann, Rouch, Char, &Deboer, 1982:22-23) “Reading is a verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author.”

   According to Urquhart and Weir as cited in William Grabe, “Reading is defined as the process of receiving and
interpreting information encoded in language from via the medium of print (Grabe, 2009: 14).

Reading can also described as interactive process between what a reader already know about a given topic or subject and what the writer writes. It is not simply a matter of applying decoding conventions and grammatical knowledge of the text (Nunan, 1973: 1).

According Duffy, Sherman, and Roehler (1977: 4) divided the definition of reading into four general categories, first reading is defined as interest it emphasize the development of recreational reading hobbit. A second view defines reading as language process and emphasizes development. A third view defined as a learned system. Viewed in this way, instructional emphasis it placed on controlled development of skills in a structured sequence progressing from the simple to the complex. This view reading contains several subdivisions according to the kind skill emphasized.

b. Aspects of Reading

(Dallmann, 1982:25) stated that some of the aspects of reading which deserve both specific attention in isolated
learning situations and, at the other times, more balanced
attention in a more normal reading situation, here are:

1) Word Recognition

The degree of excellence in reading is
determined, to a large extent, by the ability to recognize
and pronounce words. The point of view that reading is
chiefly skill in recognizing words continues to enjoy
support in respectable and influential quarters.

2) Comprehension

Comprehension is an absolute necessity in
reading. The effective reader needs to have learned the
code used in written communication so that he can
translate the written symbols into sound or meaningful
language sequences.

3) Reflection

William S. Gray (as cited in Dallmann, Rouch,
Char, &Deboer, 1982:26) reflection includes reaction
and fusion. By reaction he refers to the reaction of the
reader to what he has read. This aspect of reading may
be thought of as critical reading. By fusion he refers to
assimilation of ideas gained through reading with the
reader former experiences.
c. Micro skills, Macro skills, and Strategies for Reading

According to Brown (2004:187) there are micro skill and macro skills for reading comprehension:

1) Micro skills

a) Discriminate among the distinctive graphemes and orthographic patterns of English.

b) Retain chunks of language of different lengths in short-term memory.

c) Process writing at an efficient rate of speed to suit the purpose.

d) Recognize a core of works, and interpret word order patterns and their significance.

e) Recognize grammatical word class (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms.

g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
b) Recognize the communicative functions of written texts, according to form and purpose.

c) Infer context that is not explicit by using background knowledge.

d) From described events, ideas, etc., 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.

e) Distinguish between literal and implied meaning.

f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) 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.

3) Strategies for Reading

According to Brown (2004:188) there are some principal strategies for reading comprehension:

a) Identify your purpose in reading a text.
b) Apply spelling rules and conventions for bottom up decoding.

c) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

d) Guess at meaning (of words, idioms, etc.) when you aren’t certain.

e) Skim the text for the gist and for main ideas.

f) Scan the text for specific information (names, dates, key words)

g) Use silent reading techniques for rapid processing.

h) Use marginal notes, outlines, charts, or semantics maps for understanding and retaining information.

i) Distinguish between literal and implied meanings.

j) Capitalize on discourse markers to process relationships.

d. Purposes of Reading

People are read for different purposes, particularly in academic settings. There are six major purposes according to William Grabe (2009:7-9):

1) Reading to search information (scanning and skimming)

When we want to locate some specific information, we engage in search processes that
usually include *scanning* and *skimming*. The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search for information.

2) Reading for quick understanding (skimming)

Skimming is used for variety of other reasons (and so may be seen as a super ordinate purpose). We skim for some reasons, such as:

a) When we want to determine what a text is about and whether or not we want to spend more time reading it.

b) When we are expected to read a more difficult text so that we have a sense of where the text will lead us and what we may need to know to understand it.

c) When we need to work through many text and want to make decisions about which texts to focus more attention on.

d) When we are under intense time pressure and need to reach some decision about the usefulness of information in a text.
3) Reading to learn

Reading to learn is often carried out when the information in a text is identified as important (often by teacher or textbook) and when that information will be used for some task or may be needed in the future.

4) Reading to integrate information

Reading to integrate information requires that the reader synthesize (and learn) information from multiple texts or bring together information from different parts of a long texts, such as long and complex chapter in a textbook. In the case of multiple texts, the reader must decide how to create his or her own organizing frame for the information because none is provided by the combined set of texts.

5) Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information represents an increased level of demand and a more complex interaction of reading processes. At this level of reading, extensive inference and background knowledge come into play, and the reader engages very actively in reinterpreting the text for his or her own purposes.
6) Reading for general comprehension

This reading type takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing. In fact, reading for general comprehension involves a complex set of processes when carried out by fluent reader.

In addition, according to Mahmoed (1992:103-104), there are at least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:

1) Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

2) Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.
3) Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspapers, novels, and other similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

4) Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

5) Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs, and the main ideas.
In addition, adapted from Rivers and Temperley (1978:187 – 8) as cited in Nunan (1989:34), suggest that second language learner will want to read for the following purpose:

1) To obtain information for some purpose or because we are curious about some topic.
2) To obtain instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
3) To act in a play, play a game, do a puzzle.
4) To keep in touch friends by correspondence or to understand business letters.
5) To know when or where something will take place or what available.
6) To know what is happening or has happened (as reported in newspaper, magazines, reports).
7) For enjoyment or excitement.

e. Reading Principles

According to of Hammer (2007: 101-102), there are some principles in reading:

1) Encourage students to read as often and as much as possible.
2) Students need to be engaged with what they are reading.

3) Encourage students to the content of a text (and explore their feelings about it), not just concentrate on its construction.

4) Prediction is a major factor in reading.

5) Match the task to the topic when using intensive reading texts.

6) Good teachers exploit reading texts to the full.

f. **Types of Reading Skill**

   According to Andrew (1989: 159), there are four types of reading skills. They are can be explained as follow:

1) Skimming, this is quickly glancing through an article to see if it interests us, so we can focus our full attention on an item if it interests us.

2) Scanning, which is to locate specific information in a directory

3) Intensive reading, where the reader is trying to absorb all the information given.

4) Extensive reading, where the reader deals with a longer text as a whole, which requires the ability to understand the component parts and their contribution to overall meaning.
2. Nature of Comprehension

a. Definition of Comprehension

Construction meaning from text is the goal of reading.

Then, Thorndike (as cited in Dechand, 1982:311) argues that reading comprehension simply as thinking. In addition, Davis (as cited in Dechand, 1982:312) stated that early noted that underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words. Dechant conclude that comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skills, upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar).

However, Koda (2005: 4), ascited in (Grabe, 2009: 14), explained that comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.
b. **Stages of Comprehension**

Comprehension appears to happen in two stages, they are:

1) The first stage occurs during the actual reading activity. The child examines the message and simultaneously recognize words and meaning through skill with the graphemes, syntactic, and semantic system. Understanding is instantaneous at this stage.

2) Stage 2 can occur anytime during or following stage 1. This comprehension might best be described as a reflective activity. The written message has been translated or received and now can be subjected to a more thoughtful scrutiny or analysis. Surface understandings that were created at the instantaneous level can be examined as to their original accuracy or subjected to more complex mental operations (Duffy and Sherman, 1977: 60)

c. **Process of Comprehension**

Comprehension skill can be classified into three processes according to Duffy, Sherman and Roeheler (1977: 61). Those are:

1) Comprehension as an informational process

This process suggests that the reader is trying to learn the factual content of the message. To accomplish this,
they must have meaning for all words read and recognition of memory for the fact they convey.

2) Comprehension as a thinking or manipulative process

This process suggests that once the informational process is secure, the reader can be expected to “think about” this information, exploring its deeper implications and inferences.

3) Comprehension as an evaluative process

This action might consists of accepting the message and committing it to memory, rejecting the messages or searching out more information to clarify or understand a position.

d. Levels of Comprehension

According to Dalman, Rouch, Char &DeBoer, (1982:161) there are some levels of comprehension, here are:

1) Reading on the Factual Level

Reading on the factual level pertains to skill in understanding the information that is directly stated in written material. Understanding at this level is closely related to the ability to read inferentially and critically. Among the skills required for reading at the factual level are:
a) Knowing the Meaning of Words

If a large number of words in written material are unknown to the reader, comprehension suffers. A special problem frequently exists in the case of words with multiple meaning.

b) Finding the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. This may often legitimately be the goal in reading fiction or even in reading other types of material, such as science.

c) Selecting Significant Details

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. To be proficient in this respect, the reader needs to do more than differentiate between main points and supporting details.

d) Following Directions

The ability to follow directions is usually a combination of many reading skills. The ability to note details, to organize, and to note the sequences
of points are among the learning essential to this type of reading skill.

2) Reading on the Interpretive or Inferential Level

Interpretive or inferential reading is also referred to as “reading between the lines.” In other words, in reading on this level the reader is able to understand what is implied though not directly stated. Included in this category are the following skills:

a) Summarizing and Organizing

Both the ability to select the main idea and to choose significant details is basic to another commonly sought-after goal of reading that of summarizing and organizing.

b) Arriving at Generalizations

Formulating generalizations is in a sense a specialized form of summarizing. To arrive at generalizations the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.

c) Predicting Outcomes

Another important comprehension skill is that of predicting outcomes. Skills in predicting
outcomes is useful in helping the reader note when they have misread a word or a group of words or a sentence. This skill is helpful also in remembering what is read.

3) Reading on the Evaluative or Critical Level

One of the most significant comprehension skills is that of making evaluations of what is read. By critical evaluation is not meant the attitude of suspecting every statement read of being false. The power of critical evaluation in reading involves numerous factors.

In the other hand, Dechant(1982:313) explains that learning to comprehend involves a complex of skill. Various writers have attempted to categorize these into three or four levels. Lanier and Davis, as cited in Dechant (1982:313), summarizing comprehension skills, categorize them as:

a) Literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)

b) Interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)
c) Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose)

d) Creative skills (applying information, responding emotionally)

3. General Concept of Double Entry Journals

This concept will discuss the definition of Double Entry Journal strategy, the procedure of Double Entry Journal strategy, and the benefit of Double Entry Journal strategy.

a. The Nature of Double Entry Journal Strategy

Double Entry Journals is one of kind journal. Double Entry Journal strategy is the journal has two columns, Double Entry journals is yet another special kind of journal. In the Double Entry journals, the left-hand page of a spiral notebook is for notes, drawings, observations, ideas, word clusters, and maps (prewriting) that precede a reading or learning event; the right-hand is for what Vaughan (1900) calls “cooking” those and observations after the reading of learning event (Berthaff via Ruddel, 2005:295). According to Draper (2010: 12) stated that the purpose of Double Entry Journal is to provide a structure for reading response, to make decisions about significant aspect of text, and to reflect on personal connections to the text.
The strategies that proposed by Chalkins, Double Entry Journals are note-taking frameworks that help students construct meaning as they interact with a text. The journals become a place for students to easily record thoughts and ideas as they read (Preszler, 2006:12).

b. Procedure of Double Entry Journal Strategy

According to Drapper(2010:204) stated that the steps of Double Entry Journal strategy are:

1) Provide students with a Double Entry Journal or make one
2) Begin by explaining and modeling to use a Double Entry journal. Encourage text-self, text-text, and text-world connections.
3) Have student read or listen part of a text
4) Ask students to select a key event, idea, word, quota, or concept from the text and write it the left column of the Double Entry journal.
5) In the right column of the Double Entry Journal, students write connection and explain their responses to the item in the left column.
6) Use the journals for small group discussion.
c. Benefit of Double Entry Journal Strategy

According to Joseph Bruch and Francisco Jimenez (2009) in their website that there are four benefits of Double Entry Journals:

1) Double Entry Journals are tools that help students read “texts and events” and then reflect on and make meaning of them.

2) Double Entry Journals are one of the most simple and direct way to teach students to read (or view, or listen to) text carefully. By reacting to specific lines (or details) and ideas as they go, the students engage in the kind of close analysis of the text necessary for articulating that text’s overall “message”

3) Reader response strategies like double entry note-taking help students practice the habits of good reader by slowing down the reading process and demanding that they become aware of the “conversation” they are having with themselves about what a respond emotionally, ask questions, make predictions, and connect the text to their own lives.

4) The strategy supports English language learners in numerous ways. As the read and select their quotations, they are improving reading comprehension skills. As they
write and then share their responses, they are engaging in
conversational as well as academic discourse about the text.

(https://www.learner.org/workshops/tml/workshop8/teaching.html)

B. Indicators of Students Reading Comprehension

According to Depdiknas (2004) the indicators of students reading comprehension in Junior High School for National Curriculums are:

a. Students are able to identify the main idea of the text
b. Students are able to identify detail information of the text
c. Students are able to identify the information of written text
d. Students are able to identify the meaning of the text, phrases, and sentences
e. Students are able to identify the purpose of the text
f. Students are able to identify the rhetorical steps of the text
C. Reading Comprehension Evaluation Rubric

Table 2.1
Reading Comprehension/Critical Thinking Questions Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation</strong></td>
<td>Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified</td>
<td>Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.</td>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</td>
<td>Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustifiable.</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>Answers are mostly complete, extensive, and include many details</td>
<td>Answers are usually complete and include several details.</td>
<td>Answers contain some details.</td>
<td>Answers lack the required detail or are incomplete.</td>
</tr>
<tr>
<td><strong>Use of Information</strong></td>
<td>Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.</td>
<td>Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes</td>
<td>Answers include occasional supporting evidence from the text when necessary.</td>
<td>Answers do not include supporting evidence from the text when necessary</td>
</tr>
</tbody>
</table>
Reading Skill

\[
\text{total score} = \frac{\text{interpretation} + \text{detail} + \text{use of information} + \text{clarity} + \text{mechanics}}{\text{total maximum score (25)}} \times 100\%
\]

**D. Theoretical Framework**

Reading comprehension is one of the important English aspects which should be mastered by students. In fact, some students are still getting difficult to comprehend the text. The writer also found this kind of the difficulties in MTs TarqyatulHimmahKaumanLorPabelanKabupaten Semarang. From that situation, the writer did this research to find the effective of Double Entry Journal to improve students’ reading comprehension.
Before the research, most of the teacher usually gives technique in regular way.

The writer uses Double Entry Journal strategies to teach reading class in second grade of MTs TarqyatulHimmahKaumanLorPabelan. According to Chalkins, Double Entry Journals are note-taking frameworks that help students construct meaning as they interact with a text. The journals become a place for students to easily record thoughts and ideas as they read (Preszler, 2006:12).

Based on the statement above, Double Entry Journal is as a strategy that may help the students in learning English especially in reading comprehension. The writer wants to investigate how the students increasing their reading comprehension trough Double Entry Journal Strategy.
CHAPTER III
RESEARCH METHODOLOGY

A. Types of the Research

In this research, the researcher used Classroom Action Research method. CAR (Classroom Action Research) was a method of finding out what best in a class in order to improve student learning.

According to Arikunto (2010:130) classroom action research is formed from three words they are:

Research: an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for him/her.

Action: activity that intentionally done in certain aim, that has a form of cycle sequence activity to students.

Class: a group of students in the same time and have the same lesson from their teacher.

He added that this action was expected to increase the students” learning result, so it should concern with the teacher”s effort in learning process (Arikunto, 2010:130)
B. Subjects of Study

The subject of this research is the second grade students MTs Tarqiyatul Himmah Kauman Lor Pabelan in the Academic Year 2015/2016. The researcher takes VIII A class as the subject of this research. It is consist of 22 students. They are female. English teacher who become the subject of the research is Ms. Ninik Arifah, S.Pdi

The researcher chosen VIII A class as a research subject. In this research, the researcher becomes researcher, the researchers’ friends, Ria Puspitasari becomes a teacher which help the researcher when do this research in class.

Table 3.1
The List VIII A Class
Group of MTs Tarqiyatul Himmah Kauman Lor Pabelan in the Academic Year 2015/2016

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aini Ummul Faizah</td>
</tr>
<tr>
<td>2</td>
<td>Arina Khikmatus Sa'adah</td>
</tr>
<tr>
<td>3</td>
<td>Arum Mawarsih</td>
</tr>
<tr>
<td>4</td>
<td>Ayu Puspita Sari</td>
</tr>
<tr>
<td>5</td>
<td>Azkiyah Sholihatul Ummam</td>
</tr>
<tr>
<td>6</td>
<td>Faiza Fuida</td>
</tr>
<tr>
<td>7</td>
<td>Farida Utami</td>
</tr>
<tr>
<td>8</td>
<td>Hanna Lutfia</td>
</tr>
<tr>
<td>9</td>
<td>Indah Lailatul</td>
</tr>
</tbody>
</table>
C. Time Setting

The classroom action research is done in September 22th – November 07th 2015. It was conducted in MTs Tarqiyatul Himmah Kauman Lor Pabelan. The time schedule of the research could be drawn in the table as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Ismi Hidayatun</td>
</tr>
<tr>
<td>11</td>
<td>Khoiril Muna</td>
</tr>
<tr>
<td>12</td>
<td>Lutfiana Maratul Sholikhah</td>
</tr>
<tr>
<td>13</td>
<td>Marlina Nur Ani Saukum</td>
</tr>
<tr>
<td>14</td>
<td>Novita</td>
</tr>
<tr>
<td>15</td>
<td>Rahayu Lilik Indriyani</td>
</tr>
<tr>
<td>16</td>
<td>Silfi Afifatus Zulfa</td>
</tr>
<tr>
<td>17</td>
<td>Siti Rahma N</td>
</tr>
<tr>
<td>18</td>
<td>Syukria Abdillah</td>
</tr>
<tr>
<td>19</td>
<td>Umi Rofiatun</td>
</tr>
<tr>
<td>20</td>
<td>Wahyu Tri Mulyani</td>
</tr>
<tr>
<td>21</td>
<td>Yohana Safitri</td>
</tr>
<tr>
<td>22</td>
<td>Zulfa Ainul Safitri</td>
</tr>
</tbody>
</table>

Source: MTs Tarqiyatul Himmah Kauman Lor Pabelan 2015
<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 22th, 2015</td>
<td>Observation</td>
<td>MTs Tarqiyatul Himmah Kauman Lor Pabelan</td>
</tr>
<tr>
<td>2</td>
<td>November 02th, 2015</td>
<td>Cycle 1 The implementation of using Double Entry Journals strategy</td>
<td>XII A</td>
</tr>
<tr>
<td>3</td>
<td>November 04th, 2015</td>
<td>Cycle 2 The implementation of using Double Entry Journals strategy</td>
<td>XII A</td>
</tr>
</tbody>
</table>
D. Research Procedures

The researcher presented the procedure of the research as follows:

1. Planning

   According Arikunto (2010: 139) in action planning, the researcher determined point or event to get special attention to be observed, and then make the observation instrument to help researcher record the class condition when the learning teaching occurs.

   The researcher used some planning those were:

   1) Preparing materials, making lesson plan and designing the step in doing the acting.
   2) Preparing list of students’ name and scoring.
   3) Preparing teaching aids, they are Parlour game and descriptive text.
   4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied).
   5) Preparing a test, (to know whether student’s reading comprehension improve or not).

2. Action

   Action is implementation or application of design contents in the class, which was used class action (Arikunto, 2010:139). The steps of the activities were namely:
1) Introduction or greeting.
2) Checking the students’ presences.
3) Asking the students about the reading comprehension related to the materials.
4) Giving pre-test.
5) The use of Double Entry Journals strategy
6) Asking the students orally about the method or media.
7) Giving post-test.

3. Observation

Observing is an observation activity to know how far the action effect have reach target. Observation is one of the instruments used in collecting the data. As a scientific method, observation can be systematically used to serve and note the phenomena investigated like students feeling, thinking, and something that they do in teaching learning process. The writer plans this observation flexible and open to record the unexpected.

4. Reflection

Reflection is activities to restate what occurred (Arikunto, 2010:140). The result of the observation is analyzed. It is to record what happens that in observation. Then, researcher was examining the result of the acting that has been conducted. Through the reflection researcher was know the strength and weakness of
implementing Parlour game as a media of learning in language class. Beside that there is problem in the cycles I the researcher must solve the problem in the next cycles. These stages can be drawn as follow:

**Figure 3.1**

Class Action Research Cycle

![](image)

Figure Cyclical AR model based on Kemmis and Mc Taggart (1988: 14) in Hopkins (1993:48)

**E. Technique of Data Colection**

The researcher collected the data accurately of the research using some techniques, they are:
1. **Observation**

Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation the most effective method is by fulfilling an observation blank form as a tool. The arranged form consists of items about occurrences or behaviors that drawn will be happened (Arikunto, 2010:272). The observation noticed classroom events and classroom interaction. The researcher used field note. David (1989:116) Keeping field notes is a way of reporting observations, reflections, and reactions to classroom problems.

2. **Test**

The way to get some data with test in this research, the researcher used two steps. They are: pre-test and post-test.

1) According to David (1969:112) Pre-test is one form may be used at the beginning of a course of study or training program. The researcher used pre-test to know the students’ability before the teaching learning process.

2) According to David (1969:112) Post-test is another form at the conclusion of the program to determine degree of improvement. The researcher used post-test to know the student’s improvement after teaching learning process was conducted.
3. Documentation

Arikunto (2010:274) stated that documentation methods is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. This method isn’t too difficult since if there is an error the source data is still not change. In this section, besides make a note the researcher take photographs as proof of teaching learning activity.

F. Research Instrument

Research instrument use to collect data. In this study, there are two kinds of research instrument. They are:

1. Written text

Written text uses to know how far the students’ competence in reading comprehension before and after applying Double Entry Journlas strategy. The forms of the test is multiple choice type. In this test consist 20 items. It is partially separated into two terms, there are pre-test and post-test. Both of them considered 20 items for every test. If the students answer 20 items of the question correctly, they will get score 100 (that is total score x 5 = 100).

2. Observation Sheet

Observation sheet uses to know how far the students’ motivation before and after applying Double Entry Journlas strategy. This instrument gives monitor and record the students’ involvement during
the lesson. In the observation sheet, there are four aspects that are consider focuses, those are: paying attention, activeness in asking questions, activeness in responding questions and enthusiasm in doing test. In this instrument, the teacher gives point in each aspect based on the situation of students. The table below show the example of observation sheet as follows:

Table 3.3
Students’ Observation Sheet

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA SISWA</th>
<th>Object</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AINI UMMUL FAIZAH</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ARINA KHIKMATUS SA'ADAH</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ARUM MAWARIH</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>AYU PUSPI ARA</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>AZKIYAH SHOLI HATUL UMAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>FAIQA FUIDA</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>FARIDA UTAMI</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>HANNA LUTFIA</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>INDAH LAILATUL</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ISMI HIDAYATUN</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>KHOIRIL MUNA</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>LUTFIANA MARATUL SHOLIKHAH</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>MARLINA NUR ANI SAUKUM</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>NOVITA</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>RAHAYU LILIK INDRIYANI</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>SILFI AFIFATUL ZULFA</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>SITI RAHMA N</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>SYUKRIA ABDILLAH</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>UMI ROFIATUN</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>


A : Paying Attention
B : Activeness in asking questions
C : Activeness in responding questions
D : Enthusiasm in doing test

G. Evaluation Criteria

In doing this research, the Writer use two indicator to assess students’ reading comprehension. Those indicators are multiple choice and essay. The explanation can be seen in the table below:

a. Multiple choice

Score = Total of correct x 2

b. Essay

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Totally correct</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Fairly correct</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Nearly correct</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Mostly wrong</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Totally wrong</td>
<td>0</td>
</tr>
</tbody>
</table>

Total scores 20
The higher score of students’ reading comprehension is 100. 80% of students’ score is taken from multiple choices. Then, the last 20% of students’ score is taken from essay.

H. Technique of Data Analysis

After collecting the data, the next step of this study is analyzing the data. In analyzing data, the researcher used two techniques of qualitative and quantitative:

1. Qualitative technique

Lodico (2006:15) stated that qualitative techniques collect and summarize data using primarily narrative or verbal methods: observations, interviews, and document analysis. The researcher uses the qualitative technique to know students’ behavior during the teaching learning process. In this case the researcher use field notes in which record all activities in the classroom.

2. Qualitative technique

Lodico (2006:12) stated that quantitative techniques summarize data using numbers. Hypotheses and methods of data collection are created before the research begins. This technique is used to know the students’ score of reading comprehension in each cycle.

The formulas according to Hadi, (1981:246) are:

a. Mean

\[ M = \frac{\Sigma X}{N} \]
Where:

\( M \) : Mean of students’ score

\( \sum X \) : The sum of students’ score

\( N \) : The total number of students

d. **SD (Standart Deviation)**

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2}
\]

Where:

\( S_D \) : Deviasion Standart for one sample t-test

\( D \) : Different between pre-test post-test

\( N \) : Number of observation in sample

e. **T-test**

After calculating the SD, the researcher will calculate t-test to know if there is a significant difference or not between pre-test and post-test,

\[
t_o = \frac{\left( \sum D \right)}{\sqrt{\frac{SD_D}{N-1}}}
\]

Explanation:

\( t_o \) : T-test for the differences of pre-test and post-test

\( SD \) : Deviation standard for one sample t-test

\( D \) : Different between pre-test and post-test

\( N \) : Number of observations in sample
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is functioned to measure the students’ reading comprehension improvements by applying Double Entry Journal in students reading activities.

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. It shows the finding of collected data since in the beginning until the end of the research. In this research consist of field not, the result pre-test and post-test. This research is implemented on two cycles. The findings consist of the results of the cycle I, cycle II. These cycles will show the improvement of the students’ ability in reading comprehension.

A. Data Analysis

In this research, the writer arranged two cycles. Each cycle consist of planning, action, observing and reflection. The whole steps of this research are explained in the description bellow:

1. Cycle 1

The result of both of the tests can be seen in the table as follows:
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aini Ummul Faizah</td>
<td>30</td>
<td>65</td>
<td>35</td>
<td>1225</td>
</tr>
<tr>
<td>2</td>
<td>Arina Khikmatus Sa'adah</td>
<td>100</td>
<td>90</td>
<td>-10</td>
<td>100</td>
</tr>
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<tr>
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<tr>
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<td>85</td>
<td>70</td>
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<tr>
<td>18</td>
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The Students’ Involvement in Pre-Test and Post Test Cycle

The students’ involvement during the lesson can be seen on the table below:

**Table 4.2**

Students’ Observation Sheet Cycle 1

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>Object</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>A</td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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</tr>
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<td>4</td>
<td>AyuPuspita Sari</td>
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<td></td>
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</tr>
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<tr>
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Summation:

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<tr>
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</table>
Explanation:

A : Paying Attention

B : Activeness in asking questions

C : Activeness in responding questions

D : Enthusiasm in doing test

2. **Cycle II**

The result of both of the tests can be seen in the table as follows:

| Table 4.3 | Result of Pre-Test and Post-Test Cycle II |

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<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test(X)</th>
<th>Post-test (Y)</th>
<th>Post-pre (D)</th>
<th>$D^2$</th>
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<tr>
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</tr>
<tr>
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<td>Arum Mawarsih</td>
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<tr>
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<td>2nd Set</td>
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</table>
The students’ involvement during the lesson can be seen on the table below:

**Table 4.4**

**Students’ Observation Sheet Cycle II**

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<th>NO</th>
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<th>Pre-test</th>
<th>Post-test</th>
<th>Note</th>
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<td>B</td>
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</tr>
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<td>13</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>
Explanation:

A : Paying attention  
B : Activeness in asking questions  
C : Activeness in responding questions  
D : Enthusiasm in doing test

B. Cycle 1

1. Result of Observation

a. Pre-test

1) Pay attention: 20  
2) Activeness in asking questions: 8  
3) Activeness in responding questions: 9  
4) Enthusiasm in doing test: 20

b. Post-test

1) Pay attention: 20  
2) Activeness in asking questions: 11  
3) Activeness in responding questions: 13  
4) Enthusiasm in doing test: 20

c. Conclusion

By looking on the definitions above, there is an improvement of students’ observation through Double Entry Journals strategy between pre-test I (before the action) and post-test I (after the action).

2. Result of Mean

a. Mean of pre-test 1

\[ M_x = \frac{\sum x}{N} \]
\[ M_x = \frac{1415}{20} \]

\[ M_x = 70.75 \]

b. Mean of Post-test 1

\[ M_x = \frac{\sum Y}{N} \]

\[ M_x = \frac{1475}{20} \]

\[ M_x = 73.75 \]

- Mean of pre-test = 70.75
- Mean of post-test = 73.75
- Mean of pre-test ≤ than post-test

c. Conclusion

There is improvement of reading comprehension through Double Entry Journals strategy between pre-test \(1\) (before the action) and the post-test \(I\) (after the action)

3. Result of Standard Deviation and To

a. SD of pre-test and post-test

From the data above, the teacher calculate SD pre-test and post-test.

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{6375}{20} - \left(\frac{125}{20}\right)^2}
\]

\[
= \sqrt{318.75 - 39.1}
\]
\[ \sqrt{279.65} = 16.72 \]

b. T-test calculation

\[ T_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{\text{SD}_D}{\sqrt{N-1}} \right)} \]

\[ = \frac{\left( \frac{125}{20} \right)}{\left( \frac{16.72}{\sqrt{20-1}} \right)} \]

\[ = \frac{6.25}{\left( \frac{16.72}{4.36} \right)} \]

\[ = \frac{6.25}{3.83} \]

\[ = 1.63 \]

T-table = 2.847 (significance level of 0.5%)

C. Cycle II

1. Result of Observation

a. Pre-test

1) Pay attention: 20

2) Activeness in asking questions: 13

3) Activeness in responding questions: 12

4) Enthusiasm in doing test: 20

b. Post-test

1) Pay attention: 20
2) Activeness in asking questions: 16
3) Activeness in responding questions: 17
4) Enthusiasm in doing test: 20

c. Conclusion

Looked on the definition above, there is an improvement of students’ observation through Roundtable and Think Pair Share between pre-test I (before the action) and post-test I (after the action)

2. Result of Mean

a. Mean of Pre-test II

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{1670}{20} \]

\[ M_x = 83.5 \]

b. Mean of Post-test II

\[ M_x = \frac{\sum y}{N} \]

\[ M_x = \frac{1940}{20} \]

\[ M_x = 97 \]

- Mean of pre-test = 83.5
- Mean of post-test = 97

c. Conclusion
There is improvement of reading comprehension through Double Entry Journals strategy between pre-test II (before the action) and the post-test II (after the action).

3. **Result of SD and To**

a. **SD of post-test and pre-test**

From the data above, the teacher calculates SD pre-test and post-test.

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{6150}{20} - \left(\frac{280}{20}\right)^2}
\]

\[
= \sqrt{307.5 - 196}
\]

\[
= \sqrt{111.5}
\]

\[
= 10.5
\]

b. **T-test calculation**

\[
T_o = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD_D}{\sqrt{N-1}}}
\]

\[
= \frac{\left(\frac{280}{20}\right)}{\left(\frac{10.5}{\sqrt{19}}\right)}
\]

\[
= \frac{14}{\left(\frac{10.5}{4.36}\right)}
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\[
= \frac{14}{\left(\frac{10.5}{4.36}\right)}
\]
\[
\frac{14}{2.4} = 5.83
\]

T-table = 2,847 (significance level of 0.5%)

D. Discussion

1. Cycle I

a. Action Planning

The activities in action planning are:

1) Preparing materials, making lesson plan, and designing the steps in doing the action

2) Preparing list of students’ name and scoring

3) Preparing teaching-aids

4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

5) Preparing the tests (to know whether students’ achievement improve or not). It is pre-test.

b. Implementation of the Action

The writer becomes researcher and the researchers friends, Ria Puspita Sari becomes the teacher.

On Monday, November 2 2015 at 08.30 a.m, the teacher and the writer entered to the English class, the teacher opened the lesson by introducing herself and checked the students' absences. In the first meeting, it was followed by 20 students in the class.
Before the lesson, the teacher gave the pre-test for students in 20 minutes about reservation. She divided the sheets and walked around the class in order to check the students along doing the test. Some of them asked their friends, and the others asked to the teacher. After the students had finished the pre-test, she collected and began the teaching learning process.

The teacher told the students about the topic that day, and then the teacher asked the students about it. The situation in the class as follows:

Teacher : “Today, we will discuss about descriptive text, (Apa itu descriptive text?) what is descriptive text?”

Students : “deskripsi, Bu(it’s a description, Miss.)”.

Teacher : “Ok, descriptive text is a text that we use to describe something. Jadi descriptive text itu adalah text yang kita gunakan untuk mendeskripsikan sesuatu. Bisabarang, hewan peliharaan, keluarga, teman, dan lain-lain (Descriptive text is a text that we use to describe something. It can be a thing, pets, family, friend, or anything else).”

Teacher :”siapa yang tahu, apasaja generic structure dalam descriptive text? (what are the generic structure of descriptive text)”

Students : “saya bu saya... (me miss.. me..)”
Teacher: “apa saja hayo? (what are those?)”

Students: “lupa, miss. Hehehe (I forgot, Miss.)”

Teacher: Okay, jadi descriptive text punya empat generic structure. Yang pertama adalah identification, description, grammatical features, and conclusion. (So, descriptive text has four generic structure. The first one is identification, description, grammatical features, and conclusion).

Teacher: Coba sekarang diulang ya bacanya setelah saya. Identification… (Now, repeat after me, please.)

Students: Identification

Teacher: Good… Sekarang, apa itu identification? Identification adalah bagian dari kalimat yang memperkenalkan sesuatu. (What is identification? Identification is part of the sentence that introduces something.)

Teacher: Repeat after me again. Description

Students: Description

Teacher: Nice… Description adalah bagian yang berisi uraian atau gambaran tentang sesuatu tersebut, misalnya tentang jenis dan bentuknya atau warnanya. (Description is the
part that explain about the thing. It can be the shape or the color)

Teacher: Repeat after me. Grammatical features

Student: Grammatical features

Teacher: *Apa itu grammatical feature?* Grammatical feature *adalah* tenses yang digunakan dalam penulisan teks *tersebut.* (Grammatical feature is tenses that been use to write the text itself).

Teacher: *Yang terakhir conclusion. Siapa yang tau arti conclusion?* (The last one is conclusion. Who knows what conclusion mean is?)

Students: *Kesimpulan*

Teacher: *Very nice. Dalam descriptive text, kadang ada konklusinya dankadang juga tidak. Jadi konklusi dalam descriptive text itu bisa dikasih atau tidak juga boleh.* (In descriptive text, sometimes there are conclusions provided and sometimes also nothing. So, in descriptive text, provide conclusion is optional).

Teacher: Now, who wants to be volunteer to read the example?

*Siapa hayo?*

Student: *Saya bu* (Me, Miss)
Teacher : Yes Azkia, who is the next?

Student : Sama saya bu (with me miss)

Teacher : Okay Farida and Azkia... please, stand up in front of the class, read loudly!!!

Students : Yes, miss...

Farida and Azkia read the example of reservation loudly after that they give explanation about the text which they understand.

Teacher : Okay thank you guys.. give applause for Farida and Azkia

Students : (gives applause)

Teacher : Do you understand about that?

Students : yes sir.. (said loudly)

Teacher : Okay good... Now, I will divide into group, each group consist of four students. Each group must make response of colom fo Doubole Entry Journals and do the task that I will give to you.” Are you ready?( ok bagus.. sekarang saya akan membagi grup setiap grup terdiri dari 4 orang. Setiap group merespon colom pada tabal DEJ dan mengerjakan tugas yang saya berikan kepada kalian)
Students : yes sir...

Before teacher divide into group, Teacher gave the task to students. The students must do the task individuals. Next, the students pairing with their partner to discuss student’s assignment. The students try to solve the task by their group for about 30 minutes. Then the teacher said: “Time is up class, now, we will share it together”. In addition, the teacher wrote down the answer of the task in the whiteboard and students try to correct task of other group. After the students finished, they submitted the task.

c. Observation

In the first cycle, the researcher and her partner observed teaching learning process by monitoring the students’ activity and attention during the action. Observation focused on students’ reading comprehension.

The teacher also observed the students’ attention, activeness in asking questions, answering questions and enthusiasm in doing the test. In this section, almost of the students were silence in the class, only several students who has answered the teachers’ questions.

Some students done the pre-test by themself without asking to their friends, although they still got difficulty in understanding English text. Some students gave less attention when the teacher explained the material. The percentage of the result from the Pre-Test from the Cycle 1 shows that 100% of the students (20 students) are paying attention of
the teachers’ explanation. 40% of the students (8 students) are showing their activeness in asking question to the teacher. 45% of the students (9 students) are showing their activeness in responding questions giving by the teacher. The last is 100% of the students (20 students) are showing their enthusiasm in doing the test giving by the teacher.

Then, in the Post-Test, the results show 100% of the students (20 students) are paying attention of the teachers’ explanation. 55% of the students (11 students) are showing their activeness in asking question to the teacher. 65% of the students (13 students) are showing their activeness in responding questions giving by the teacher. The last is 100% of the students (20 students) are showing their enthusiasm in doing the test giving by the teacher. From the results, there are some differences in the students’ activeness in asking questions and responding questions. In the students’ activeness in asking questions, there is 15% increasing percentage. It shows that students are interested in the learning process and the material giving by the teacher. then, in the students’ activeness in responding questions, there is an increasing percentage about 20%.

Based on the observation sheet, the researcher found that the most of the students were paying attention in the learning process. However, there were many students who were not active in asking questions. The students who were active asking were only 8 students. And then, the number of students who were active in responding in the questions are
7 students. They mostly kept silent even though they did not understand what the teacher explained.

The researcher needed to explain the material in detail in order to make the students understand well. She must guide the students to discuss and present the material in front of the class. Besides the students must be more active to ask the teacher when they did not understand about the lesson. The teacher will use the same technique to teach reading with same topic for the next cycle to get better result.

d. Reflection

1) Improvement

   After analyzing the result of the action in cycle I, the researcher concluded that the students’ reading comprehension was improved,. The score of the result above shows that students’ score increases from the pre-test to the post-test. The mean of pre-test is 70,75 while the mean of post test is 73,75. Based on the comparison, the students’ reading comprehension enhances since they got treatment. It means that Double Entry Journal technique is successful in improving the students reading comprehension.

2) Significant

   After calculating the T-test, it was found that the score is 1,63. To know the significant different before and after treatment, the writer compared the T-test score and T-table score. T-table score is 2,847 (significance level of 0,5 %). Because T-test was
lower than T-table. So, H₀ is accepted. It means that there is no significant improvement of the pretest and posttest in cycle I.

2. **Cycle II**
   a. **Action Planning**

   Based on the result of cycle I it is necessary for the writer to continue the next cycle. The writer prepared some instrument of the research, such as:

   1) Preparing materials, making lesson plan, and designing the steps in doing the action

   2) Preparing list of students’ name and scoring

   3) Preparing teaching-aids

   4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

   5) Preparing the tests (to know whether students’ achievement improve or not). It is pre-test and post-test.

   b. **Implementation in the Action**

   On Thursday, November 04th 2015 the teacher and the researcher come to the class. The teacher opened the lesson soon.

   \[\text{Teacher} : \text{“assalamualaikum warohmatullahi wabarokatuh”}\]

   \[\text{Students} : \text{“wa’alaikumsalam warohmatullahi wabarokatuh”}\]

   \[\text{Teacher} : \text{“How are you today?”}\]
Students: “I’m fine, and you?”

Teacher: “I’m very well, thank you”

Before starting the lesson the teacher check attending list, after that the teacher reviewed the previous lesson.

Teacher: “Did you still remember our lesson today?

Students: “ya bu, tentang descriptive text (yes miss, about descriptive text)”

Teacher: ”What is Descriptive text?”

Students: “descriptive text is a text that we use to describe something. Jadi descriptive text itu adalah text yang kita gunakan untuk mendeskripsikan sesuatu. Bisa barang, hewan peliharaan, keluarga, teman, dan lain-lain”.

Teacher: “okay, good. What are the generic structure of descriptive text?”

Students: “identification, description, grammatical feature, and conclusion miss...”

Teacher: “yes, well done.”

Then the students received the material, teacher gave pre-test to the students. As in the first cycle, they
need 20 minutes to do the test. Some students finished it before a set time. When the time was up, the teacher asked them to collect their worksheets. At the moment, he started the lesson and invited the students to discuss the material as the cycle I.

**Teacher:** “Today we will study the descriptive text as yesterday. Tapi topiknya tentang tenses yang digunakan dalam descriptive text (but the topics is about tenses used in descriptive text).”

**Students:** “Okay miss…”

And then the teacher explained the material and the teacher divide groups and gave worksheet to do in pairs and individually. And then the teacher gave brainstorming about tenses that used in descriptive text. The teacher gave worksheet to do in pair. He asked them read the example. They try to analyze the response to complaints, expression dealing with confirmation and cancellation and others. After finishing their work, they presented in front of the class, and the teacher discusses their work. Teacher gave post test to know their reading comprehension increase or not. He gave 20 minutes, after time was up
students collect their worksheet. Teacher closed the meeting.

c. Observation

The writer and his partner observed the learning activities since the cycle II was going on. The teacher checked the students understanding about reservation by reviewing the material in previous cycle.

The writer also observed the students’ attention, activeness in asking, answering questions, and enthusiasm in doing test. In this action, almost of them was active in the class based on the observation from the observer during the lesson, the students gave more attention when the teacher explained material before. They complete their assignments which given by the teacher. They done both of pre test and post test.

The result percentages of the Post-Test observation from Cycle 2 are 100% of the students (20 students) are paying attention of the teachers’ explanation. 80% of the students (16 students) are showing their activeness in asking question to the teacher. 85% of the students (17 students) are showing their activeness in responding questions giving by the teacher. The last is 100% of the students (20 students) are showing their enthusiasm in doing the test giving by the teacher.

The result percentages of the Pre-Test observation from Cycle 2 are 100% of the students (20 students) are paying attention of the
teachers’ explanation. 65% of the students (13 students) are showing their activeness in asking question to the teacher. 60% of the students (12 students) are showing their activeness in responding questions giving by the teacher. The last is 100% of the students (20 students) are showing their enthusiasm in doing the test giving by the teacher.

In addition, it can be concluded that by Double Entry Journal technique could improved students’ reading comprehension. The students easy to understand the material, so most of them can did the test well. The students are able to comprehend the passage. It can be seen in the result of pre test and post test is higher than the standardized score (kriteria ketuntasan minimal) in score 70.

In the other hand, the students motivation could improve by Double Entry Journal technique. It can be seen in the result of students’ observation sheet show that all students paying attention to the teacher explanation, 16 students were active in asking question and 17 students were active in responding the question. All of the students also ended their work on time.

d. Reflection

1) Improvement

Based on the findings of cycle II, the improvement of the students’ reading comprehension increases significantly than the result of cycle I. The students’ reading comprehension is getting
increase by Double Entry Journal technique. It is displayed in the score that mean pre test is 83,5 and the mean of post test 97.

2) Significance

After calculating the T-test, it was found that the score is 5,87. To know the significant different before and after treatment, the writer compared the T-test score and T-table score. T-table score is 2,847 (significance level of 0,5 %). Because T-test was higher than T-table. So, Ho is accepted. It means that there is significant improvement of the pretest and posttest in cycle II.

E. Research Summary

From the result of analyzes in cycle 1 and 2, it shows that there is a significant improvement of students’ reading comprehension. The improvement as follow:

Table 4.5

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>70,75</td>
<td>83,5</td>
</tr>
<tr>
<td></td>
<td>- Pre-test</td>
<td>73,75</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>- Post-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T-calculation</td>
<td>1,63</td>
<td>5,83</td>
</tr>
</tbody>
</table>
In the first cycle, the test instrument shows the students’ improvement in class. The mean score of post test (73.5) are higher than score of pre test (70.75). It means that the students’ competences are increase, especially in vocabulary and reading comprehension. In the academic year of 2015/2016 the standardized score (KriteriaKetuntasan Minimum) in MTs Tarqiyatul Himmah KaumanLor is 70. Based on this rule, the mean score of post-test pass the KKM.

In order to get more data, the researcher continues the cycle I to cycle II. In second meeting the students look more relax and enthusiastic than first meeting. In this action, the researcher prepares the teaching well. Double Entry Journals strategy is still used in this cycle.

In the process of applying the technique, most of the students participate in the learning process. In cycle II the field note obtains data.
The researcher concludes that students more interested with the Double Entry Journals strategy. They are confidence to speak English and enjoy in learning process.

The test instrument also shows the development of students’ achievement in the second cycle. The mean score of post test (97) are higher than the score of pre test (83,5). It means that students’ achievements are increase, especially in reading comprehension. The mean score of post test in cycle II also pass the standardized score.

After analyzing the data each cycle, the researcher identifies the result of cycle I and cycle II. In order to understand the data easily, the researcher makes the table as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
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<tr>
<td>2</td>
<td>T-calculation</td>
<td>1,63</td>
<td>5,83</td>
</tr>
</tbody>
</table>

Table above shows that there is significant improvement from cycle I to cycle II. The raising of students score is equal with their competence. Students developed students mastery and reading comprehension.

Based on the explanation above the uses of Double Entry Journals strategy in English learning can improve reading comprehension. In other
The whole meetings are considered as the observation that may influence in the learning process. Based on the observation, the researcher can measure the other aspect that influences the treatment given.

The tables above show that there is improvements of students’ motivation cycle I to cycle II. The result of observational sheet in cycle II is better than cycle I. They also participate and enjoy the English class well.
Based on the explanation above the uses of Double Entry Journals strategy in English learning can improve students’ motivation. In other word, the treatments in VIII A students of MTs Tarqiyyatul Himmah Kauman Lor are successful.
CHAPTER V
CLOSURE

A. Conclusions

The researcher has done the classroom action research for two cycles, and he has analyzed the data. From the result of his analysis, he can conclude that:

1. The result of the study about students’ activities in reading score is that there are some increasing number and percentage in the observation in Cycle I and Cycle II. The students show their enthusiasm and activeness in the teaching-learning process by showing their activeness in asking and answering questions and showing their enthusiasm in the learning process. It shows that Double Entry Journal strategy giving by the teacher can attract the students in their learning process, not only by improving the students activeness and enthusiasm in teaching and learning process, but also by increasing the students’ score in the learning process. It also proven that Double Entry Journal can be used and become as a helpful tool for the students and the teacher.

2. The result of the study shows that the implementation of using Double Entry Journals strategy can improve the students’ reading comprehension of the second grade of MTs Tarqiyatul Himmah Kauman Lor Pabelan in the academic year 2015/2016. After implementing Double Entry Journals strategy, the students’ reading
comprehension becomes better. It is shown by the means of pre-test and post-test is 70.75 to 73.75 in cycle I, the mean of pre-test and post-test is 93.5 to 97 in cycle II. Then Double Entry Journals strategy could significantly improve the students’ reading comprehensions. It could be seen from $T_0$ score, it was 1.63 in cycle I then 5.83 in cycle II. Besides $T_0$ table score was 2.845 (significance level of 0.5%). Because of $T_0 \geq T$-table it meant that there was a significant improvement from the students’ reading comprehension after taught by the Double Entry Journals strategy. In addition, the result shows that the mean of post test findings in cycle I and II are higher than the standardized score (kriteria ketuntasan minimal) in range 70. So there is improvement of reading comprehension of second grade of MTs Tarqiyatul Himmah Kauman Lor Pabelan.

B. Implementation

The result of the research shows that the use of Double Entry Journals strategy can improve the students’ reading comprehension. The implementation of Double Entry Journals strategy is reasonable because it can give students a great motivation to learn English especially in reading. Thus, Double Entry Journals strategy is not only good to improve students’ reading comprehension, but also to improve students’ interest and motivation.

C. Suggestions

After the writer knows the real condition and situation, he would like to suggest some possible solutions in teaching reading process, as follow:

1. For English Teachers
The English teacher should use an interesting method or technique in reading class. They should choose a good method or technique in teaching learning process. They can use Double Entry journals to teach reading. If they use it in the class, the students would feel enjoy the lesson and can decrease the worry in learning reading to improve their reading comprehension.

2. For the students

The students should take part actively in learning process, do not shy and wrong to express idea especially in comprehending a text. They should be accustomed to discuss about the content of the text for evaluate their comprehension. They also must pay attention, quite, seriously when teaching learning is going on, and active is asking question when they do not understand what the teacher explanation.

The students should also have high motivation and desire in improving their reading comprehension. They must study hard, not to be lazy to open dictionary, make a note a new word, memorize the new vocabularies from the dictionary and practice it more and more. They should have good self-confidence to express their idea and they should sharing or discuss with their friends.

3. For other researchers

Based on the above explanation, the writer would like to suggest the readers and other researchers that this research can be used to additional references to further research with the different sample and skill.
REFERENCES


APPENDICES
(LEMBAR PERMOHONAN PEMBIMBINGAN)
(LEMBAR SCAN IZIN PENELITIAN)
(LEMBAR SCAN KETERANGAN PENELITIAN)
DAFTAR RIWAYAT HIDUP

Nama Lengkap : MOHAMAD HASAN
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Status Perkawinan : Belum Menikah
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Nomer telpon : 085850382715

Riwayat Pendidikan:

1. SD Kutowinangu Negeri 05 Salatiga, lulus tahun 2004
2. SMP Muhammadiyah Salatiga, lulus tahun 2007
3. SMA Al-Husain Magelang, lulus tahun 2010

Salatiga, 10 Maret 2016

Penulis,

Mohamad Hasan
(LEMBAR KONSULTASI SKRIP)
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<tr>
<td>23.</td>
<td>Seminar Nasional</td>
<td>05 November 2014</td>
<td>Peserta 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Berkontribusi Untuk Negeri Melalui Televisi/TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Talkshow Pra Nikah</td>
<td>9 November 2014</td>
<td>Peserta 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dengan tema” Menjemput Jodoh Impian”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Seminar Nasional</td>
<td>13 November 2014</td>
<td>Peserta 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Perbaikan Mutu Pendidikan Melalui Profesionalitas Pendidikan”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Seminar Nasional</td>
<td>Tanggal</td>
<td>Peserta</td>
<td>Jumlah</td>
</tr>
<tr>
<td>-----</td>
<td>------------------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>26</td>
<td>Entrepreneurship</td>
<td>16 November 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>27</td>
<td>Perlindungan Hukum Terhadap Usaha Mikro Menghadapi Pasar Bebas Asean</td>
<td>2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>28</td>
<td>Motinasi Seminar Keislaman</td>
<td>21 Maret 2015</td>
<td>Peserta</td>
<td>2</td>
</tr>
</tbody>
</table>

(lembar skk terakhir)
I. Location of Study

1. General Description of MTs Tarqiyatul Himmah Kauman Lor Pabelan.

   This classroom action research was carried out at MTs Tarqiyatul Himmah Kauman Lor Pabelan, Semarang regency, Central Java. It is an educational organization under “LembagaPendidikanMa’arif NU kec, Pabelan”. The total number of students at MTs Tarqiyatul Himmah Kauman Lor Pabelan in the Academic Year 2015/2016 is about 158 students. MTs Tarqiyatul Himmah Kauman Lor Pabelan has 6 classroom. Which cover two classes are for the first year students, two classes for second year students, and two classes are for third year students. Moreover, this school has several extracurricular programs such as computer, scout, self-defense art and reading al Qur’an art.

2. Identity of School

   a. Name of school : MTs Tarqiyatul Himmah Kauman Lor Pabelan

   b. Address : Desa Kauman Lor, Kec. Pabelan, Kab. Semarang.

   c. Phone number : (0298) 7104441

   d. Head Master : Drs. Muh Abdul Kholiq, M.Ag

   e. Established : 1970

   f. Operated : 1972

   g. School status : State school
3. Vision and Mission

a. The Vision

The forming of competitor educated which islamic and have achievement.

b. The Mission

To realize the school vision, mission which carried out MTs Tarqiyatul Himmah Kauman Lor Pabelan is:

1) Improving knowledge, understanding and experience of subject of Islamic Religion theoretically and practically.

2) Improving knowledge and ability of professional educator and education according to Science development and Technological.

3) Create MTs Tarqiyatul Himmah Kauman Lor Pabelan as one of school which based on faith and piety (IMTAQ) and Science Technological (IPTEK).

4. Profil of the Teacher MTs Tarqiyatul Himmah Kauman Lor Pabelan

In teaching learning process teachers have important roles. Their existence is always needed in every school or educational instruction. They teach subject offered. The teachers have big roles in teaching-learning process. They have the challenge to bring students in positive side, not only in knowledge but also in moral values. The number of teachers of MTs Tarqiyatul Himmah Kauman Lor Pabelan is 14 person. The list of
teachers and staff of MTs Tarqiyatul Himmah Kauman Lor Pabelan could
draw in the table below:

**Table of The Condition of the Teachers of**

**MTs Tarqiyatul Himmah Kauman Lor Pabelan in the Academic**

**Year 2015/2016**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>Graduate</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Muh. Abdul Kholiq, MA.G</td>
<td>Male</td>
<td>S2</td>
<td>Al Quran Hadist</td>
</tr>
<tr>
<td>2</td>
<td>Drs. Nur Fuadi, S.Pdi</td>
<td>Male</td>
<td>S1</td>
<td>PAI</td>
</tr>
<tr>
<td>3</td>
<td>Muhammad Tunggul Wahyono, SH</td>
<td>Male</td>
<td>S1</td>
<td>PKN</td>
</tr>
<tr>
<td>4</td>
<td>Muh Musyafak, S.Ag</td>
<td>Male</td>
<td>S1</td>
<td>Bahasaarab</td>
</tr>
<tr>
<td>5</td>
<td>Untung Kiswor, ST</td>
<td>Male</td>
<td>S1</td>
<td>Penjaskes</td>
</tr>
<tr>
<td>6</td>
<td>Habib Sholih, S.Ag</td>
<td>Male</td>
<td>S1</td>
<td>IPS</td>
</tr>
<tr>
<td>7</td>
<td>Ninik Arifah, S.Pdi</td>
<td>Female</td>
<td>S1</td>
<td>Bahasalngg ris</td>
</tr>
<tr>
<td>8</td>
<td>Neneng Antik Masyruroh, SS</td>
<td>Female</td>
<td>S1</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>9</td>
<td>Muhammad Al Khafidz, S.Pd</td>
<td>Male</td>
<td>S1</td>
<td>IPA</td>
</tr>
</tbody>
</table>
The students of MTs Tarqiyatul Himmah Kauman Lor Pabelan

Students are people who want to get something new, not only to learn new knowledge, but also to get other aspects in life such as; social relation, morality and culture. They learn in school at certain time. The distribution of the class in MTs Tarqiyatul Himmah Kauman Lor Pabelan could be seen in the table below:

Table of the Distribution of the Students of
MTs Tarqiyatul Himmah Kauman Lor Pabelan in the Academic Year 2015/2016

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Sex</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII A</td>
<td>Male</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>VII B</td>
<td>Female</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>VIII A</td>
<td>Male</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>VIII B</td>
<td>Female</td>
<td>22</td>
</tr>
</tbody>
</table>
6. The Facilities of MTs Tarqiyatul Himmah Kauman Lor

Facilities are can be building, needed by teachers, students and other educators which are provided by school to support successful in teaching learning process. Good educational facilities can be factors to succeed in teaching –learning process because all of students’ need can be provided. The educational facilities could be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Principle Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Library Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Students’ Organization Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Administration Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Health Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Quantity</td>
<td>Condition</td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>7</td>
<td>Students’ Toilet</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>IT/ Language Lab</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>Classroom</td>
<td>6</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Hall</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>Guest Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>12</td>
<td>Store Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>13</td>
<td>Art Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>14</td>
<td>Teacher’s Toilet</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>15</td>
<td>Computer</td>
<td>2</td>
<td>Good</td>
</tr>
</tbody>
</table>

Source: MTs Tarqiyatul Himmah Kauman Lor Pabelan 2015
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Tarqiyatul Himmah Kauman Lor Pabelan
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/ Ganjil
Materi Pokok : Reservation
Alokasi Waktu : 2x45menit ( 1 Pertemuan)

• Standar Kompetensi :
  Reading
  5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk
descriptive dan recount yang berkaitan dengan lingkungan sekitar.

• Kompetensi Dasar :
  5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana
secara akurat, lancar dan berterima yang berkaitan dengan lingkungan
sekitar dalam teks berbentuk descriptive dan recount

• Tujuan Pembelajaran
  Pada akhir pembelajaran siswa dapat :
  a. Mengidentifikasi gagasan utama dari teks berbentuk deskripsi
  b. Menentukan gambaran umum dari teks
  c. Menentukan informasi yg tersurat
  d. Menentukan makna kata dari teks
  e. Menentukan tujuan komunikasi dari teks

• Materi Pembelajaran
  Descriptive Text, adalah teks yang mendiskripsikan, menggambarkan, atau
menguraikan tentang sesuatu, misalnya benda, orang ataupun tempat
tertentu. Uraian teks ini biasanya meliputi karakteristik, jenis, bentuk, fungsi
dan hal-hal terperinci tentang “sesuatu” tersebut.

  Ciri-ciri Descriptive Text:

  1. Struktur umumnya (generic structure) terdiri dari:

  Identification: Bagian (kalimat) yang memperkenalkan (introducing)
esuatu.
Description: Bagian yang berisi uraian atau gambaran tentang sesuatu tersebut, misalnya tentang jenis dan bentuknya.

2. Grammatical Features umumnya tenses “simple present”
3. Isi teks fokus pada pembahasan terperinci mengenai sesuatu atau benda yang dimaksud.

Contoh:

**My Hamster**

I have a hamster. It is small and cute. I give him a name, Dion. I bought him last month when I visited Jogjakarta. I really love him.

Dion has 3 different colours, white, orange and black. His eyes and ears are small. He always squeaks in the time I come close to his cage.

Every morning I feed him. Dion likes to eat some grass and leaves. I takes the grass from the field near my house. Dion looks happy to eat it.

**Double Entry Journal**

<table>
<thead>
<tr>
<th>Quotes of The Text</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

- **Metode Pembelajaran**
  Double Entry Journal Strategies
### Langkah-Langkah Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>Apersepsi atau motivasi</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Guru mengkondisikan kelas (membuka dengan salam, berdo’a, dan mengecek kehadiran).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memotivasi siswa dengan menanyakan tentang ungkapan yang berkaitan dengan mendiskripsikan sesuatu.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>a. Eksplorasi</td>
<td>70’</td>
</tr>
<tr>
<td></td>
<td>- Siswa mengerjakan Pre-Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan materi pembelajaran tentang descriptive text dan contohnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa membentuk kelompok kecil.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- guru memberikan selembar kertas yang berisi double entry journal pada setiap kelompok.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa menulis salah satu kalimat yang ada pada text dan mengomentari kalimat tersebut pada kolom yang kedua dalam bentuk kelompok.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa menjawab pertanyaan berupa isie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa mengerjakan Post-Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Elaborasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas- tugas tertentu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memfasilitasi peserta didik pembelajaran kooperatif (share), dengan mengoneksikan atau</td>
<td></td>
</tr>
</tbody>
</table>
mengomentari sisi dalam teks dengan kehidupan nyata.
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individu maupun kelompok.

c. **Konfirmasi**
- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa.
- Guru dan siswa bersama-sama menyimpulkan materi yang telah dipelajari.

| Kegiatan Akhir | 1. Guru menanyakan kesulitan siswa atas materi yang telah di bahas.  
|               | 2. Guru melakukan penilaian hasil belajar  
|               | 3. Guru mengakhiri pelajaran dengan berdo’a dan mengucapkan salam. |

<table>
<thead>
<tr>
<th>1. Sumber/alat Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sumber ajar:</td>
</tr>
<tr>
<td>2. Alat: white board, board marker, photocopy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Penilaian hasil belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indikator, Teknik dan Bentuk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indikator pencapaian</th>
<th>Teknik penilaian</th>
<th>Bentuk Istrumen</th>
<th>Instrumen / Soal</th>
</tr>
</thead>
</table>
My cat

I have a cat in my house, the cat is male. I like call him "Papay". He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my brother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Papay" often goes out to find for food at night. And sometime he brings a mouse in his mouth. Then he eats back of my house for himself.
**Task I**

Double Entry Journal

<table>
<thead>
<tr>
<th>Quotes of The Text</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a cat my in house, the cat is male.</td>
<td>A. Remind to my Australian cat that he is an active animal; he just does sleepy in house.</td>
</tr>
<tr>
<td>2. I really love to cuddle him because his fur feels soft</td>
<td>B. I remember that I ever have a cat he is female.</td>
</tr>
<tr>
<td>3. he is an active animal</td>
<td>C. The fur is make us annoyed, but it also be dangerous in breathing</td>
</tr>
<tr>
<td>4. when he feels tired or sleepy, he usually sleeps on the sofa in the living room or under the t</td>
<td>D. Different of my cat that when he tired he just sleep in carpet</td>
</tr>
<tr>
<td>5. and sometime he brings a mouse in his moth</td>
<td>E. I never look at my Australian cat bring and eat a mouse.</td>
</tr>
</tbody>
</table>

KUNCI JAWABAN:

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

**Task II**

1. What is topic in the text?
2. Who is name of the cat?
3. Where he slept when he tired?
4. What are characteristics of his body?
5. What does he like when he in the house?
KUNCI JAWABAN:

1. My Cat
2. “Papaya”
3. In the sofa or under the table
4. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.
5. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

- Pedoman Penilaian
Dalam test ini tersiri dari 5 short answer questions dan 5 match the expressions. Pemilahan test ini adalah sebagai berikut:

<table>
<thead>
<tr>
<th>2 point untuk short answer question</th>
<th>2 x 5 = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 point untuk responses of double entry journal</td>
<td>2 x 5 = 10</td>
</tr>
<tr>
<td>Nilai</td>
<td>5 x jumlah point</td>
</tr>
<tr>
<td></td>
<td>5 x 20 = 100</td>
</tr>
</tbody>
</table>

Salatiga, 02 September 2015

Mengetahui
Peneliti

Mohammad Hasan
NIM: 11311041

Guru Praktek

Ria Puspitasari
NIM: 11311061
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Tarqiyyatul Himmah Kauman Lor Pabelan
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/ Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 2x45 menit (1 Pertemuan)

• Standar Kompetensi :
Reading
  5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk
descriptive dan recount yang berkaitan dengan lingkungan sekitar.

• Kompetensi Dasar :
  5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

• Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat :
a. Mengidentifikasi gagasan utama dari teks berbentuk deskripsi
b. Menentukan gambaran umum dari teks
c. Menentukan informasi yg tersurat
d. Menentukan makna kata dari teks
e. Menentukan tujuan komunikasi dari teks

• Materi Pembelajaran

  Descriptive Text, adalah teks yang mendiskripsikan, menggambarkan,
atau menguraikan tentang sesuatu, misalnya benda, orang ataupun tempat
tertentu. Uraian teks ini biasanya meliputi karakteristik, jenis, bentuk, fungsi
dan hal-hal terperinci tentang “sesuatu” tersebut.

Ciri-ciri Descriptive Text:

1. Struktur umumnya (generic structure) terdiri dari:
**Identification**: Bagian (kalimat) yang memperkenalkan (*introducing*) sesuatu.

**Description**: Bagian yang berisi uraian atau gambaran tentang sesuatu tersebut, misalnya tentang jenis dan bentuknya.

2. **Grammatical Features** umumnya tenses “simple present”
3. **Isi teks fokus** pada pembahasan terperinci mengenai sesuatu atau benda yang dimaksud.

Contoh:

**My Brother**

A want to explain about my brother. His name is Ahmad hanafi. I will call him do. He is eleven years old. Hanafi is five grader student at SD Benoyo Karang Pete.

His height is about 158 cm and body weight 60 kg. Hanafi has slanted eyes, bold eyebrow, and pointed nose. His hair is short and black, and his skin is white. He is handsome boy.

Hanafi is clever student. He is always been the top five in his class. Hanafi is diligent boy. He always studies every nigh.

His hobby is paying football. He always playing football after school. Beside that he also like drawing. He has a dream to be a painter. I am proud to have a brother like him. I am very fond of him.

**Double Entry Journal**

<table>
<thead>
<tr>
<th>Quotes of The Text</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
- **Metode Pembelajaran**
  Double Entry Journal Strategies

- **Langkah –Langkah Kegiatan Pembelajaran**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
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<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>Apersepsi atau motivasi</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Guru mengkondisikan kelas (membuka dengan salam, berdo’a, dan mengecek kehadiran).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Memotivasi siswa dengan menanyakan tentang ungkapan yang berkaitan dengan mendiskripsikan sesuatu.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>d. Eksplorasi</td>
<td>70’</td>
</tr>
<tr>
<td></td>
<td>e. Siswa mengerjakan Pre-Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan materi pembelajaran tentang descriptive text dan contohnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa membentuk kelompok kecil.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- guru memberikan selembar kertas yang berisi double entry journal pada setiap kelompok.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa menulis salah satu kalimat yang ada pada text dan mengomentari kalimat tersebut pada kolom yang</td>
<td></td>
</tr>
</tbody>
</table>
kedua dalam bentuk kelompok.
- Siswa menjawab pertanyaan berupa isie
- Siswa mengerjakan Post-Test
f. Elaborasi
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas- tugas tertentu.
- Memfasilitasi peserta didik pembelajaran kooperatif (share), dengan mengoneksikan atau mengomentari sisi dalam teks dengan kehidupan nyata.
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individu maupun kelompok.
g. Konfirmasi
- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa.
- Guru dan siswa bersama-sama menyimpulkan materi yang telah dipelajari.

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>Guru menanyakan kesulitan siswa atas materi yang telah di bahas.</th>
<th>10’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Guru melakukan penilaian hasil belajar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru mengakhiri pelajaran dengan berdo’a dan mengucapkan salam.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Sumber/alat Belajar**

3. Sumber ajar:
4. Alat: white board, board marker, photocopy.

4. **Penilaian hasil belajar**

2. Indikator, Teknik dan Bentuk

<table>
<thead>
<tr>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk Istrumen</th>
<th>Instrumen / Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive</td>
<td>Tertulis</td>
<td>Short answer questions</td>
<td>Read the dialogue and answer the questions.</td>
</tr>
</tbody>
</table>
**My Father**

I have a father his name is Ilham. He is Fifty years old. He is a teacher in SMA AL Husain Magelang. He is teacher English in that school.

My father has thin body, his height about 173 cm. His face is oval with big eyes, pointed nose and thick moustache. His skin is white and his hair is curly.

My father is diligent teacher. He always goes to school every morning and never late. He always commands his student to be discipline. He is a good father. He always teaches me to be kind. He always remind me to study in nigh day. I am proud having father like him.

---

**Task I**

**Double Entry Journal**

<table>
<thead>
<tr>
<th>Quotes of The Text</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He is Fifty years old</td>
<td>A. I remember that my brother has thin body, his height about 175 more then my father.</td>
</tr>
<tr>
<td>2. My father has thin body, his height about 173 cm</td>
<td>B. Different with my father. He has black skin.</td>
</tr>
<tr>
<td>3. His skin is white and his hair is curly</td>
<td>C. I remember that he has age same with my mother</td>
</tr>
<tr>
<td>4. His face is oval with big eyes, pointed nose and thick moustache</td>
<td>D. Same with my brother that his face is oval but pug nosed.</td>
</tr>
<tr>
<td>5. He always commands his student to be discipline</td>
<td>E. I remember that my father always</td>
</tr>
</tbody>
</table>
commands to me to be discipline.

KUNCI JAWABAN

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

Task II

6. Who is name a father?
7. What is work of a father?
8. When he goes to the school?
9. What are characteristics of his body?
10. Why he always goes to the school every morning and never late?

KUNCI JAWABAN

1. His name is Ilham
2. He is teacher
3. He goes to the school every morning
4. He big eyes, pointed nose and thick moustache. His skin is white and his hair is curly
5. Because he always commands his student to be discipline.

- Pedoman Penilaian
Dalam test ini tersiri dari 5 short answer questions dan 5 match the expressions.

Penilaian test ini adalah sebagai berikut:

<table>
<thead>
<tr>
<th>2 point untuk short answer question</th>
<th>2 x 5 = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 point untuk responses of double entry</td>
<td>2 x 5 = 10</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Nilai</td>
<td>5 x jumlah pont</td>
</tr>
<tr>
<td></td>
<td>5 x 20 = 100</td>
</tr>
</tbody>
</table>

Salatiga, 04 September 2015

Mengetahui
Pemeliti
Mohamad Ikram
NIM: 11311041

Guru Praktek
Ria Puspitasari
NIM: 11311061

LEMBAR VALIDASI
METODE PEMBELAJARAN

"DOUBLE ENTRY JOURNALS"

Materi : Descriptive text

Sasaran Program : Siswa Kelas VIII MTs Tarqiyatul Himmah Kauman Lor Pabelan.

Judul Penelitian : THE USE OF DOUBLE ENTRY JOURNALS STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSIONS (A Classroom Action Research in the Second Year Students of MTS Kauman Lor Pabelan in the Academic year of 2015-2016)

Pengembang : Mohamad hasan

Petunjuk :

1. Lembar validasi ini dimaksudkan untuk mengetahui pendapat ibu sebagai ahli media tentang pembelajaran bahasa inggris dengan menggunakan strategi yang telah saya rancang.

2. Pendapat, kritik, saran, penilaian dan komentar Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas program pembelajaran ini.

3. Makna point validitas adalah 1 (tidak baik); 2 (kurang baik); 3 (cukup baik); 4 (baik); 5 (sangat baik)

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek Penilaian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I</td>
<td>Aspek Kesesuaian dengan Indikator Belajar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Kesesuaian dengan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Kesesuaian dengan kompetensi yang akan dicapai</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Kesesuaian dengan kegiatan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Aspek Kesesuaian dengan Tingkat pebelajaran</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Deskripsi</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Memudahkan interaksi siswa dengan guru</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kejelasan topik pembelajaran</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Adanya relevansi antara strategy</td>
<td></td>
</tr>
<tr>
<td>Aspek</td>
<td>Kemudahan Siswa Menyerap Pembelajaran melalui teknik “Double Entry Journal”</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Siswa mudah memahami materi</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kesesuaian antara design “Double Entry Journal” dengan tingkat berfikir siswa</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Memudahkan siswa untuk terlibat dalam pembelajaran kooperatif.</td>
<td></td>
</tr>
</tbody>
</table>

Kesimpulan:

- Layak untuk digunakan tanpa revisi
- Layak digunakan dengan revisi
- Tidak layak untuk digunakan

Saran:

*Waktu pelajaran terlalu panjang dengan siswa di kelas pertama ditambah, tadi bisa mengetahui kemampuan siswa. Saat pelajaran kemarin hanya beberapa jam pelajaran saja, jadi kekinian juga terbatas. Jilidkan saat pretest dan post-test soal berat kalian banyak sekali banyak siswa yang keberatan.*

Salatiga, 02 November 2015

Validator

Ninik Arifah, S.Pd
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Kelas/ Semester : XII/ Ganjil

Mata Pelajaran : Bahasa Inggris

Materi : Reservation

Petunjuk :

1. Anda akan diminta untuk memberi penilaian atau validasi terhadap RPP.
   Penilaian RPP ini dilakukan dengan melingkari kolom skor sesuai dengan kemampuan peneliti dengan memperhatikan rambu-rambu skoring.

2. Kriteria penilaian
   Kurang baik : 1
   Cukup baik : 2
   Baik : 3
   Sangat baik : 4

<table>
<thead>
<tr>
<th>No</th>
<th>Komponen RPP</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>Perumusan Indikator Belajar</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Kejelasan rumusan</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>2. Kelengkapan cakupan rumusan indikator</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>3. Kesesuaian dengan kompetensi dasar</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>4. Kesesuaian dengan standar kompetensi</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>II</td>
<td><strong>Pemilihan dan Pengorganisasian Materi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Pembelajaran</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Kesesuaian dengan kompetensi yang akan dicapai</td>
<td>2 3 4</td>
</tr>
<tr>
<td></td>
<td>2. Kesesuaian dengan karakteristik peserta didik</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>3. Keruntutan dan sisitematika materi</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>4. Kesesuaian materi dengan alokasi waktu</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
## III Penilaian Sumber Belajar/ Media Pembelajaran

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Kesesuaian dengan sumber belajar / media pembelajaran dengan materi pembelajaran</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kesesuaian sumber belajar/ media dengan karakteristik peserta didik</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

## IV Skenario kegiatan Pembelajaran

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Kelengkapan langkah- langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

## V Penilaian hasil Belajar

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kesesuaian tehnik penilaian dengan kompetensi yang ingin dicapai</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Kejelasan prosedur penilaian (awal, proses, dan akhir)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kelengkapan instrument (soal dan kunci jawaban)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

## VI Penggunaan Bahasa Tulis

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ketepatan ejaan</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Ketepatan pilihan kata</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Kebakuan struktur kalimat</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Bentuk huruf dan angka baku</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

## VII Penilaian validitas Umum

Penilaian/validitas umum terhadap instrument

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>c</td>
<td>D</td>
</tr>
</tbody>
</table>

Keterangan:

Dapat digunakan tanpa revisi : a

Dapat digunakan dengan sedikit revisi : b

Dapat digunakan dengan banyak revisi : c

Belum dapat digunakan : d
Catatan:

Salatiga, 4 November 2015
Validator

Ninik Arifah, S.Pd
Kepada Yth,
Ibu Ninik Arifah, S.Pd
Guru Bahasa Inggris
MTs Tarqiyatul Himmah
Di Pabelan

Assalamualaikum wr.wb.

Berkenaan dengan akan dilaksanakannya penelitian tindakan kelas di Mts
Tarqiyatul Himmah Pabelan, yang menggunakan berbagai instrumen sebagai
kelengkapan data yang diperlukan maka dengan ini saya mohon dengan hormat
bantuan Ibu untuk memberikan saran serta masukan mengenai instrumen yang akan saya
gunakan dalam penelitian skripsi dengan judul “THE USE OF DOUBLE ENTRY
JOURNALS STRATEGY IN IMPROVING STUDENTS’ READING
COMPREHENSION (A Classroom Action Research In The Second Year
Students Of MTS Tarqiyatul Himmah Kauman Lor Pabelan Kabupaten
Semarang In The Academic Year Of 2015/2016)”.

Bersamaan dengan ini peneliti melampirkan materi yang akan digunakan
sebagai acuan dalam memberikan penilain. Demikian dari saya, atas bantuan Ibu saya
mengucapkan terima kasih.

Mengetahui
Dosen Pembimbing

Ruwandi, S.Pd., M.A.
19661225200003 1002

Pemohon,

[Masukan hasil]

113-11-041
We know, most cats look so cute and clean, so does my cat. My cat's name is Bugel cat. I call her Bugel because she looked so cute and makes me always want to hug her and hug her every day. Do you want to know about my cat? Bugel has gray fur and white. It is so soft and makes me always want to hug her. She has beautiful eyes. She also has sharp teeth. The whiskers in her mouth make her looks funny and cute. However, although she looks very cute and funny, when she's angry or wants to catch prey such as mice, she turns to be a fierce cat. Her claws are sharp and seem so long. I love my cat very much.

1. Who is name of writer's cat?
   a. Bugel
   b. Mimin
   c. Blacky
   d. Catty

2. Bugel's tail always make writer's want to...
   a. hug her
   b. love her
   c. catch her
   d. kick her

3. Bugel has ...... eyes
I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He’s short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course, that’s why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs.

She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He’s very strong. I always take care of my dogs every day.

4. What kind of text is the text above?
   a. Recount  c. Narrative
   b. Descriptive  d. Report

5. The generic structure of the text is….
   a. description – identification
   b. Identification – description
   c. Orientation – events – Reorientation
   d. Reorientation – events – Orientation

6. ‘They are Casper, Midas, Brownie and Dottie’.
   The sentence is the …. of the text.
   a. Description  c. Identification
   b. Orientation  d. Events

7. ‘He’s short with long body and four strong legs’
   The sentence is one of the …….. of the text.
   a. Events  c. Descriptions
   b. Orientations  d. Identifications

8. How many dogs does the writer have?
   a. 1  c. 3
   b. 2  d. 4

9. What does Casper look like?
   a. short with long body and strong legs
   b. Brown, with long and thick fur
c. slim body, long legs  
d. thin fur and dots  

10. Why does the writer call the collie, Brownie? The writer calls the collie, Brownie because ....  
   a. she likes brownies  
   b. she has brown ear  
   c. she has brown fur  
   d. she like it  

11. What kind of dog is Dottie? Dottie is a …  
   a. Dalmatian  
   b. Daschun  
   c. Bulldog  
   d. Collie  

The following text is for questions number 12 to 14!  

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomach and mouth, but no head. They have nervous systems for sensing the world around them, but no brains.  

They are made almost entirely of water, which is why you can look through them. Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.  

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in war, tropical seas and in icy waters near the North and South poles.  

12. Jellyfish are… animals.  
   a. vertebrate  
   b. invertebrate  
   c. wild  
   d. vicious  

13. Which one creates Jellyfish’s light?  
   a. White blood  
   b. Nervous system  
   c. Chemical reaction  
   d. Salt water
14. Based on the text, we know that….
   a. they belong to invertebrate animals
   b. they have heads like other animals
   c. their brain helps them find the food
   d. they cannot live in fresh water

**Monas National Monument**

Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia. Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country.

The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. Towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture.

Construction began in 1961 under the direction of President Sukarno, the first president of United State and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

15. What is the title of the text above?
   a. Monas National Monument
   b. Borobudur temple
   c. Prambanan temple
   d. Museum

16. The monument consists of a….. m obelisk.
   a. 113.7
   b. 127.7
   c. 117.7
   d. 171.7

17. Where does Monas takes place?
   a. South Jakarta
   b. West Jakarta
   c. Central Jakarta
   d. North Jakarta

18. When did the construction begin?
   a. 1960
   b. 1963
   c. 1964
   d. 1961

19. When did the monument opened?
20. “It symbolizes the struggle for Indonesian independence of our country”. It refers to….
   a. Monas National Monument
   b. Museum
   c. Borobudur temple
   d. Prambanan temple
I have a close friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance. She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has.

The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

1. The writer's friend has just bought … from blowfish shoes products.
A. a new match shoes  
B. a new stylist foot legs  
C. a trendy and attractive shoes  
D. a brand and bright color shoes

2. Why does the writer admire her friend?
A. She likes wearing an international trade mark shoes.  
B. She always wants to be a trendy and attractive woman.  
C. She has the most suitable shoes on her physical appearance.  
D. She really has perfect appearance with her wonderful shoes.
3. Writer writes the text in order to …
A. describe her friend's style and her new shoes.
B. explain an international trademark shoes.
C. share her experience with her friend.
D. tell blowfish shoes products.

4. “She really has perfect appearance.” The word "she" refers to …
A. the writer.
B. a close friend.
C. the writer's friend.
D. a blowfish women's shoes

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time, no wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The color and the shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mention the position of the statue, people can get their way easily.

5. ‘…they are seeking in Boyolali’ (paragraph 3)
What does the underlined word refer to?
 a. People from out town   c. cow statues
 b. Places in Boyolali   d. real cows

6. What is the main idea of the last paragraph?
 a. The statues help people to find places easily
 b. The statues decorate the town beautifully
 c. The cow can get their way easily around the town
 d. The people from out of town easily find the statues

7. The text mainly tells us about…
 a. The color of the statues   c. a town called Boyolali
 b. Cow statues in Boyolali   d. how to raise cows

Advertisement

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can
rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mount Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

8. Where is Bali located?
   a. It is along the equator
   b. In the south of equator
   c. 120 km from east to west
   d. Close to many temples and Mount Agung

9. The last paragraph is about...
   a. The location of Bali
   b. The most important industry in Bali
   c. The most popular thing in Bali
   d. Beautiful mountains in Bali

10. The tourism industry in Bali offers us the following thing, except
    a. Culture and nature
    b. Belief and religion
    c. Handicraft and tradition
    d. Wood crafting and painting

11. Which one of the following statements is NOT TRUE according to the text?
    a. Bali has four seasons
    b. Bali is beautiful and interesting
    c. Bali is surrounding by the sea
    d. Bali is one of tourism destination in Indonesia

   Lions are often called the kings of the jungle. They can weigh between 250 and 550 pounds. It depends on sex and age. They can grow up to be 14 years old in the wild and over the age 20 years old in captivity. They become capable at hunting at the age of two and are fully grown after 5 or 6 years.

   Male lions are distinguishable for their impressive manes, which signifies their masculinity and reflects their health. The darker and thicker the mane, the healthier the lion is. It allows the lions to appear stronger
and frightening to warn off enemies, particularly humans. The manes also appeal to lionesses. It is scientifically proven that they mate more with lions with thick and dark manes. Lion with no manes are either genetically inbred or have been castrated.

12. What is the best title of the text?
   a. Lions the kings of Jungle       c. 250 and 550 Pound Lions
   b. Fully Grown Lions              d. The lion’s mane

13. What does the word “manes” mean?
   a. The lions’ sharp teeth
   b. The lions’ impressive paws
   c. The lions’ skin and fur
   d. The lions’ hair growing on the neck

14. What is the communicative purpose of the text?
   a. to describe about lions in general
   b. to talk about the writer’s favorite animal
   c. to persuade readers to like lions and their manes
   d. to share the writer’s experience with lions.

15. Which statement is NOT TRUE based on the text?
   a. All their weigh between 250 and 550 pounds
   b. Lions can grow up to be 14 years old in the wild
   c. The darker and thicker the manes, the healthier the lion is
   d. Lion is sometime called the king of the jungle

His name is Kevin Anggara. Kevin Anggara is my classmate. He has tall body, he is 170 cm. He has straight black hair, oval face, and small eyes. He has sharp nose, thick lips, and dark brown skin. His body is thin. He always wears black shirt. He is kind, smart, and very helpful. He is also generous and diligent.

16. What is the writer tells about?
   a. His classmate
   b. His brother
   c. His sister
   d. His father

17. What is the name of the writer’s friend?
   a. Kiki
   b. Kevin
   c. Kaka
   d. Kino
18. “He is……cm.”
    a. 171
    b. 172
    c. 170
    d. 175

19. What is the color of the shirt Kevin always wears?
    a. Red
    b. Blue
    c. Black
    d. Green

20. “He is also generous and diligent”. He refers to……
    a. The writer’s classmates
    b. The writer’s father
    c. The writer’s mother
    d. The writer’s cousin

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**CYCLE II**

**PRE-TEST**

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**Read the text below to answer question 1-10!**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.
1. How old is Peter? He is … years old.
   a. Four
   b. Fourteen
   c. Forty
   d. Ten

2. The writer is … years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

3. Which of the following statement is not true about Peter?
   a. He has long and straight hair.
   b. He has bright eyes.
   c. He is interested in sports.
   d. He plays football and tennis.

4. According to the passage, we know that Peter is ….
   a. The writer’s youngest brother
   b. The writer’s elder brother
   c. A naughty boy
   d. A friendly boy
5. It is implied in the passage that ….
   a. Peter is naughty.
   b. Peter is lazy.
   c. Peter is unfriendly.
   d. Peter is diligent.

6. From the text, we may conclude that….
   a. Many people do not like Peter.
   b. People is older that the writer.
   c. Peter is a welcoming person.
   d. Peter is not diligent at all.

7. What is the text mostly about?
   a. Peter
   b. Peter’s hobby
   c. Peter’s family
   d. D. peters’ elder brother

8. "He is fourteen years old . . . Than me."
   The underlined word refers to ….
   a. Peter
   b. The writer
   c. The writer’s brother
   d. the writer’s family
9. “Peter is interested in sports very much, and at school he plays football and tennis.” The underlined phrase can be replaced by ….
   a. Dislike sport
   b. Really likes sport
   c. Hates sport very much
   d. Finds sport not really entertaining

10. “But he usually does what he is asked to do”
    The underlined phrase means …
    a. He does anything he wants.
    b. He always asks.
    c. He is lazy.
    d. He is diligent.

Read the text to answer the question 11-13!

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in his country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor’s dog. I love him very much because he can be my friend, too.

11. Miko's eyes are........
    a. black
    b. white
    c. brown
    d. dark brown

12. The writer got the pet from........
    a. his neighbor
    b. a pet shop
    c. his friend
    d. his mother

13. What is the text about?
    a. My lovely dog
    b. My best friend
I live in a small village called Dempet in Demak, Central Java. It is a nice and quiet place. My house is near a bridge which goes to a market. Behind my house is a big river. The street in front of my house is about ten meters wide.

People in my village are mostly farmers. They grow paddy, watermelons, and cucumbers. Some people earn their living by raising cattle, such as goats, sheeps, and cows. Some others are traders. They sell crops and other stuff at the market. Early in the morning, the street in front of my house is always crowded by people going to the market. The goods are carried by horse carts and bicycles.

14. What do the people in the writer’s village mostly do for a living? By being a/an….
   a. farmer
   b. seller
   c. shepherd
   d. trader

15. How do the villagers earn they living? They are …. 
   a. growing flowers
   b. raising chicken
   c. selling paddy
   d. driving horse carts

16. “They sell crops and other stuff at the market.” (Paragraph 2) The underlined word has similar meaning with…. 
   a. merchandises
   b. harvest goods
   c. cattles
   d. gifts
My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.

17. The communicative purpose of this text is…..

a. to describe a particular animal
b. to share an amusing incident with others
c. to present two points of view about an issue
d. to inform the readers about the beauty of Dolgy
e. to retell events for the purpose of informing and entertaining

18. How does Dolgy look like?

a. big, fierce, and cute
b. big, fluffy, and fierce
c. small, fierce, and stink
d. small, fluffy, and cute.
e. small, fluffy, and stink

19. Whom Dolgy plays with when the writer goes to school?

a. the writer’s sister
b. the writer’s mother
c. the writer’s cat
d. the writer’s other dog
e. the writer’s rabbit

20. What does Dolgy eat every morning?

a. fish and rice
b. bread and milk
c. bone and milk
d. milk and fish
e. rice and bread
The following text is for questions number 1 to 5

My Dog

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he looks at me with sad eyes. He also wags his tail from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat.

Broni also likes the chirping sound of birds that reside on the tree in front of my house. Whenever Broni hears these sounds, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sound.

1. What is the topic of the text above?
   a. Pet
   b. Hobby
   c. Family
   d. Friends
2. Who is the name of the writer’s dog?
   a. Boni
I have a cute rabbit named Gure. I named Gure from the Japanese language. The meaning is gray. I got it from my uncle in the last year. He is four years old now. He has a long ears, red eyes, and gray fur. Gure love to eat carrots so much. He also likes milk and other vegetables. I always like the way he walks. It looks so funny and adorable. I spend a lot of my time to play with him. He is my best friend and I really love him.
a. Yellow
b. Black
c. White
d. Gray

8. What food does the rabbit loves the most?
   a. Apple
   b. Carrots
   c. Mango
   d. Orange

9. “It looks so funny and adorable”. The word “It” in the story above refers to….
   a. The writer
   b. The reader
   c. The rabbit
   d. The family

10. How old is the rabbit?
    a. Five years old
    b. Ten years old
    c. Three years old
    d. Four years old

Amy

Amy has been my close friend for a year. I first met her in this college, University of Lampung. I asked her way to the new class and we started talking. We’ve been friends ever since.

Amy is quite good-looking. She is very beautiful and smart, with white skin and she uses a veil. Like many Indonesian people, she has a great sense of style, so she always looks well-dressed even in casual clothes.

Amy is very outgoing. She is always friendly and loves to have fun. She has a fantastic sense of humor and she always makes me laugh. However, he can be a bit immature at times. For example, when she doesn’t get what she wants, he acts childishly and stamps his feet.
Amy is very diligent in her study. She likes to listen to music and sometimes, she spends a lot of money to do some shopping.

It's a pleasure to be with her and I really enjoy her personality. I’m sure we’ll always be close friends. Thank you. . .

11. Who is Amy?
   a. The writer’s close friend
   b. The writer’s sister
   c. The writer’s mother
   d. The writer

12. Where did the first time the writer meet Amy?
   a. In the University of Surabaya
   b. In the University of Bandung
   c. In the University of Lampung
   d. In the University of Jakarta

13. She is very…….and smart.
   a. Ugly
   b. Beautiful
   c. Friendly
   d. Selfish

14. What does the writer tells about Amy in her study?
The Giraffes

Giraffes are truly giant animals. They amaze me. I like giraffes because their long neck. They can grow up to 17 feet tall and weigh as much as 3,000 pounds. The male giraffes, called bulls, are typically larger than the females, called cows. The babies aren’t exactly small either. A baby giraffe, called a calf, is 6 feet tall at birth! Giraffes also have large hearts. Their hearts can be up to 2 feet long and weigh over 20 pounds. They need these large hearts to pump blood all the way up their long necks.

It is always fun to watch giraffes eat from the tree. Their favorite types of leaves are from the acacia tree. Giraffes are herbivores, meaning they eat plants rather than meat. They use their long necks and tongues (which they can stick out up to a foot and a half!) to get to leaves on trees. A typical full-grown adult giraffe will eat over 70 pounds of leaves, twigs, and fruit each day. Giraffes don’t need to drink water very often because there is so much water in the leaves they eat. However, when they do drink water, they can drink several gallons at a time. I think this is not good because a giraffe has to bend down and get into a vulnerable position when drinking. Not a good idea when there are lions sneaking around!
16. Why the writer does like giraffes?
   a. Their long feet  
   b. Their fur  
   c. Their long neck  
   d. Their color  

17. How tall giraffes can grow tall?
   a. 11 feet tall  
   b. 19 feet tall  
   c. 16 feet tall  
   d. 17 feet tall  

18. “They need these large hearts to pump ........ all the way up their long necks”
   a. Oxygen  
   b. Water  
   c. Blood  
   d. Food  

19. What is a baby giraffe called?
   a. Cows  
   b. Bulls  
   c. Calf  
   d. Kittens  

20. Based on the text above, the writer tells us that giraffe is . . . .
    a. Carnivores  
    b. Herbivores  
    c. Mammals  
    d. Ovoviviparous
### KEY ANSWERS

#### A. Cycle I

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