THE USE OF KWL (KNOW-WANT-LEARN) AND
METACOGNITIVE STRATEGIES TO IMPROVE THE
STUDENTS’ READING COMPREHENSION

( A Classroom Action Research of the Second Grade Students of MTs N Ngablak
in the Academic Year of 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Examiners in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd) in the English Education Department
of Teacher Training and Education Faculty State Institute for Islamic Studies
(IAIN) Salatiga

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ATTENTIVE COUNSELOR’ NOTE
Case: Novita Ayu Nia Wati’s Graduating Paper

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Novita Ayu Nia Wati’s graduating paper entitled “THE USE OF KWL AND METACOGNITIVE STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION (A CLASSROOM ACTION RESEARCH OF THE SECOND GRADE OF MTsN NGABLAK IN THE ACADEMIC YEAR OF 2017/2018)”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER

"THE USE OF KWL (KNOW-WANT-LEARN) AND METACOGNITIVE STRATEGIES TO IMPROVE STUDENTS' READING COMPREHENSION"
(A Classroom Action Research of the Second Grade of Mts N Ngablak in the Academic Year of 2017/2018)

WRITTEN BY:
NOVITA AYUNIA WATI
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September, 25th 2017, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, September 25th 2017
Dean of Teacher Training and Education Faculty

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MOTTO

“There is a will, there is a way”

William Shakespears
DEDICATION

This graduating paper is whole-heartedly dedicated to :

1. My dearest Father and Mother; Mr. Suraji and Mrs. Siti Puaningsih, thanks a billion for your great affection, kindness, encouragement, education, and everything you have given to me.

2. My beloved little brother; Dimas Aditya Ramadhan, thanks for always helping.


4. My ‘Special Someone’; Yessiono Dwi Cahyo who gives me support, motivates and spirit, thanks for always being in my side.

5. My beloved cousin; Zunita Megasari and Niken Dewi Trilestari, thanks for your supporting.

6. My beloved friends; Iis Yuliyanti and Putri Khafsoh. I will miss you all.
ACKNOWLEDGEMENT

Alhamdulillahirrabbi’alamin, thanks to the Almighty Allah. Because of Him, the writer can complete this research as one of the requirements for getting the degree of Educational Studies (S.Pd) in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in 2015.

Secondly, peace and salutation are always given to our prophed Muhammad SAW who has guided us from the darkness to the lightness.

However, this success will not be achieved without support, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that it is an appropriate moment to give my deepest gratitude for:

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2. Suwardi, M.Pd., as the Dean of Teacher Training and Education Faculty.
3. Noor Malihah, Ph.D., as the Head of English Education Department.
4. Drs. Kastolani, M.Ag., as the Academic Counselor.
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12. My indeed friends; Iis Yuliyanti and Putri Khafsoh. Keep our friendship!

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the graduating paper.

Salatiga, 13 September 2017

The Researcher
ABSTRACT


Keywords: KWL (Know-Want-Learn) Strategy, Metacognitive Strategy, Reading Comprehension

This research is aimed to improve students’ reading comprehension through KWL (Know-want-Learn) and Metacognitive strategy. This research analyze how is the implementation of KWL (Know-want-Learn) and Metacognitive strategy improving the students’ reading comprehension, whether the use of KWL (Know-want-Learn) and Metacognitive strategy can improve the students’ reading comprehension or not, and how is the significance of using KWL(Know-want-Learn) and Metacognitive strategy to improve students’ reading comprehension of the second grade students of MTs N Ngablak. Nineteen students of the second grade of MTs N Ngablak 2017/2018 were taught by using KWL(Know-want-Learn) and Metacognitive strategy to improve their reading comprehension. The methodology of this research used Classroom Action Research (CAR). There were two cycles to give the students more opportunities to improve their understanding about how to reconstruct and comprehend the passage well and effectively in reads. The results show that the students’ reading comprehension improves significantly. The T-calculation results show that the T-calculation of cycle I is 4,57 and cycle II is 5,14.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTES</td>
<td>iii</td>
</tr>
<tr>
<td>CERTIFICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER I  : INTRODUCTION

- A. Background of the Study .........................................................1
- B. Statement of the Problem .........................................................5
- C. Objectives of the Study ............................................................5
- D. Benefits of the Study ...............................................................6
- E. Definition of the Study .............................................................6
- F. Previous Study ...........................................................................8
- G. Graduating Paper Organization ................................................10

## CHAPTER II  : LITERATURE REVIEW
A. Reading .................................................................................................................. 11
   1. Definition of Reading .................................................................................. 11
   2. Process of Reading .................................................................................. 12
   3. Purpose of Reading ............................................................................ 14
   4. Aspect of Reading .............................................................................. 15
   5. Technique of Reading ........................................................................ 17

B. Reading Comprehension .................................................................................. 17
   1. Definition of Reading Comprehension ........................................ 17
   2. Level of Reading Comprehension .................................................. 18

C. KWL and Metacognitive Strategy .................................................................. 20
   1. KWL Strategy ..................................................................................... 20
      a. Definition of KWL Strategy .................................................. 20
      b. Steps to do KWL Strategy .................................................. 21
      c. Strength and Weaknesses of KWL Strategy ......................... 22
   2. Metacognitive Strategy ........................................................................ 23
      a. Definition of Metaconitive Strategy .................................. 23
      b. Components of Metacognitive Strategy .............................. 24
      c. Metacognitive Strategy in Reading Comprehension .......... 25

CHAPTER III : RESEARCH METHOD

A. Setting of the Research .................................................................................. 28
B. Subject of the Research ............................................................................ 31
C. Method of the Research ........................................................................... 33
D. Technique of Collecting Data ................................................................. 38
E. Technique of Data Analysis .................................................................... 40

CHAPTER IV : DATA ANALYSIS
A. Research Finding ................................................................................... 42
   1. Cycle I ............................................................................................... 42
   2. Cycle II ............................................................................................ 54
B. Discussion .............................................................................................. 66

CHAPTER V : CLOSURE
A. Conclussion ............................................................................................ 69
B. Suggestion ............................................................................................. 70

BIBLIOGRAPHY

CURRICULUM VITAE

APPENDIXES

LIST OF TABLES
<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>KWL Chart</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1</td>
<td>The Profile of Education Facilities of MTs N Ngablak</td>
<td>30</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>The List of Sample</td>
<td>31</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>Classroom Observation Sheet for Teacher</td>
<td>35</td>
</tr>
<tr>
<td>Table 3.4</td>
<td>Classroom Observation Sheet for Student</td>
<td>37</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Classroom Observation Sheet for Teacher</td>
<td>45</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Classroom Observation Sheet for Students</td>
<td>47</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>The result of Pre-Test and Post-Test cycle I</td>
<td>50</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Classroom Observation Sheet for Teacher</td>
<td>56</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Classroom Observation Sheet for Student</td>
<td>58</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>The result of Pre-test and Post-test Cycle II</td>
<td>61</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This research consists of background of the study, statement of the problem, objectives of the study, definition of key terms, previous studies and graduating paper organization.

A. Background of the Study

English is an international language used by citizen of the world to communicate each other. English is taught in almost every school around the world. Hence, English is taught in Indonesia’s schools as well. English becomes an important language in educational areas. In Indonesia, English is taught from Kindergarten until University. English is the first foreign language to be studied in order to master and develop the knowledge, technology, arts and to create a good relation with other countries. The position of English is as compulsory first foreign language taught at the school in Indonesia. Starting from kindergarten until elementary school, English is not tested in the national examination. However, it is tested in the national examination for the junior until senior high school.

The four skills of English; namely reading, writing, speaking and listening; should be achieved by the students who learn English. One of the language skills that must be mastered is reading. According to Daiek and Anter (2004) on Critical Reading for College and Beyond, reading is an active process that depends on both an author’s ability to convey meaning using words and readers’ ability to create meaning from them. To read successfully,
readers need to constantly connect what readers already know about the information to the words the author has written. Other point of view from Chall (1983) as quoted by Riswanto et.al (2014) pointed out that reading is an active process, because it involves interaction between the reader and the text. In reading a text, the reader needs to proceed the information that the reader gets from the text into his/her brain.

Reading necessarily requires comprehension. Comprehension is always directed and controlled by the needs and purpose of individuals. Reading comprehension is the best activities when the students are reading what they want to read or why they read the book. Durkin (1993) as quoted by Riswanto, Risnawati and Lismayanti (2014) assumes that comprehension is the peak of the reading skills and the bases for all reading processes. Teaching students to read with a good comprehension must be teachers’ highest priority. Most of EFL teachers have wondered what they might do to improve their students’ reading comprehension achievement. In addition, Alfassi (2004) as quoted by Mardiana (2016) also states that to enhance the reading comprehension achievement in English, students should “understand the meaning of the text, critically evaluate the message, remember the content and apply the text-found knowledge flexibly”.

The students in junior high school have a lack of motivation and get some difficulties in reading comprehension. Students need to improve their interest in reading subject. Indeed, they are able to influence both of reading comprehension and reading achievement. Some difficulties and problems have
been appeared to be faced by the teachers and students in their reading for a long time. Students are bored and notable to continue reading the text in the textbook. Generally, the problems faced by the students are caused by some reason; such as the students are not able to answer the question because they did not comprehend the content of the text and they did not have enough vocabularies to understand the text. The writer also found that the teachers are seldom varied their strategy in teaching learning process of English in the classroom. Usually, the teachers only applied individual and group work techniques at the school. Thus, it makes students are easy to get bored during teaching and learning process.

Some theoretically argue that the interest is very helpful to motivate students to face as well as to manipulate difficulties particularly in reading. Students and teacher should work together to identify the way to improve interest for improving reading comprehension. Dealing with the difficulty in reading comprehension in junior high school, the teacher need to apply the right methods to improve students’ reading comprehension. The purpose is to help the students to comprehend the texts that they read.

The problems above shows that it is necessary to apply the strategies to solve students’ reading comprehension problems. The strategies are designed to help the students to be able to read and understand reading passage well. Mc Namara (2009) according to Cholifah (2015) states that strategies are essential, not only to successful comprehension, but also to overcoming reading problems and becoming a better reader and comprehender. KWL and Metacognitive
strategy are chosen strategies by the writer in order to solve problem. The first strategy is KWL (Know-Want-Learn). According to Ogle (1986) in Zouhor et al. (2016), the KWL (Know-Want-Learn) strategy is an instructional learning strategy. In the K stage: What I Know, students access their background knowledge to the text they are reading by listing what they already know about a specific topic. In the W stage: What I Want to Know, students list what they want to know about the same topic. Finally, in the L stage: What I learned, students summarize what they did learn. The second strategy is Metacognitive. Based on Louca (2008) on Metacognition and Theory of My Mind, Metacognition is a concept that has been used to refer to a variety of epistemological processes. Metacognition essentially means cognition about cognition; that is, it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions.

Based on the explanation above, the writer is interested in having a further research to know the improvement of the reading comprehension through the implementation of KWL (Know-Want-Learn) and Metacognitive strategies by conducting a research entitled “The Use of KWL (Know-Want-Learn) and Metacognitive Strategies to Improve the Students’ Reading Comprehension in the Second Grade Students of MTsN Ngablak in the Academic Year of 2017/2018”.
B. Statement of the Problem

1. How is the procedure of implementation of KWL (Know-Want-Learn) and Metacognitive strategies improve reading comprehension of the second grade students of MTsN Ngablak in the Academic Year of 2017/2018?

2. Whether or not the implementation of KWL (Know-Want-Learn) and Metacognitive strategies improve the students’ reading comprehension of the second grade students of MTsN Ngablak in the Academic Year of 2017/2018?

3. To what extent is the use of KWL (Know-Want-Learn) and Metacognitive strategies to improve students’ reading comprehension of the second grade students of MTsN Ngablak in the Academic Year of 2017/2018?

C. Objectives of the Study

1. To describe the procedure of implementation of KWL (Know-Want-Learn) and Metacognitive strategies to improve reading comprehension in the second grade students of MTsN Ngablak in the academic year of 2017/2018.

2. To find out whether or not the implementation of KWL (Know-Want-Learn) and Metacognitive strategies improve students’ reading comprehension in the second grade students of MTs N Ngablak in the academic year of 2017/2018.

3. To find out to what extent is the use of KWL (Know-Want-Learn) and Metacognitive strategies improve the students’ reading comprehension of the
second grade students of MTsN Ngablak in the Academic Year of 2017/2018.

D. Benefits of The Study

The result of this study is expected to give benefit for:

1. Teachers

   The teachers are able to get information and alternative choice to carry out an effective language teaching which suggests to engage the students actively in the class using KWL(Know-Want-Learn) and Metacognitive strategies to improve students’ reading comprehension.

2. Students

   By using KWL(Know-Want-Learn) and Metacognitive strategies in learning English, it will create an active and cooperative situation which lead the students to comprehend more about reading text.

E. Definition of the Study

1. Reading

   Reading is an active process that depends on both an author’s ability to convey meaning using words and readers’ ability to create meaning from them. To read successfully, readers need to constantly connect what reader already know about the information to the words the author has written (Daiekg & Anter, 2004).

2. Reading Comprehension
According to Durkin (1993) in Riswanto et al. (2014) explain that comprehension is the peak of the reading skills and the bases for all reading processes. Based on Klingner et al. (2007, p.8) via Cholifah emphasize that: “Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy usse) as well as variables related to the text itself (interest in text, understanding of text types)”.

3. KWL(Know-Want-Learn) Strategy

According to Ogle (1986) via Philippot and Graves (2009), there are three-part process of the K-W-L strategy. The first is What I Know (about the forthcoming topic). The second is is What I Want to Learn (about the topic). The last is What I Did Learn (about the topic). Ogle (1986) also states that KWL is an instructional reading strategy that is used to guide students through a text. The students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of a KWL chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have Learned is recorded in the L column of the KWL chart.

4. Metacognitive Strategy
Louca (2000) on Metacognition and Theory of My Mind describe that metacognition is a concept that has been used to refer to a variety of epistemological processes. Metacognition essentially means cognition about cognition; that is, it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflections about actions. In a more recent review Flavell (2000) divides metacognitive theory into two areas of study: knowledge and processes. Metacognitive knowledge includes understanding of how minds work in general and particular way. The processes of planning, monitoring, and regulating thoughts are generally known as executive processes.

F. Previous Studies

In this graduating paper, the writer takes previous finding from the other thesis as comparison. They are as follows:

The first was Muthoharoh (2015) paper entitled: “The Effectiveness Of Using KWL Technique On Spoof Text To Increase Students’ Reading Comprehension of the Tenth Grade Students of MAN 1 Kota Magelang in the Academic Year of 2014/2015. The purposes are to find out students of the tenth grade in MAN 1 Magelang City interest toward spoof text and their reasons and too find out whether the use of Spoof text as a media and KWL as a technique is effective to improve the students in reading comprehension of tenth grade in MAN 1 Magelang City.
The second was Dieu’s (2015) paper entitled: “Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students in Vietnam”. The purposes are to change students from negative attitudes to positive feeling towards reading class after the K-W-L method was used and to improve Vietnamese students’ reading skill as well as catching the main idea in the reading texts in order to have successful communication in English.

The last was Munasifah’s (2015) paper entitled: “A Correlative Study Between the Usage of Metacognitive Strategy Toward Students’ Reading Comprehension on Recount Text in the Tenth Grade of MA Yajri Payaman Magelang in the Academic Year of 2015/2016. The purposes are to find out the significant correlation between the usage of metacognitive strategy and students’ reading comprehension on recount text.

Based on the previous studies above, the writer have summarized some differences between this research with the previous research. The first research used KWL(Know-Want-Learn) through spoof text whereas this research used KWL(Know-Want-Learn) through descriptive text which is more appropriate with the junior high school syllabus. The second research used KWL(Know-Want-Learn) strategy to improve reading skill in passive students, but in this research used KWL (Know-Want-Learn) strategy to improve all students’ reading comprehension. The last research used Metacognitive Strategy to find out the significant correlation between the usage of metacognitive strategy and students’ reading comprehension on recount text, but this research used
Metacognitive strategy to improve students’ reading comprehension in descriptive text.

G. Graduating Paper Organization

In this section, the writer would like to discuss some terms in chapter one into chapter five. Chapter I is introduction consists of background of the study, statement of the problem, objectives of the study, benefits of the study, definition of the key terms, previous studies and graduating paper organization. Chapter II is literature review discusses about reading, teaching reading comprehension, and KWL(Know-Want-Learn) and Metacognitive strategy for teaching reading comprehension. Chapter III is research methodology consists of place and time of the research, the method of research, the subject of research, the techniques of collecting data, the research instrument, the technique of analyzing data, and the statistical hypothesis. Chapter IV is analysis and discussion consists of data presentation, distribution of rank, data analysis, and discussion. Chapter V is closure consists of conclusion and suggestion.
CHAPTER II
LITERATURE REVIEW

In this chapter, the theory and other relevant information will be discussed. They are very important to be basic theory of teaching reading. Hence, the writer wants to elaborate about literature review of reading, reading comprehension, KWL and Metacognitive strategy for teaching reading comprehension.

A. READING

1. Definition of Reading

As we know, there are four skills that the learners need in language learning. One of them is reading. Reading is important skill for obtaining knowledge and learning new information. Besides that, reading is an effort to understand the content of the text. According to Daiek and Anter (2014:5), there are some definitions of reading:

a. Reading is a form of communication, using written language or symbols (text).

b. Reading is two-way communication between an author and a reader.

c. Reading is interpretation and understanding.

d. Reading is a process.

e. Reading is thinking.

From the definition above, we can conclude that reading is an active process that depends on both an author’s ability to convey meaning using words and readers’ ability to create meaning from them. To read
succesfully, reader needs to constantly connect what he/she already know about the information to the words the author has written.

Another definition is proposed by Chall (1983) as quoted by Riswanto et al. (2014) also explains that reading is an active process, because it involves interaction between the reader and the text. In reading a text, the reader needs to proceed the information that he/she gets from the text into his/her brain. Students are constantly confronted with new information, particularly once they progress to the upper elementary grades and transition from “learning to read” to “reading to learn”.

2. Process of Reading

Reading is a combination process of actions or activities that produce a product or a result. The process of reading starts from staring at the reading in order to process information in the brain. Further definition proposed by Grabe (2009:14), that there is no single statement is going to capture the complexity of reading if it is linked with the different purposes for reading and the varying processes that are called into play. He also emphasizes that reading is understood as a complex combination of processes. The processes are explained below:

a. A rapid process

It is rapid in the sense that the reader reads most materials at about 250-300 wpm.
b. An efficient process

The reader coordinates rapid and automatic word recognition, syntactic parsing, meaning formation, text comprehension building, inferencing, critical evaluation, and linkages to prior knowledge resources.

c. A comprehending process

The reader reads to understand what the writer intended to convey in writing, though he also does more.

d. An interactive process

There is an interaction between the reader and the writer.

e. A strategic process

Reading is a strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, and match comprehension output to reader goals.

f. A flexible process

As reader purpose shifts, as comprehension is impeded, or as interest varies, the reader adjusts reading processes and goals.

g. A purposeful process

There is an alignment between processes and purposes.

h. An evaluative process

The reader evaluates how well he is reading.
i. A learning process

The reader makes decisions about how to respond to the text.

j. A linguistic process

The reader reads with making graphemic-phonemic connections, without recognizing the words to be read and the structural phrases organizing the words, and without having a reasonable store of linguistic knowledge (morphological, syntactic, and semantic) of the language of the text.

3. Purposes of reading

The readers who have certain purposes in reading will determine what is important in the text, what is remembered, and what comprehension strategy they use to enhance meaning. The main purpose of reading is to find and get information, exploring the content, and understand the meaning of a reading. Furthermore, Alderson et al. (2000) via Grabe (2009) explains that there are certainly other ways to classify purposes for reading aside from the six listed:

a. Reading to search information (scanning and skimming)
b. Reading for quick understanding (skimming)
c. Reading to learn
d. Reading to integrate information
e. Reading to evaluate, critique, and use information
f. Reading for general comprehension
4. Aspect of Reading

To achieve the aim of reading, it is necessary to fulfill the aspect of reading itself. The aspect of reading helps people to maximize what they will get through reading. Moreover, Dallman et al. (1982: 25) clarify that there are three aspects that must be developed reading comprehension in learning; those are word recognition, comprehension, and reflection. The aspects are the teacher’s guidance to reach the goal of reading. More detailed explanation of the aspects above is given below:

a. Word Recognition

The first aspect of reading is word recognition. Dechant (1982: 174) elaborates “Word recognition is the perception and recollection of a previously identified word”. It certainly pertains to word identification which refers to the ability to develop a visual memory for a word not previously encountered or learned. Students who are immediately able to identify the word, eventually, they can recall the spoken word that the text represents.

Dallmann et al. (1982: 111) point out that there are four major ways to improve the students’ ability in recognizing words. The ways are as follows:

1) Learning words by means of the sight method
2) Using context clues
3) Using phonic analysis and synthesis
4) Studying words structurally
b. Comprehension

The second aspect of reading is comprehension. Dechant (1982: 311) affirms the description of comprehension although it is actually difficult to describe,

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.

It is probably true that to define comprehension is complex. On the basic explanation of Dechant’s, comprehension occurs in the readers’ mind. It can be a thinking process in which reader have to combine their basic intellectual skills, their experience, even crucially their language skills to comprehend the printed materials.

c. Reflection

The third aspect of reading is reflection. Readers are necessarily able to hold ideas and conceptualize meaningful interpretation from the printed page through reflection. It involves the act of comparing the written stimuli with the reader’s experiences. Consequently, comprehension occurs which will evoke the reader's reaction. The reaction consists of concurrence of thought, comparison of thought, disagreement with the idea, association, or non-comprehension. Furthermore, the teacher should give students time to think in order to encourage reflection (Dallmann et al., 1982: 26-27).
5. Technique of Reading

Technique is very important way in teaching reading comprehension. It is because by applying techniques, it can make the teachers easier to give material. Furthermore, the teacher can establish the well-organized learning with the aim to make students more active and motivate in learning. According to Grellet (1981) in “Developing Reading Skill” that the techniques of reading are as follows:

a. Skimming: quickly running one’s eyes over a text to get the gist of it.

b. Scanning: quickly going through a text to find a particular piece of information.

c. Extensive reading: reading longer texts, usually for someone’s own pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

B. READING COMPREHENSION

1. Definition of Reading Comprehension

Reading comprehension is considered as the real core for reading process. Reading is the ability to comprehend, not only to recognize letters, forms, and symbol. It is because if we read without comprehension, reading may prove to be almost useless activity. Durkin (1993) via Riswanto et al.
(2014) assumes that comprehension is the peak of reading skills and the bases for all reading processes. Furthermore, Klingner et al. (2007:8) in Cholifah(2014) suggests that reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. Hence, before the readers read a new text, first understanding is come from their prior or background knowledge. In addition, Harmer (2011:202) as quoted by Cholifah (2014) also adds that reading for general means not stopping for every word, nor analyzing everything that the writer includes in the text. This is why the reader should develop what is she/he know before read a text and to know all aspects that includes in the text.

2. **Level of Reading Comprehension**

Reading comprehension is a way to understand or comprehend of the text. It is not only included word reading, world knowledge or fluency activity, but also getting reading information and widening insight from the text by reading comprehension. According to Townsend (2007) via Riswanto et al. (2014), there are three different reading levels for each person. They are:

a. Independent level, student can read books easily with very few words which are too difficult for him/her to read. Readers can read books on his/her own.
b. Instructional level, students can read most of the words, but will be challenged by some words on each page.

c. Frustration level, student has to stop often and try to decode words. If she/he tries to read a book at this level, she/he will become frustrated.

Another explanation comes from McWhorten (1993) as quoted by Riswanto et al. (2014) argues that there are three levels of comprehension in reading a text, here are:

a. Literal, what is actually stated. It includes facts and details, rote learning and memorization, and surface understanding only. Common question used to elicit this type of thinking are who, what, when, and where question.

b. Interpretative, what is implied or meant, rather than what is actually stated. It includes drawing inferences, tapping into prior knowledge/experience, attaching new learning to old information, making logical leaps and educated guesses, and reading between the lines to determine what is meant by what is stated. The types of the tests in this category are subjectives, and the types of questions asked are open-ended, thougt-provoking question like why, what if, and how.

c. Applied, taking what was said (literal) and then what was meant by what was said (interpretive), and then extend (apply) the concepts or ideas beyond the situation. It is include analyzing, syntesizing and applying.
C. KWL (KNOW-WANT-LEARN) AND METACOGNITIVE STRATEGIES

1. KWL (Know-Want-Learn) Strategy

   a. Definition of KWL (Know-Want-Learn) Strategy

      As the basic definition, KWL (Know-Want-Learn) is a strategy where Students first know (Know, analyze, predict), then Want (Develop thoughts on what will be written with questions), then just Learn (Conclude what already learn and answer questions). Moreover, Ogle (1986) via Rswanto et al. (2014) explains that KWL (Know-Want-Learn) strategy is one of teaching and leaning strategies used mainly information text. Its aim are more diverse. It helps readers elicit prior knowledge of the topic of the text, set a purpose for reading, monitor their comprehension, asses their comprehension of the text, and expand ideas beyond the text. Ogle (1986) also states that KWL (Know-Want-Learn) is an instructional reading strategy that is used to guide students through a text. It consists of three phases. They are What I Know, What do I Want to Learn, and What I Learned. The students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of a KWL chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have Learned is recorded in the L column of the KWL chart.

   b. Steps to do KWL Strategy
To do KWL (Know-Want-Learn) strategy, there are some steps to be travelled by the teacher in teaching and learning process. According to Ogle (1986) as quoted by Riswanto et al. (2014) explains there are some steps that should be considered in using KWL (Know-Want-Learn) strategy. They are:

1) Choose a text,

2) Create a KWL chart. KWL (Know-Want-Learn) strategy was conducted by using worksheet consisting of three columns to be fulfilled by the students. The columns were $K$ column; stands for what I Know, $W$ column; stands for what I Want to learn, and $L$ column; stands for what I did Learn.

Table 2.1

<table>
<thead>
<tr>
<th>K (What I Know)</th>
<th>W (What I Want to Learn)</th>
<th>L (What I Learned)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Ogle, 1986:565)

3) Ask students to brainstorm words, terms, or phrases which associate with a topic. The teacher and students record these associations in the $K$
column of their charts. This is done until students run out of ideas. Engage students in a discussion about what they wrote in K column.

4) Ask students what they want to learn about a topic. The teacher and students record these questions in the W column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the W column.

5) Have students read the text and fill out the L column of their charts. Students should look for the answer to the questions in their W column while they are reading. Students can fill out their L columns either during or after reading.

6) Discuss the information that students recorded in the L column

7) Encourage students to research any questions in the W column that were not answered by the text.

c. **Strength and Weaknesses of KWL (Know-Want-Learn)**

Each strategy definitely has the strengths and weaknesses to be used in teaching and learning process. It applies as well in KWL(Know-Want-Learn) strategy. The further explanation comes from Cholifah (2014) who describes that there are several strengths and weaknesses of KWL (Know-Want-Learn) strategy. The strengths of KWL(Know-Want-Learn) strategy were required the students to activate their background knowledge and encourages students’ activate participation. On the other hand, the weaknesses of this strategy were the students are not confident in expressing
their background knowledge and the strategy only effective for expository text. There are possible solutions that can be used to make students easy to imagine the object of descriptive text and then guide from the teacher is important in order to control students’ activities in reading a class.

2. Metacognitive Strategy

a. Definition of Metacognitive Strategy

Metacognition is essentially the ability to learn how learning should be done in which it is considered and carried out the following activities. Metacognitive strategies can be interpreted as a strategy that involves learning planning, thinking about learning processes, monitoring of production and understanding of a person and evaluation of learning after the activity is done. Louca (2008) in “Metacognition and Theory of Mind” point out that metacognition is a concept that has been used to refer to a variety of epistemological processes. Metacognition essentially means cognition about cognition; that is it refers to second order cognition: thoughts about thoughts, knowledge about knowledge or reflections about actions.

Other point of view, Kluwe (1982) via Louca (2008) brought further definition to the concept of ‘metacognition’ describing activities referred to as ‘metacognitive’: (a) the thinking subject has some knowledge about his own thinking and that of other persons; (b) the thinking subject may monitor and regulate the course of own thinking. The metacognitive strategy is not something new in education field. In addition, Eilers and Pinkley (2006) as
quoted by Othman et.al (2014), this strategy is applied and taught to students to enhance the understanding of a text that has been read. The application of metacognitive strategy during reading and comprehension lessons is also believed to help students to think methodically in all three levels of reading process, namely before reading, during reading and after reading.

b. Components of Metacognitive Strategy

Metacognitive strategy consists of some components. Based on Wikipedia (2008) and Efklides (2002) as quoted by Louca (2008), there are four basic components of metacognitive strategy, here are:

1) Metacognitive Knowledge (also called metacognitive awareness ) refers to what individuals know about themselves and others as cognitive processor.

2) Metacognitive Regulation is the regulation of cognition and learning experiences through a set of activities that help people control their learning.

3) Metacognitive Skill refers to conscious control processes such as planning, monitoring of the progress of processing, effort allocation, strategy use and regulation of cognition.

4) Metacognitive Experiences are those experiences that have something to do with the current, on-going cognitive endeavor.

c. Metacognitive Strategy in Reading Comprehension
By practicing and applying metacognitive strategies, students will become good readers, capable of handling any text across a curriculum. These are the application of metacognitive strategy to improve students’ reading comprehension:

1) Planning (before reading)

Good readers plan before reading, and students must learn the steps needed to accomplish this task, these are:

a) Think about the topic of the text.

b) Think about how text features can help in understanding the topic.

(1) Read the title and author, front and back cover blurbs, and table of contents.

(2) Study illustrations, photos, and graphics, including labels and captions.

(3) Skim for boldfaced words, headings and subheadings, and summaries.

c) Think about what they know, what connections they can make, and what questions they might want answered.

d) Think about the way the text might be organized, such as:

(1) Cause and effect

(2) Compare and contrast

(3) Sequence of events

(4) Problem and solution

(5) Description
2) Monitoring (during reading)

Good readers take charge of their reading by monitoring their own comprehension, and students need direct instruction on how and why to do this. The main ways of readers monitor comprehension during reading are to:

a) Make connections
b) Make predictions
c) Make inferences
d) Use context clues
e) Use text features and identify text structures

3) Evaluating (after reading)

When good readers finish reading, they reflect on the strategies they used to determine whether their plan worked or whether they should try something else next time. Because this evaluative component of the metacognitive process is so valuable.
CONSTRUCTIVIST THEORY

USING METACOGNITIVE STRATEGY IN TEACHING AND READING COMPREHENSION

BEFORE READING
- prediction
- construct discovery questions

DURING READING
- examine difficult words
- link text with the experience and knowledge
- answer the exploration questions

AFTER READING
- find main idea
- made conclusion & assessment
CHAPTER III
RESEARCH METHOD

A. Setting of the Research

1. Place of the Research

The research was held in MTsN Ngablak, Magelang. The school is located in Ngablak Subdistrict, Magelang Regency, Central Java.

a. The History of School

MTsN Ngablak was Islamic Junior High School which had founded in Juny 1st 1955. The school has two building, which located at different place, the first and main building was located at Ngablak. The second building is located atPagergunung village. The distance both of them was around 3km.

Basically, the school was founded not only to increase the islamic teaching at Ngablak, but also to accomodate job for who had graduated from MI. MTsN Ngablak able to survive in preparing the best students until today.

b. The General Information of School

1) School Name : MTsN Ngablak
2) Status : State
3) School Adress : Jl. Ngablak-Mangli Km.0
     : (Village) Ngablak
     : (Sub-district) Ngablak
: (Regency) Magelang
: (Province) Central Java

4) Postal Code : 56194
5) Number Phone / Fax :(0298) 318070
6) E-mail : mtsnngablak@kemenag.go.id

c. The Curriculum of MTsN Ngablak

MTsN Ngablak implements Curriculum 2013 (K 13) in the teaching and learning process. MTsN Ngablak also carries out some extensive programs namely extracurricular activities. The activities include Students Council (OSIS), Boy Scout (Pramuka), Teenager’s Scientific Paper (KaryaIlmiah Remaja), Read and Listen The Holy Quran (BTQ), art, music, sports, karate and drumband.

d. The Profile of Students

Students are one of important elements of education. They are the major part in the teaching learning process. The total number of students in MTsN Ngablak is 735 that consist of three grades.

e. The Profile of Teachers and Staffs

A formal education requires qualified people to execute the educational process well. It is not only in teaching learning process but also in managing the other processes at school. They are teachers and staffs. There are 34 teachers and 10 staffs in MTsN Ngablak. There are four teachers of English education. They are Mr. Drs. Muh Nurkholis, Mrs. Rini Lestyowati, S.Pd, Mr. Abdul Wahab, S.Pd., and Mr. Pamardi, M.Pd.
f. The Profile of Education Facilities

A school needs some facilities in order to support the educational process. There are 34 rooms in MTsN Ngablak. The detailed profile of education facilities is shown in the table below:

Table 3.1
The Profile of Education Facilities of MTsN Ngablak

<table>
<thead>
<tr>
<th>No.</th>
<th>FACILITIES</th>
<th>TOTAL</th>
<th>EXTENT</th>
<th>CONDITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Headmaster Office</td>
<td>1 room</td>
<td>50 m²</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Administration Office</td>
<td>1 room</td>
<td>90 m²</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Library</td>
<td>1 room</td>
<td>180 m²</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher Office</td>
<td>1 room</td>
<td>190 m²</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>School Medical Room</td>
<td>1 room</td>
<td>80 m²</td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>Storage Room</td>
<td>1 room</td>
<td>45 m²</td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>Council Room</td>
<td>1 room</td>
<td>180 m²</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Classroom</td>
<td>21 rooms</td>
<td>3780 m²</td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>Toilet</td>
<td>3 rooms</td>
<td>-</td>
<td>Good</td>
</tr>
<tr>
<td>10.</td>
<td>Physics Laboratory</td>
<td>2 rooms</td>
<td>360 m²</td>
<td>Good</td>
</tr>
<tr>
<td>11.</td>
<td>Computer Laboratory</td>
<td>1 room</td>
<td>180 m²</td>
<td>Good</td>
</tr>
<tr>
<td>12.</td>
<td>School Yard</td>
<td></td>
<td>200 m²</td>
<td>Good</td>
</tr>
</tbody>
</table>
B. Subject of the Research

In this research, the writer choose MTsN Ngablak as object of the study especially the second grade students. The second grades consist of seven class group, but the writer took one class group VIII F. The number of participants are 19 students. Their native language is Bahasa Indonesia. The average age of participants are 13 years old. They have been taught English since the third grade of Elementary School.

a. Population

Population is all of data which is as our consideration in certain place and time chosen. According to McMillan (1996), population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which intend to generalize the results of the research. The population of this research is the second grade of MTsN Ngablak in the academic year of 2017/2018. They are all students of MTsN Ngablak that consist 218 students. They consist of 112 girl students and 106 boy students.

b. Sample

A sample is a set of data collected and selected from statistical population by a defined procedure. McMillan (1996) states that sample is the group of elements, or a single element, from which data are obtained. The sample of the study is one class of second grade students of MTsN Ngablak in the Academic Year of 2017/2018. They are VIII F. The writer chooses VIII F because of the practical reason that the school is near the writer’s home. The total of the sample is 19 students. All of them are females.
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ANISA SEPTIANINGRUM</td>
</tr>
<tr>
<td>2.</td>
<td>AULIA INDAHLESTARI</td>
</tr>
<tr>
<td>3.</td>
<td>DINA INDIRIANA SARI</td>
</tr>
<tr>
<td>4.</td>
<td>DWI NUR FEBRIYANI</td>
</tr>
<tr>
<td>5.</td>
<td>FADHILATUL AZMI</td>
</tr>
<tr>
<td>6.</td>
<td>IIN RAHMAWATI</td>
</tr>
<tr>
<td>7.</td>
<td>KAMIDAH</td>
</tr>
<tr>
<td>8.</td>
<td>LILIS</td>
</tr>
<tr>
<td>9.</td>
<td>LINDA SETIAWATI</td>
</tr>
<tr>
<td>10.</td>
<td>NAFISATUL LAZIYAH</td>
</tr>
<tr>
<td>11.</td>
<td>NUR ZAIDAH</td>
</tr>
<tr>
<td>12.</td>
<td>NUROHMAH</td>
</tr>
<tr>
<td>13.</td>
<td>NURUL ZULAEKAH</td>
</tr>
<tr>
<td>14.</td>
<td>QIRO’ATUL MASRURUOH</td>
</tr>
<tr>
<td>15.</td>
<td>RANI</td>
</tr>
<tr>
<td>16.</td>
<td>SARIFAH</td>
</tr>
<tr>
<td>17.</td>
<td>SRI HANAYANI</td>
</tr>
<tr>
<td>18.</td>
<td>WAHYU TRI HANAYANI</td>
</tr>
<tr>
<td>19.</td>
<td>WIWIN ELISA</td>
</tr>
</tbody>
</table>
C. Method of Research

a. Definition of Classroom Action Research

The writer uses Classroom Action Research (CAR) in this research. Mertler (2009:5) states Research is simply one of many means by which human beings seek answers to questions. Mertler (2009:4) stated that Action Research is defined as any systematic inquiry conducted by teachers, counselors, or others with a vested interest in the teaching and learning process or environment their students learn.

The definition of CAR can be inferred by the notions of CAR; this kind of research constitutes action research which is conducted in a class to solve the problem class that arises. Mettetal (2001) explains that Classroom Action Research (CAR) is a method of finding out what works best in classroom so that it can improve student learning. Classroom Action Research is an analysis of learning process along with an action in a class. In this case, the researcher analyzes the problem of the student’s reading comprehension occurred in the learning process and found it which was then solved by KWL and Metacognitive strategies.

b. Purposes of Classroom Action Research

Classroom Action Research is chosen by the writer because this method is finding out the best to improve quality of teaching. According to Best (1983:22) purposes of action research are to improve school practices and, at the same time, to improve those who try to improve the practices: to combine the research function with teacher growth in
such qualities as objectivity, skill in research processes, habits of thinking, ability to work harmoniously with others, and professional spirit. In addition, Isaac and Michael (1984:55) purposes of Action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or working world setting. The purpose of this research is to gain understanding of teaching and learning.

c. Procedures of Classroom Action Research

This research used classroom action research and the procedures are follows:

a. Planning

The activities in the planning are:

1) Preparing materials; making lesson plan, and design the steps in doing the action.

2) Preparing list of the studets’ name and scoring.

3) Preparing teaching-aids.

4) Reparing a test (to know whether students’ reading comprehension improve or not).

b. Action

1) Giving pre-test

2) Teaching reading using KWL(Know-Want-Learn) and Metacognitive strategies.

3) Giving opportunity to the students to ask about difficulties.

4) Giving post-test
c. Observation

Observation is the implementation of observation by observer (Arikunto, 2007:19). It means the researcher will find out students’ progress or not. After doing the action, the writer observes, evaluates comprehensively toward the action performed. Observation can be systematically used to note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process. The researcher will analyze the result of pre-test and post test to know whether the students’ writing skills improve or not.

Table 3.3
Classroom Observation Sheet for Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins and checking the students attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gave written test related with recount text for pre-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher giving apperception refering the material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher prepared the material (slide formed power point)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. The teacher explain and giving example about recount text

7. The teacher conducted the processo of KWL and Metacognitive strategy

8. The teacher guides the students to discuss the material with their friends

9. The teacher guides the students to write important information

10. The teachers clarify and summarize the results of the discussion

11. The teacher ask students difficulties about the material

12. Evaluating students

13. The teacher gave the students written test related with recount text for post-test

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer greeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students with their teacher praying together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students individually confirm attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.4

Classroom Observation Sheet for Student
4. The students follow the activity
5. The students do the pre-test
6. The students answer the teacher’s question related with the material
7. The students listen to the explanation about material recount text
8. The students follow the instruction of KWL and Metacognitive strategy
9. The students discussion with their friends about the material
10. The students ask when there is difficulty
11. The students do the post-test
12. The students give feedback

### d. Reflection

Reflecting is evaluating what occurred. (Arikunto, 2007:19) In this step, the researcher can find out the strength and the weakness of implementation. In this step, the researcher analyzes the result of observation. Besides the researcher makes evaluation in teaching writing, which will be used to revise the steps on cycle I in order to be better than before. Then the researcher will conduct the next cycle.
D. Technique of Collecting Data

In this research, the writer used some techniques to collect the data, as follows:

a. Observation

The observation is conducted by the writer to have description about the subject. The writer observes the learning process in the English class, notices all the activities in the learning process and concentrates on the use
of KWL (Know-Want-Learn) and Metacognitive strategies in the reading instruction, how the implementation of KWL (Know-Want-Learn) and Metacognitive strategies and what the reaction or the result of this approach. The writer observes the condition of the subject in the learning process, then analyzed about what the matter of the learning process to find the essential problems.

b. Test

First conducted before getting data, the writer uses pre-test and post-test. Pre-test is given to students before the teacher uses her method in teaching and learning process, then post-test is given after students receiving the method from teacher. Pre and post-test are to knowing the differences of the students ability before and after the teacher use the method.

c. Documentation

Documentation and data need to know about the situation the school for this research. Documentation includes the official organization papers, materials of teaching, camera and video.
E. Technique of Data Analysis

After collecting the data, the next step of this study is analyzing the data. There are two ways to analyze data, there are:

a. Descriptive Qualitative Technique

A descriptive technique is used to know the students behavior during the teaching learning process. In descriptive technique, the writer analyzes the observation sheet which has been made by her partner (collaborator).

b. Statistical Technique (Quantitative)

A statistical technique is used to know the extent to using KWL and Metacognitive strategies toward the students reading comprehension, the result of pre-test and post-test. This research is calculated by t-test analysis:

1) Mean

\[ M = \frac{\sum X}{N} \]

Explanation:

- \( M \) : Mean of students’ score
- \( \sum X \) : The sum of students’ score
- \( N \) : The total number of students

2) SD (Standart Deviation)

The first step, the writer calculate SD. The standart deviation is the positive square root of the variance, where the operation of taking the square root converts the variance value back into the original units of measurement of the observations.
The formula is:

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

Explanation:

\[ SD \]: Deviation Standart for one sample t-test

\[ D \]: Different between pre-test post-test

\[ N \]: Number of observation in sample

3) T-test

After calculating SD, the writer calculate t-test to know is there any significant differences or not between pre-test and post-test,

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

Explanation:

\[ t_o \]: T-test for the differences of pre-test and post-test

\[ SD \]: Deviation Standart for one sample t-test

\[ D \]: Different between pre-test and post-test

\[ N \]: Number of observation in sample
CHAPTER IV
DATA ANALYSIS

This chapter focused on analyzing the collected data. The writer gives the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collected data since in the beginning until the end of the research. The findings consist of the results of the cycle I and cycle II. The two cycles are treatment of the implementation of the KWL and Metacognitive strategies in the reading comprehension.

A. Research Findings

In this research, the writer acts as the observer and teach by the teacher. The writer arranged two cycles, each cycle consist of planning, action, observation and reflection. The steps of this research were explained in the description below:

1. Cycle I
   a. Planning

     Before conducting the research, the writer prepared the instrument of the research, they are as follows:

     1) Lesson Plan (see appendix)

     In order to control the teaching learning process, the writer used the lesson plan as guidance for the writer’s activities in the class.
2) Material

In the first cycle, the writer used Recount text. Beside that, the writer also used several books as a resource and looking for the material in the internet.

3) Teaching aid

The writer prepared some instrument, such as: power point, power point print out, blank paper and board marker.

4) Sheet for classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

5) Test (pre-test and post test)

Pre-test was a test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after teaching learning process was conducted. The test was the teacher asked to the students to answer some questions about recount text.

b. The Implementation of the Action

On Tuesday, 22 August 2017 at 08.30, the teacher and writer entered to the English class, the teacher opened the class by introducing the writer and checked the students’ presents. In the first meeting, it was followed by 19 students in the class. The writer and teacher gave pre-test for students about Recount text before using KWL(Know-Want-Learn) and Metacognitive strategy. The writer 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, the teacher collected the sheets of paper and then continued the material.

Next activity, the teacher showed the video about recount text, then asked students about it. First, the teacher asked to the students, “What kind the text is it?” The students namely Nurul answered the question, “This is Teks menceritakan masa lalu”. Then, the teacher shared the example of recount text to students. After that, the students read the text with their partner, because the teacher divided into several groups. Next, the teacher gave questions to students that related with social function, generic structure based on the text. When the teacher asked to them, the students were less participation. They just looked at the teacher and their face did not focus, most of them were silent, they did not say anything and less than five students who answered my question. They are Nurul, Azmi, Wiwin, Aulia and Sri answered the question correctly. Then, the teacher explained about the social function and generic structure of the text to them. After the teacher finished the explanation, the teacher went to applied the strategy by using KWL (Know-Want-Learn) and Metacognitive strategy to develop students’ participation and to make the students easier comprehend the text.

On 23rd August 2017 teacher and the writer open the class and present the students. In that day it was followed by 19 students. Teacher
remembering about the lesson yesterday. The teacher gave recount text and the students discuss with their partner using KWL (Know-Want-Learn) and Metacognitive strategies in order to get the main idea of recount text. After finish the lesson, the teacher gave feedback according to their work. Then, the teacher divided post-test to students to know their comprehension about recount text, after using KWL (Know-Want-Learn) and Metacognitive strategies. The teacher gave 30 minutes to finish it. The students submitted the answer then the teacher closed the meeting.

c. Observation

In the cycle I, the writer observed the teaching and learning process. The writer made two observational checklist for the teacher and the students. The explanation of the result on the teacher’s observational checklist are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins and checking the students attendance</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gave written test related with recount text for pre-test</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
4. The teacher giving apperception refering the material ✓
5. The teacher prepared the material (slide formed power point) ✓
6. The teacher explain and giving example about recount text ✓
7. The teacher conducted the procesess of KWL and Metacognitive strategy ✓
8. The teacher guides the students to discuss the material with their friends ✓
9.. The teacher guides the students to write important information ✓
10. The teachers clarify and summarize the results of the discussion ✓
11. The teacher ask students difficulties about the material ✓
12. Evaluating students ✓
13. The teacher gave the students written test related with recount text for post-test ✓

Based on the observation above, in this meeting was conducted on Tuesday Agustus 22\textsuperscript{nd}, 2017. At the begining of the lesson, the teacher entered into classroom and start the lesson with checking students’ readiness for lesson and greeting students before the lesson begins. After that, the teacher invited the students for praying together and checking the students
attendance. Before the teacher started the lesson, the teacher gave pre-test for students. After the students finished, the teacher started the lesson that day about recount text. Then, the teacher gave some questions that related with social function, generic structure and language features of recount text. Some of students name Nurul, Azmi, Atul and Wiwin can answer the teacher’s questions. Then, the teacher used power point to explain the material. Next step, the teacher gave examples of recount text for students and conducted the processes of KWL and Metacognitive strategy in order to the students comprehend the text. After the teacher explained the processes of this strategy, the teacher asked students difficulties about the material, but no one students answers the the teacher’s question. They were still adapted the use of KWL and Metacognitive strategies. After the lesson the teacher evaluated the students comprehension and giving feedback for students about this activity. However, the teacher forgot to guides the students to write the important information and the teacher didn’t summarize the lesson, but the teacher gave the sheet of post-test for students. After finished, the teacher closed the meeting.
Later on, the result of the students’ observational checklist were explained below:

**Table 4.2**

**Classroom Observation Sheet for Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer greeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students with their teacher praying together</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students individually confirm attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students follow the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students do the pre-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students answer the teacher’s question related with the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students listen to the explanation about material recount text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students follow the instruction of KWL and Metacognitive strategy</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students discussion with their friend about material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students ask when there is difficulty</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The students do the post-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The students give feedback</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
At the beginning of the lesson, after the teacher entered into classroom and checked the readiness and said greeting to the students before the lesson begins. The students got ready for the learning process, all of them prayed together and confirmed the attendance. And then the students do the pre-test for minutes. After they finished, the teacher gave some questions about recount text. Some of students name Nurul, Azmi, Atul and Wiwin can answer the teacher’s questions.

Next, the students listened the teacher’s explanation about material and the students paid attention orderly. After that, the students got the text about Holiday that related with the material and followed the teacher’s explanation for using KWL and Metacognitive strategies in order to the students comprehend the text. In this activity, the students followed the instruction from their teacher. The teacher gave opportunities to the students to ask question. However, none of the students asked the question. They were still adapted the used of KWL and Metacognitive strategies. Finally, the students did the post test for minutes. During the lesson, almost of them name Nurohmah, Dina, Kamidah, Rani, Anisa, Linda and Iin looked confused and had difficulties in reading comprehension.

d. Reflection

Based on the observation of the cycle 1, the writer had to reflect the weakness that happened in the learning process to maximize the students’ comprehension of reading.
1) The teacher should give more explanation about the way to use KWL and Metacognitive strategies because some of the students namely Linda, Nurohmah, Dina, Kamidah, Rani, Anisa, Iin and Atul were still confused to do the exercise.

2) The teacher has to motivate the students to attention this learning and to answer the teacher’s questions by using English.

3) The teacher needs to ask the students to bring dictionary in order to help them in finding difficult words.

4) In the next cycle, the writer and teacher still used KWL and Metacognitive strategies.

Furthermore, to know if there is a significant improvement in reading comprehension, the writer analyzed the result using t-test calculation from the result of the pre-test and post-test. The calculation as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Post-Pre (D)</th>
<th>( D^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ANISA SEPTIANINGRUM</td>
<td>45</td>
<td>55</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>AULIA INDAHLESTARI</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3.</td>
<td>DINA INDIANA SARI</td>
<td>55</td>
<td>45</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>GPA</td>
<td>SBO</td>
<td>SOO</td>
<td>Total</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>4.</td>
<td>DWI NUR FEBRIYANI</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>FADHILATUL AZMI</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>6.</td>
<td>IIN RAHMAWATI</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7.</td>
<td>KAMIDAH</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8.</td>
<td>LILIS</td>
<td>55</td>
<td>55</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>LINDA SETIAWATI</td>
<td>45</td>
<td>60</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>10.</td>
<td>NAFISATUL LAZIYAH</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11.</td>
<td>NUR ZAIDAH</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>12.</td>
<td>NUROHMAH</td>
<td>35</td>
<td>55</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>13.</td>
<td>NURUL ZULAEKAH</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14.</td>
<td>QIRO’ATUL MASRUROH</td>
<td>35</td>
<td>55</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>15.</td>
<td>RANI</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>16.</td>
<td>SARIFAH</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>17.</td>
<td>SRI HANADAYANI</td>
<td>85</td>
<td>95</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18.</td>
<td>WAHYU TRI HANADAYANI</td>
<td>85</td>
<td>70</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>19.</td>
<td>WIWIN ELISA</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>Σ</strong></td>
<td>1015</td>
<td>1240</td>
<td>225</td>
<td>4825</td>
</tr>
</tbody>
</table>
Degree of freedom \( = (N - 1) \)

\[ = 19 - 1 \]

\[ = 18 \]

a. Mean of Pre-Test 1

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1015}{19} \]

\[ M = 53.42 \]

b. Mean of Post-Test 1

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

\[ M = \frac{1240}{19} \]

\[ M = 65.26 \]

1. Mean of Pre-Test = 53.42

2. Mean of Post-Test = 65.26

3. Mean of Pre-Test ≤ than Post-Test

4. There is an improvement of reading comprehension by using KWL and Metacognitive strategy between pre-test 1 (before the action) and the post-test 1 (after the action).
c. Standard Deviation (SD) of Pre-Test and Post-Test

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

\[ = \sqrt{\frac{4825}{19} - \left(\frac{225}{19}\right)^2} \]

\[ = \sqrt{253.94 - (11.84)^2} \]

\[ = \sqrt{253.94 - 140.18} \]

\[ = \sqrt{113.76} \]

\[ = 10.66 \]

d. Calculating \( t_o \)

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

\[ = \left(\frac{225}{19}\right) \cdot \frac{10.66}{\sqrt{19-1}} \]

\[ = \left(\frac{11.84}{10.66}\right) \cdot \frac{10.66}{\sqrt{18}} \]

\[ = \left(\frac{11.84}{4.24}\right) \cdot (10.66) \]

\[ = \frac{(11.84)}{(2.51)} \]

\[ = 4.71 \]
1. T-calculation is 4.71

2. T-table < t-calculation = 2.75 < 4.71

In the cycle I, the result of pre-test and post-test can be seen that the average score of students increased from 53.42 to 65.26. Based on this result, it means that applying KWL and Metacognitive strategies is successful in improving the students’ reading comprehension.

The T-calculation also shows that there is significant influence of KWL and Metacognitive strategy in order to improve students’ reading comprehension. Hadi (1981:334) stated that T-table with 1% significance of degree of freedom is 2.75. The result is that T-calculation is 4.57 while T-table is 2.75. It means that there is considerable influence in cycle I because T-calculation is bigger than T-table. It can be concluded that the use of KWL and Metacognitive strategies can improve the students’ reading comprehension on cycle I.

2. Cycle II

Based on the result of cycle I, it is necessary for the writer to continue to the next cycle:

a. Planning

The activities are prepared:

1) Lesson plan

In order to control the teaching learning process, the writer used the lesson plan as guidance for the writer’s activities in the class.
2) Material

   In the first cycle, the writer used Recount text. Beside that, the writer also used several books as a resource and looking for the material in the internet.

3) Teaching aid

   The writer prepared some instrument, such as: power point, power point print out, blank paper and board marker.

4) Sheet for classroom observation

   Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

5) Test (pre-test and post test)

   Pre-test was a test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after teaching learning process was conducted. The test was the teacher asked to the students to answer some questions about recount text.

b. The Implementation of the Action

   The teacher comes to the class with the researcher, On Tuesday 29 at 08.30 a.m., the teacher entered the class to teach English. In action 2, the teacher revised the teaching learning process in cycle 1 where students still have difficulties in reading comprehension. Before the lesson, the teacher gave the pre-test for students in 30 minutes about recount
text. After pre-test finished, the teacher began to teach and explained the material to the students.

The teacher gave questions related with recount text. The students namely Wiwin answered the question about definition of recount text, Nurul answered the question about social function of recount text, and Azmi answered the question about generic structure of greeting card. Next activity, the teacher gave example of recount text. Then, the students discuss this text with their friends using KWL and Metacognitive strategies in order to get the content and information about this text.

After the students finished discuss with their friends, the students presented their discussion in front of the class. After finished discussion, the teacher closed the meeting.

On Wednesday August 30th 2017 at 08.30, the teacher entered the class. The teacher reminded about recount text that had learned yesterday. Then, the teacher discussed about this recount text using this strategy.

After finished discuss, the teacher gave post-test to know whether their reading comprehension increase or not. The teacher gave 30 minutes, after time was up students submitted their post-test. The teacher closed the meeting.

c. Observation

In the second cycle, observation was also carried out during the implementation of action. There were two kinds of classroom
observation sheets for teacher and students activity. The first is classroom observation sheet for teacher which would be explained below:

**Table 4.4**

Classroom Observation Sheet for Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher’s activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Checking students’ readiness for lesson and greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Praying before the lesson begins and checking the students attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher gave written test related with recount text for pre-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The teacher giving apperception refering the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The teacher prepared the material (slide formed power point)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher explain and giving example about recount text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The teacher conducted the processes of KWL and Metacognitive strategy</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The teacher guides the students to discuss the material with their friends</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The teacher guides the students to write important information</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Based on the observation in cycle II, the second meeting conducted on Tuesday, Agustus 28th, 2017. At the beginning of the lesson, the teacher entered into classroom and started the lesson with checking students’ readiness for lesson and greeting students before the lesson begins. Then, the teacher invited the students for praying together and checking the students attendance. After that, the teacher gave pre-test for students. The students did the test and finished for minutes.

The following activity the teacher revised the lesson in cycle I. The teacher gave some questions about recount text. Furthermore, the teacher continued to explain the material about recount text by using power point, then gave example of recount text. The students divided into several groups, and the teacher conducted the process of KWL and Metacognitive strategies in order to comprehend the text. After that, the teacher asked the students to write the important information. The teacher also summarized the result of the discussion and asked the students
difficulties of the material. Finally, the teacher gave post-test for student and closed the meeting.

Later on, the result of classroom observation sheet for students were explained below:

**Table 4.5**

**Classroom Observation Sheet for Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activities</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students answer greeting</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students with their teacher praying together</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The students individually confirm attendance</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The students follow the activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The students do the pre-test</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students answer the teacher’s question related with the material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The students listen to the explanation about material recount text</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students follow the instruction of KWL and Metacognitive strategies</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The students discussion with their friend about material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students ask when there is difficulty</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
At the beginning of the lesson, after the teacher entered into classroom and checked readiness and said greeting to the students before the lesson begins. The students got ready for the learning process and answered the teacher’s greeting. After that, the teacher invited the student for praying together and then the students individually confirmed the attendance.

Next activity, before the teacher started the lesson, the students answered the teacher’s question. Almost of students can answered the questions. The students in cycle II more active than cycle I. After that, the students listened the explanation about the material that given by teacher. Then, the students discussed the example of recount text with their friends and applied KWL and Metacognitive strategies in order to comprehend the text. Next, the students wrote the important information of the text. The students also presented their discussion in front of the class. Finally, the students did the post-test for minutes and the teacher closed the meeting.

Based on the observation above, the writer got the good result. It was more interesting and better than cycle I. The student’s enthusiasm as good as possible. The teacher conducted the teaching
and learning process very well. It can be seen from the conducts process of applying KWL (Know-Want-Learn) and Metacognitive strategies which is well-organized. The teacher also make the teaching and learning process became active. All of students were also more confident and activeto learned use KWL (Know-Want-Learn) and Metacognitive strategies. The students were also more comfortable to do the learning process.

When KWL (Know-Want-Learn) and Metacognitive strategies applied, their participations were so high than cycle I. They raised their hand, making question, and laugh. It made the situation of the class so alive.

From the result of this cycle it showed that there was an improvement with the previous cycle, so it means that the students more understand with the materials. It is also showed that the students can increase in their reading comprehension.

d. Reflection

After analyzing the data of this cycle, the writer identified the result of the cycle. The researcher made a conclusion after comparing the students’ score between cycle I and cycle II to find out how far the improvement of students’ ability in comprehending the text.

Furthermore, to know if there is a significant improvement in reading comprehension, the writer analyzed the result using t-test
calculation from the result of pre-test and post-test. The calculation is presented as follows:

Table 4.6

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Post-Pre (D)</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANISA SEPTIANINGRUM</td>
<td>45</td>
<td>65</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>AULIA INDAHLESTARI</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>3</td>
<td>DINA INDIANNA SARI</td>
<td>80</td>
<td>75</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>DWI NUR FEBRIYANI</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>FADHILATUL AZMI</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>6</td>
<td>IIN RAHMAWATI</td>
<td>65</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>KAMIDAH</td>
<td>70</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>LILIS</td>
<td>85</td>
<td>80</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>LINDA SETIAWATI</td>
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<td>1225</td>
<td>1425</td>
<td>210</td>
<td>3700</td>
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Degree of freedom  = (N – 1)
= 19-1
= 18

a. Mean of Pre-Test 1

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

\[ M = \frac{1225}{19} \]

\[ M = 64.47 \]

b. Mean of Post-Test 1

\[ M = \frac{\Sigma y}{n} \]

\[ M = \frac{1425}{19} \]

\[ M = 75 \]

1) Mean of Pre-Test  = 64.47

2) Mean of Post-Test  = 75
3) Mean of Pre-Test $\leq$ than Post-Test

4) There is an improvement of reading comprehension by using KWL and Metacognitive strategy between pre-test II (before the action) and the post-test II (after the action).

c. Standard Deviation (SD) of Pre-Test and Post-Test

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

\[
= \sqrt{\frac{3700}{19} - \left(\frac{210}{19}\right)^2}
\]

\[
= \sqrt{194 - (11.05)^2}
\]

\[
= \sqrt{194 - 122.10}
\]

\[
= \sqrt{71.9}
\]

\[
= 8.47
\]

d. Calculating $t_o$

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

\[
= \frac{\left(\frac{210}{19}\right)}{\frac{8.47}{\sqrt{19-1}}}
\]

\[
= \frac{(11.05)}{8.47}
\]

\[
= \frac{8.47}{\sqrt{18}}
\]
= \frac{(11,05)}{(8,47)}
= \frac{(11,05)}{(4,24)}
= \frac{(11,05)}{(1,99)}
= 5,55

1. T-calculation is 5,55

2. T-table < t-calculation = 2,75 < 5,55

In the cycle I, the result of pre-test and post-test can be seen that the average score of students increased from 64,47 to 75. Based on this result, it means that applying KWL and Metacognitive strategy is successful in improving the students’ reading comprehension.

The T-calculation also shows that there is significant influence of KWL and Metacognitive strategy in order to improve students’ reading comprehension. Hadi (1981:334) stated that T-table with 1% significantce of degree of freedom is 2,75. The result is that T-calculation is 5,55 while T-table is 2,75. It means that there is considerable influence in cycle I because T-calculation is bigger than T-table. It can be concluded that the use of KWL and Metacognitive strategy improve the students’ reading comprehension on cycle I.
3. Discussion

From the result of analyzes in cycle I, II and III, the researcher analyzed the students’ improvement from each cycle. The improvement as follow:

Table 4.3

The Mean of Students’ Score

<table>
<thead>
<tr>
<th>No</th>
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<tr>
<td>1.</td>
<td>Mean</td>
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<tr>
<td></td>
<td>Pre- Test</td>
<td>53,42</td>
<td>64,47</td>
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<td>Post- Test</td>
<td>65,26</td>
<td>75</td>
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<td>T- Table N = 19</td>
<td>2,75</td>
<td>2,75</td>
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<td>3.</td>
<td>T- Calculation</td>
<td>4,71</td>
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Table 4.4

The Percentages’ of Students’ Score

<table>
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<tr>
<th>No</th>
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<th>Cycle I</th>
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<tbody>
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<td></td>
<td></td>
<td>Pre- Test</td>
<td>Post- Test</td>
</tr>
<tr>
<td>1.</td>
<td>Students’ score ≤ 70</td>
<td>17</td>
<td><strong>11</strong></td>
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<td></td>
<td></td>
<td>89,47%</td>
<td><strong>57,89%</strong></td>
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<tr>
<td>2.</td>
<td>70 ≤ Students’ score</td>
<td>2</td>
<td><strong>8</strong></td>
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<tr>
<td></td>
<td></td>
<td>10,52%</td>
<td><strong>42,10%</strong></td>
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The table and the chart show that the improvement of the students’ reading comprehension is significant from the cycle I until II. Based on the result of the test among t-calculation in cycle I and II, the procedure of applying the KWL and Metacognitive Strategies is successful to improve students reading comprehension. The table above shows the differences of t-calculation in each cycle. In cycle I is 4.71 and cycle II is 5.55.

Besides that, the mean of pre-test and post-test in each cycle also increase. It can be seen in the table and chart above. The mean of pre-test in cycle I is 53.42 while the post-test is 65.26. In cycle I and II, the mean also increases. The mean of pre-test and post-test in cycle II is 64.47 and 75.

This result shows that the mean of the findings in cycle II is higher than the standardized score (kriteria ketuntasan minimal) that is 70. The mean of post-test in cycle II is 75. The mean in cycle I is 65.26, it is not successful because there are some problems occurred. As know, from the first meeting, they seemed little bit confuse with the activity and they need to adapt with it. But finally they are success to improve their score in cycle II.

Based on the percentages’ students score shows that on the pre-test of the cycle I, 17 or 89.47% students’ score lower than the standardized score and 2 or 10.52% students’ score higher than the standardized score. On the cycle II, 11 or 47.3% Students’ score lower than standardized score and 8 or 52.53% students’ score higher than the standardized score.

On the post-test of the cycle I, 11 or 57.89% students’ score lower than the standardized score and 8 or 42.10% students’ score higher than the

67
standardized score. On the cycle II, 4 or 21.05% students’ score lower than standardized score and 15 or 78.94% students’ score higher than the standardized score.

It is a proof that the students’ reading comprehension improve in each cycle. The students understand text. This improvement influence the students’ score. Then, the score of post-test is better than pre-test, so it means that the students English mastery is enhance after using KWL and Metacognitive strategy.
CHAPTER V

CLOSURE

In this chapter, the writer presents the conclusion and suggestion after conducting the research, doing analysis, and presenting the results.

A. Conclusion

After conducting the research of KWL (Know-Want-Learn) and Metacognitive strategies to improve reading comprehension, the researcher can conclude based on the findings discussed that:

1. The implementation of students’ reading comprehension using KWL (Know-Want-Learn) and Metacognitive strategies for the second grade students of MTsN Ngablak can be done effectively. The students remember and commit to memory what they have read. As a result, the students remember the contents of the text they have read, so they do not lose what they read. It also helps them to enrich their vocabulary and reading comprehension.

2. Based on the findings of the research, the students’ reading comprehension can be improved through KWL (Know-Want-Learn) and Metacognitive strategies. The use of KWL (Know-Want-Learn) and Metacognitive strategies can motivate the students to involve actively in learning reading skill in class. Besides, they can be active in the English class. It can be seen from the comparison between the T-calculation of all the score of cycle I and cycle II. In the cycle I, the T-calculation is 4.57 and cycle II
is 3.80. In addition the mean improves in every cycle. The mean of post-test of cycle I is 65 that is different from the mean of pre-test of cycle I is 53.68. The mean of pre-test of cycle II is 67.63 which improves in the post-test becomes 77.63.

3. The result of the study after using KWL (Know-Want-Learn) and Metacognitive strategies in the students’ reading comprehension of the second grade students of MTsN Ngablak is significant. It can be seen from the comparison the T-calculation of the score of cycle I and cycle II. In cycle I, the calculation is 4.75 and cycle II is 5.14. And it also can be seen from the percentages’ of students’ score is higher than the standardized score in each cycle, in cycle I the percentages’ score is 7 or 36.84% and cycle II is 17 or 89.47%. So the KWL (Know-Want-Learn) and Metacognitive strategy are successful to improve students reading comprehension.

B. Suggestion

Based on the research finding and conclusion above, the researcher gives suggestions as follows:

1. For teachers

The English teachers are suggested to apply KWL (Know-Want-Learn) and Metacognitive strategies to teach reading, in order to improve the students’ reading comprehension. This strategy can develop students’ participation and motivate the students to think. Teachers are suggested to be more creative and innovative in carrying out an effective language
teaching which engages the students actively in the class, so they don’t get difficulty; especially in reading comprehension.

2. For students

   The students should be more active in teaching-learning process. They need to have a big spirit and study hard and they should read more. The students should pay attention to teacher explanation. If teacher give command they can do perfectly, and they can do exercise well.

3. For another researcher

   It has been known from the research finding by applying KWL (Know-Want-Learn) and Metacognitive strategies can increase students’ reading comprehension. So, the result of this research can be a reference for another researcher who wants to conduct a research about reading comprehension, especially in using KWL (Know-Want-Learn) and Metacognitive strategies.
BIBLIOGRAPHY


CURRICULUM VITAE

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2. SMP Negeri 1 Ngablak
3. SMA Negeri 1 Grabag

Experiences:

1. Active Operating Council at SMC (Seni Musik Club) IAIN Salatiga (2013)
2. The Secretary at Lembaga Pemberdayaan Pemuda (LPP) Desa Pandean Lor (2016)
**LEMBAR KONSULTASI SKRIPSI**

**Nama Mahasiswa:**

**NIM:** 14131120

**Dosen Pembimbing:** Heri Anggoro, M.Hum., M.Ed

**Judul:** The Use of Ruhl and Metacognitive Strategy to Improve Students Reading Comprehension (A Case of the Second Grade Students at MTsN Ngabobok in the Academic Year of 2017/2018)

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Dosen Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor : B.1.3.106/In.21/D1.1/PN.03.00/ 07/2017
Lamp : 
Hal : Pembimbing dan Asisten Pembimbing Skripsi

Kepada
Yth. Hanung Triyoko, M.Ed
di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : NOVITA AYYUNI WATI
NIM : 113-13-120
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE USE OF KNOW-WANT-LEARNED AND PHOTOGRAPHS TO IMPROVE STUDENTS’ READING COMPREHENSION (A CAR ON THE SECOND GRADE OF MTsN I NGABLAK)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 12 Juli 2017
a.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

(Mufiq, S.Ag., M.Phil.
NIP : 19690617 199603 1004)

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Salatiga, 13 September 2017

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[Signature]

[Stamp]

NIP: 19700510 199803 1 003
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs N Ngablak
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Recount Text
Alokasi Waktu : 2 x 40’ (2 JP)

A. Kompetensi Inti :

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu, tentang ilmu pengetahuan, teknologi, seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

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</thead>
</table>
dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

| 4.11. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pemdedk dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) |
| 3.11.2. Mampu membaca dengan cermat suatu teks yang berbentuk recount. |

3.11.2. Mampu membaca dengan cermat suatu teks yang berbentuk recount.

4.11.1. Mampu menangkap makna dan isi dari teks recount.

4.11.2. Mampu mengidentifikasi fungsi sosial, struktur teks, serta unsur kebahasaan recount text.

4.11.3. Mampu mengerjakan dengan baik tes lisan atau tes tertulis terkait dengan teks recount.

### C. Tujuan Pembelajaran
Peserta didik terampil dalam membaca teks recount dan menangkap makna atau isi terkait teks recount dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

### D. Materi

**RECOUNT TEXT**

- **Social Function**: To tell/ to retell past events for the purpose of informing or entertaining.
- **Generic Structure**: 

<p>| Orientation | Last holiday my family and I went to Jakarta. We visited my uncle’s house. It had a big garden and a lot of colorful flowers and tennis court. |
| (Pengenalan: Who, When, Where, dll) |</p>
<table>
<thead>
<tr>
<th>Events: (Urutan Peristiwa)</th>
<th>On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reorientation (Penutup cerita, rangkuman rentetan peristiwa)</td>
<td>On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.</td>
</tr>
</tbody>
</table>

**EXAMPLE RECOUNT TEXT**

**Our trip to the Blue Mountain**

**Orientation**

On Friday we went to the Blue Mountains. We stayed at David and Della’s house. It has a big garden with lots of colourful flowers and a tennis court.

**Events**

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

**Reorientation**

In the afternoon we went home.

**E. Metode**

Scientific Approach

**F. Media**
G. **Sumber**
- Buku Bahasa Inggris
- Internet
- Buku Panduan Guru K13
- Kamus

H. **Langkah-langkah Pembelajaran:**

1) Kegiatan Pendahuluan

<table>
<thead>
<tr>
<th>Guru</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memberi salam kepada siswa</td>
<td>10 menit</td>
</tr>
<tr>
<td>Mengajak siswa berdoa</td>
<td></td>
</tr>
<tr>
<td>Mengecek kehadiran siswa</td>
<td></td>
</tr>
</tbody>
</table>

2) Kegiatan Inti

<table>
<thead>
<tr>
<th>Guru</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Mengamati (Observing)</strong></td>
<td></td>
</tr>
<tr>
<td>- Memperlihatkan gambar dan memutarkan video yang berkaitan dengan recount text</td>
<td>5 menit</td>
</tr>
<tr>
<td>- Siswa diminta untuk menyimak isi dari video yang ditanyangkan</td>
<td></td>
</tr>
<tr>
<td><strong>b. Mempertanyakan (Questioning)</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>- Guru memberikan pertanyaan yang berkaitan dengan video yang ditanyangkan.</td>
<td></td>
</tr>
<tr>
<td>- Meminta siswa untuk membaca teks recount</td>
<td></td>
</tr>
<tr>
<td>- Guru bertanyajawab dengan siswa dan mendiskusikan mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount.</td>
<td></td>
</tr>
<tr>
<td><strong>c. Mengeksplorasi (Exploring)</strong></td>
<td></td>
</tr>
<tr>
<td>- Meminta siswa untuk berkelompok dan mengidentifikasi teks recount yang sudah didengar/dibaca</td>
<td></td>
</tr>
</tbody>
</table>
dengan pertanyaan yang mengarah pada fungsi sosial dan struktur teks recount

- Sesuai dengan strategi KWL dan Metacognitive, siswa secara berkelompok diminta untuk mengidentifikasi makna atau isi dari teks recount dengan mengisi setiap kolom pada lembar KWL dan Metacognitive chart yang sudah disediakan 20 menit

- Siswa berdiskusi dengan teman sekelompok untuk mengisi dan membuat pertanyaan yang berkaitan dengan teks recount

d. **Mengasosiasi (Associating)**

- Meminta siswa secara berkelompok menganalisis fungsi sosial, struktur bahasa dan struktur teks dari teks recount yang disediakan 10 menit

e. **Mengkomunikasikan (Communicating)**

- Dengan bimbingan guru, siswa mengkomunikasikan hasil diskusi kelompok kepada teman-teman dan guru. Guru memberikan feedback. 15 menit

### 3) Kegiatan Penutup

<table>
<thead>
<tr>
<th>Guru</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Memberi panduan untuk menyimpulkan hasil pembelajaran</td>
<td></td>
</tr>
<tr>
<td>- Meminta siswa untuk menyampaikan pendapat atas pembelajaran yang dilakukan</td>
<td>10 menit</td>
</tr>
<tr>
<td>- Menyampaikan rencana kegiatan pertemuan berikutnya</td>
<td></td>
</tr>
</tbody>
</table>
I. Penilaian

a. Instrument Penilaian

MY HOLIDAY IN BALI

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

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

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

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

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.
Answer the question based on the text!

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When the writer went to holiday in Bali?
6. What the place are they visited in Bali?
7. What did the writer do on the first day?
8. How long the writer went to Bali?
9. What did the writer do on Tanjung Benoa beach?
10. What are their opinion about Bali?
b. Pedoman Penilaian

- Dalam test ini terdiri dari 10 soal essay.
- Setiap soal essay dengan jawaban yang tepat mendapat score 10, jika jawaban kurang tepat mendapat score 5, jika jawaban salah mendapat score 0.
- Total score :
  \[10 \times 10 = 100\]


Magelang, 28 Agustus 2017

Mengetahui,

Kepala Madrasah MTs N Ngablak,            Guru Mata Pelajaran

Drs. Gunartomo, M.Pd.,            Abdul Wahab, S.Pd.,
RENCA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs N Ngablak
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Recount Text
Alokasi Waktu : 2 x 40’ ( 2 JP )

A. Kompetensi Inti :

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.11. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>3.11.1. Mampu memahami dan mengidentifikasi berbagai model recount text lisan atau tulis.</td>
</tr>
<tr>
<td>3.11.1. Mampu memahami dan mengidentifikasi berbagai model recount text lisan atau tulis.</td>
<td>3.11.2. Mampu membaca dengan cermat suatu teks yang berbentuk recount.</td>
</tr>
<tr>
<td>4.11.1. Mampu menangkap makna dan isi dari teks recount.</td>
<td>4.11.2. Mampu mengidentifikasi fungsi sosial, struktur teks, serta unsur kebahasaan recount text.</td>
</tr>
<tr>
<td>4.11.2. Mampu mengidentifikasi fungsi sosial, struktur teks, serta unsur kebahasaan recount text.</td>
<td>4.11.3. Mampu mengerjakan dengan baik tes lisan atau tes tertulis terkait dengan teks recount.</td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

C. Tujuan Pembelajaran

Peserta didik terampil dalam membaca teks recount dan menagkap makna atau isi terkait teks recount dengan memperhatikan fungsi sosial, struktur teks yang runtut, unsur kebahasaan yang benar dan sesuai konteks.

D. Materi
RECOUNT TEXT

- **Social Function**: To tell/to retell past events for the purpose of informing or entertaining.

- **Generic Structure**: A DAY FOR VISIT YOGYAKARTA

  Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

  We left the house at six o'clock. It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour.

  Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

  We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

  Adapted from http://englishwithgalih.blogspot.com/2014/01/list-of-examples-recount-text.html
E. **Metode**

Scientific Approach

F. **Media**

Laptop, Computer, LCD, Speaker, Gambar, Power Point Presentation

G. **Sumber**

- Buku Bahasa Inggris
- Internet
- Buku Panduan Guru K13
- Kamus

H. **Langkah-langkah Pembelajaran**:

1) Kegiatan Pendahuluan

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<td>10 menit</td>
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<tr>
<td>Mengecek kehadiran siswa</td>
<td></td>
</tr>
</tbody>
</table>

2) Kegiatan Inti

<table>
<thead>
<tr>
<th>Guru</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>Mengamati (Observing)</strong></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan berbagai pertanyaan kepada siswa mengenai liburan yang pernah mereka alami</td>
<td>5 menit</td>
</tr>
<tr>
<td>- Guru memberikan contoh teks recount berjudul A Day Visit Yogyakarta dan siswa membacanya.</td>
<td></td>
</tr>
<tr>
<td>b. <strong>Mempertanyakan (Questioning)</strong></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan pertanyaan yang berkaitan dengan isi atau makna dari teks yang dibaca.</td>
<td></td>
</tr>
</tbody>
</table>
Guru bertanyajawab dengan siswa dan mendiskusikan mengenai fungsi sosial, struktur teks dan unsur kebahsaan dari teks recount.

<table>
<thead>
<tr>
<th>Waktu</th>
<th>Kegiatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 menit</td>
<td>c. <strong>Mengeksplorasi (Exploring)</strong></td>
</tr>
<tr>
<td>20 menit</td>
<td>- Meminta siswa untuk berkelompok dan mengidentifikasi teks recount yang sudah dibaca dengan pertanyaan yang mengarah pada fungsi sosial dan struktur teks recount</td>
</tr>
<tr>
<td></td>
<td>- Sesuai dengan stategi KWL dan Metacognitive, siswa secara berkelompok diminta untuk mengidentifikasi makna atau isi dari teks recount dengan mengisi setiap kolom pada lembar KWL dan Metacognitive chart yang sudah disediakan</td>
</tr>
<tr>
<td></td>
<td>- Siswa berdiskusi dengan teman sekelompok untuk mengisi dan membuat pertanyaan yang berkaitan dengan teks recount</td>
</tr>
<tr>
<td>10 menit</td>
<td>d. <strong>Mengasosiasi (Associating)</strong></td>
</tr>
<tr>
<td></td>
<td>- Meminta siswa secara berkelompok menganalisis fungsi sosial, struktur bahasa dan struktur teks dari teks recount yang disediakan</td>
</tr>
<tr>
<td>15 menit</td>
<td>e. <strong>Mengkomunikasikan (Communicating)</strong></td>
</tr>
<tr>
<td></td>
<td>- Dengan bimbingan guru, siswa mengkomunikasikan hasil diskusi kelompok kepada teman-teman dan guru.</td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan feedback.</td>
</tr>
</tbody>
</table>

4) Kegiatan Penutup

<table>
<thead>
<tr>
<th>Guru</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Memberi panduan untuk menyimpulkan hasil</td>
<td></td>
</tr>
</tbody>
</table>
I. Penilaian
   a. Instrument Penilaian

A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We left the house at six o'clock. It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

---

**Read the recount text above to answer the questions below:**

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When did the writer go to Yogyakarta?
6. How many places of Yogyakarta did they visit? Mention
7. Where did they go first?
8. What did her/his parents do on Parangtritis beach?
9. Where did they go after went to Parangtritis beach?
10. What are their opinion about their trip to Yogyakarta?

b. Pedoman Penilaian
- Dalam test ini terdiri dari 10 soal essay.
- Setiap soal essay dengan jawaban yang tepat mendapat score 10, jika jawaban kurang tepat mendapat score 5, jika jawaban salah mendapat score 0.
- Total score:
  10 x 10 = 100

Magelang, 28 Agustus 2017

Mengetahui,
Kepala Madrasah MTsN Ngablak, 
Guru Mata
Pelajaran

Drs. Gunartomo, M.Pd.,
Abdul Wahab, 
S.Pd.,
Last month, my family and I went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We have fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept on the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed by happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. Next, I took a photo with traditional music musicians. My brother, my cousin and my nephew enjoy the view with other visitors.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it realized. They had to make a traditional ceremony. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertain.

Time run so fast because the next day was our last day in the village. So, I took the last photo to bring it home. They were my family and still family until the last breath in this world. Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part.
Questions:

1. What kind text is it?
2. What does the story tell us?
3. When did they go to Banyumas?
4. How did they go there?
5. Was the writer sad on the way?
6. What did the writer do on the first day?
7. What was the popular place in Purwokerto?
8. What did they call the ceremony to say thanks to God?
9. What is Ebeg in Purwokerto?
10. Did the writer enjoy the holiday in village?
POST-TEST CYCLE I

Name : 
Class : 
No : 

MY HOLIDAY IN BALI

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

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

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

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

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

Answer the question based on the text!

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When did the writer go to Bali?
6. How many places of Bali did they visit? Mention
7. What did the writer do on the first day?
8. How long the writer went to Bali?
9. What did the writer do on Tanjung Benoa beach?
10. What are their opinion about Bali?
PRE-TEST EXERCISE

Name : 
Class : 
No : 

TRIP TO MOUNT FUJI

July 2016, I went to West Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura’s house. She is my friend in Japan. We were a classmate at Senior High School. Sakura’s house has a big garden with lots of green flowers and beautiful sand. It was so perfect element by a traditional wooden house.

On Sunday morning, I started a journey to the Mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mount Fuji. We took sushi for our breakfast. Oh my God, it was delicious. At 09.00 am local time, we prepared and checked our stuff to continue this journey. I couldn’t say anything when I looked the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language “Kore Wa Subarashidesu”, it means that is was amazing. Then, I replayed “Hai –sodesu”, it means that Yes, it was.
We reached at the top of the mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn’t forget. It was called “Hatsu Hinode”, it means that it was my first time to see the sun rises in Mount Fuji.

Finally, I, Yamato and the other traveller went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.
EXERCISE:

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. How did the writer go there?
6. Where did the writer stay in Tokyo?
7. Who is Sakura and Yamato?
8. What is the meaning of Kore Subarashidesu?
9. What time did they prepare and check their stuff to continue the journey?
10. Did they enjoy with their trip to Mount Fuji?
A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We left the house at six o'clock. It was about 9 a.m. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

Read the recount text above to answer the questions below:

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When did the writer go to Yogyakarta?
6. How many places of Yogyakarta did they visit? Mention
7. Where did they go first?
8. What did her/his parents do on Parangtritis beach?
9. Where did they go after went to Parangtritis beach?
10. What are their opinion about their trip to Yogyakarta?
## METACOGNITIVE STRATEGY

<table>
<thead>
<tr>
<th>Before Reading (prediction)</th>
<th>During Reading (examine the difficult words)</th>
<th>After Reading (find main idea and conclusion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Visit to Beach</td>
<td>- Impressive experiences</td>
<td>My friends and I went to Bali, we visited Sanur Beach, etc.</td>
</tr>
<tr>
<td>- Many Tourist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Many pura/temple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Traditional costume and flower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Offering of flower/food (sosren)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Great scenery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Foreign tourists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Amazing memories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Kenangan kenangkenan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pengalaman mengesankan (keen)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>W</td>
<td>L</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(What I Know)</td>
<td>(What I Want to Learn)</td>
<td>(What I Learned)</td>
</tr>
<tr>
<td>- Beautiful Beach</td>
<td>- When go to holiday in Bali?</td>
<td>- Writer when to Bali when I was 2nd grade of senior high school</td>
</tr>
<tr>
<td>- Many of place tour</td>
<td>- How long the Writer when to Bali?</td>
<td>- We were there for three days</td>
</tr>
<tr>
<td>- Happy holiday</td>
<td>- What the place are visited?</td>
<td>- We visited Sanur Beach, Tabah lot, Tanjung Benoa Beach, Sangek, Sukowati</td>
</tr>
</tbody>
</table>
### METACOGNITIVE STRATEGY

**Name:** Aulia Indah Septiani  
**Class:** VIII - F  
**No:** 2

<table>
<thead>
<tr>
<th>Before Reading (prediction)</th>
<th>During Reading (examine the difficult words)</th>
<th>After Reading (find main idea and conclusion)</th>
</tr>
</thead>
</table>
| Beach  
Tourist  
Plane  
Distant | Impressive (Mengesankan)  
during (selama)  
Great (Mempuaskan)  
Scenery (Pemandangan)  
Checked (Cek)  
Solves (duri sendiri)  
Domestic (dom m nyeri)  
Unique (Khas)  
Spend (menghabiskan)  
Shady trees (hutan jumbar) | My friends and I went to holiday in Bali. |
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What I Know)</td>
<td>(What I Want to Learn)</td>
<td>(What I Learned)</td>
</tr>
<tr>
<td>Visited many</td>
<td>What does the story?</td>
<td>Holiday in Bali when I was second grade of senior high school</td>
</tr>
<tr>
<td>beaches</td>
<td>When the writer went to holiday</td>
<td></td>
</tr>
<tr>
<td>Meet tourists</td>
<td>What are the place the writer visited?</td>
<td></td>
</tr>
<tr>
<td>Great Scenery</td>
<td>How long the writer holiday in Bali?</td>
<td></td>
</tr>
<tr>
<td>Buy souvenirs</td>
<td>What are the writer do on Bali?</td>
<td></td>
</tr>
</tbody>
</table>

- I visited Sanur Beach, Tanjung Benoa, Sangal, Tanah Lot.
- We were there for three days.
- We saw the beautiful sunrise in Sanur, we played so many water sports in Tanjung Benoa beach.
TRIP TO MOUNT FUJI

July 2016, I went to West Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura’s house. She is my friend in Japan. We were a classmate at Senior High School. Sakura’s house has a big garden with lots of green flowers and beautiful sand. It was so perfect element by a traditional wooden house.

On Sunday morning, I started a journey to the Mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mount Fuji. We took sushi for our breakfast. Oh my God, it was delicious. At 09.00 am local time, we prepared and checked our stuff to continue this journey. I couldn’t say anything when I looked the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language “Kore Wa Subarashidesu”, it mean that is was amazing. Then, I replayed “Hai -sodeu”, it means that Yes, it was.
We reached at the top of the mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn’t forget. It was called “Hatsu Hinode”, it means that it was my first time to see the sun rises in Mount Fuji.

Finally, I, Yamato and the other traveller went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.

EXERCISE:

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. How did the writer go there?
6. Where did the writer stay in Tokyo?
7. Who is Sakura and Yamato?
8. What is the meaning of Kore Subarashidesu?
9. What time did they prepare and check their stuff to continue the journey?
10. Did they enjoy with their trip to Mount Fuji?

5. Story in the past
   1. July 2016
   2. Yes
   4. Title, orientation, event, recapitulation
   5. by plane
   7. 1. stayed in sakura’s house
     2. sakura’s house has a big garden with lots of green flowers and beautiful soil.
   8. It means that it was amazing
      9. to the mountain /Japan
MY HOLIDAY IN BALI

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

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

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

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

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.
Answer the question based on the text!

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When the writer went to holiday in Bali?
6. What place are they visited in Bali?
7. What did the writer do on the first day?
8. How long the writer went to Bali?
9. What did the writer do on Tanjung Benoa beach?
10. What are their opinion about Bali?

1. recount text
2. 1. my holiday in bali
   2) recount text story in the past
   3) recreation event recreation
   4) 2 nd grade of senior high school
   5) sanur beach mangeng benoa beach, sukawati, market, sangeh
   6) visited sanur beach we went to tanah lot
   7) three day
   8) yes. enjoy the beautiful wave
   9) distant amazing

113
Last month, my family and I went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We have fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept on the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed by happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. Next, I took a photo with traditional music musicians. My brother, my cousin and my nephew enjoy the view with other visitors.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it realized. They had to make a traditional ceremony. For the last show, we were entertained by “Ebeng”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertain.

Time run so fast because the next day was our last day in the village. So, I took the last photo to bring it home. They were my family and still family until the last breath in this world. Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part.
Questions:

1. What kind text is it?
2. What does the story tell us?
3. When did they go to Banyumas?
4. How did they go there?
5. Was the writer sad on the way?
6. What did the writer do on the first day?
7. What was the popular place in Purwokerto?
8. What did they call the ceremony to say thanks to God?
9. What is Ebeg in Purwokerto?
10. Did the writer enjoy the holiday in village?

1. Story about family
2. Village, Banyumas
3. 2 days to get there because they looked at maps
4. A car
5. No
6. Invited my siblings and friends
7. Batik
8. Noras
9. The three traditional art
10. Yes
A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We left the house at six o'clock. It was about 9 a.m. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

Read the recount text above to answer the questions below:

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When did the writer go to Yogyakarta?
6. How many places of Yogyakarta did they visit? Mention
7. Where did they go first?
8. What did her/his parents do on Parangtritis beach?
9. Where did they go after went to Parangtritis beach?
10. What are their opinion about their trip to Yogyakarta?
Recount Text

A day visit to Yogyakarta with my family.
Tell the reader visit to Yogyakarta with my family.

Orientation ➔ paragraph I
Event ➔ paragraph II
Reorient ➔ paragraph III

Last week

3. Uncle, parang te吞 beach, museum ½
First of all we visited our uncle.
Watched us playing with sand.

9. Saw many foreign visitors

10. Tired but happy
PRE-TEST EXERCISE

Name: Nurul Zulaidah
Class: 3B - F
No: 15

TRIP TO MOUNT FUJI

July 2016, I went to West Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura’s house. She is my friend in Japan. We were a classmate at Senior High School. Sakura’s house has a big garden with lots of green flowers and beautiful sand. It was so perfect element by a traditional wooden house.

On Sunday morning, I started a journey to the Mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mount Fuji. We took sushi for our breakfast. Oh my God, it was delicious. At 09.00 am local time, we prepared and checked our stuff to continue this journey. I couldn’t say anything when I looked the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language “Kore Wa Subarasidesu”, it means that is was amazing. Then, I replayed “Hai -sodesu”, it means that Yes, it was.
We reached at the top of the mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn’t forget. It was called “Ritsu Hinode”, it means that it was my first time to see the sun rises in Mount Fuji.

Finally, I, Yamato and the other traveller went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.

**EXERCISE:**

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. How did the writer go there?
6. Where did the writer stay in Tokyo?
7. Who is Sakura and Yamato?
8. What is the meaning of Kore Subarashidesu?
9. What time did they prepare and check their stuff to continue the journey?
10. Did they enjoy with their trip to Mount Fuji?

On 19th August, I was at a classmate at Senior High School.

A story in the past.

A story in the past.

I was at a classmate at Senior High School.

**June 2016**

Yes.

Orientation, event, reorientation.

By plane.

Japan, Mount Fuji.

Was it amazing.
POST TEST

Name: Nurul Zulaikah
Class: VIII - F
No: 13

MY HOLIDAY IN BALI

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

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

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

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

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.
Answer the question based on the text!

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When the writer went to holiday in Bali?
6. What the place are they visited in Bali?
7. What did the writer do on the first day?
8. How long the writer went to Bali?
9. What did the writer do on Tanjung Benoa beach?
10. What are their opinion about Bali?

1. Recount text
2. My Holiday in Bali
3. The text tell my Holiday in Bali
4. Orientation, Event, Orientation
5. was 2nd grade of senior high school
6. Seach in the morning
7. We Visit Senur Beach in the morning
8. Three days
9. We enjoy
10. Amazing memories of Bali
Name: Nurul Zulaika
Class: VII / I
No: 13

Answer the question based on the text!

Visiting My Village

Last month, my family and I went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We have fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept on the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed by happiness, when I saw my parents, they cried because they looked so happy to meet up their families. The next day, I my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. Next, I took a photo with traditional music musicians. My brother, my cousin and my nephew enjoy the view with other visitors.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it realized. They had to make a traditional ceremony. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertain.

Time run so fast because the next day was our last day in the village. So, I took the last photo to bring it home. They were my family and still family until the last breath in this world. Finally, we had to go home and brought a love experience from family. Yaps..., that was the hardest part.
1. What kind text is it?
2. What does the story tell us?
3. When did they go to Banaras?
4. How did they go there?
5. Was the writer sad on the way?
6. What did the writer do on the first day?
7. What was the popular place in Purwokerto?
8. What did they call the ceremony to say thanks to God?
9. What is Ebbeg in Purwokerto?
10. Did the writer enjoy the holiday in village?

Recent text:

9. told the driver visiting my village
3. I enjoyed the journey all day long although it took 2 days to get
4. we drove a car
5. No

6. I visited my cousins and friends
7. Batu Renda
8. Good for blessing
9. It was traditional art
10. Finally, we had to go home and brought a love experience from family.


## POST-TEST CYCLE II

<table>
<thead>
<tr>
<th>Name</th>
<th>Nurul Zulaikah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>VIII - P</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
</tr>
</tbody>
</table>

A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We left the house at six o'clock. It was about 9 a.m. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

**Read the recount text above to answer the questions below:**

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When did the writer go to Yogyakarta?
6. How many places of Yogyakarta did they visit? Mention
7. Where did they go first?
8. What did her/his parents do on Parangtritis beach?
9. Where did they go after went to Parangtritis beach?
10. What are their opinion about their trip to Yogyakarta?
1. Recent text
2. Visit to Yogyakarta
3. Tell the rider Yogyakarta with my family
4. Orientation 7 Event, re orientation
5. Last week
6. A. Our uncle, paramithi's beach museum, Malioboro
7. B. We arrived at Yogyakarta
8. C. Saw many foreign visitors
9. D. Picnic to the museum and Malioboro.
10. E. Tired but happy
Last month, my family and I went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We have fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept on the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed by happiness when I saw my parents, they cried because they looked so happy to meet up with families. The next day, I my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called “Baturaden”. That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. Next, I took a photo with traditional music musicians. My brother, my cousin and my nephew enjoy the view with other visitors.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called “Nazar”. When the parents had a promise for something and it realized. They had to make a traditional ceremony. For the last show, we were entertained by “Ebeg”. It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertain.

Time run so fast because the next day was our last day in the village. So, I took the last photo to bring it home. They were my family and still family until the last breath in this world. Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part.
Questions:

1. What kind text is it?
2. What does the story tell us?
3. When did they go to Banyumas?
4. How did they go there?
5. Was the writer sad on the way?
6. What did the writer do on the first day?
7. What was the popular place in Purwokerto?
8. What did they call the ceremony to say thanks to God?
9. What is Ebeg in Purwokerto?
10. Did the writer enjoy the holiday in village?

Jawaban:

1) Visiting my village.
2) Located
3) Last month
4) We drove a car
5) No
6) I enjoyed the
7) Batuarden
8) Nazar
9) For the last show
10) Yes.
When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

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

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

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

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.
Answer the question based on the text!

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. When the writer went to holiday in Bali?
6. What the place are they visited in Bali?
7. What did the writer do on the first day?
8. How long the writer went to Bali?
9. What did the writer do on Tanjung Benoa beach?
10. What are their opinion about Bali?

11. Recount Text
12. My Holiday in Bali
15. Visited Sanur Beach.
16. We had to check out from the hotel.
17. We visited Sanur Beach in the morning.
18. 2nd grade
19. Play many water sports
20. Amazing memories of Bali.
TRIP TO MOUNT FUJI

July 2016, I went to West Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura’s house. She is my friend in Japan. We were a classmate at Senior High School. Sakura’s house has a big garden with lots of green flowers and beautiful sand. It was so perfect element by a traditional wooden house.

On Sunday morning, I started a journey to the Mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mount Fuji. We took sushi for our breakfast. Oh my God, it was delicious. At 09.00 am local time, we prepared and checked our stuff to continue this journey. I couldn’t say anything when I looked the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language “Kore Wa Suburashidesu”, it means that it was amazing. Then, I replayed “Hai –sodesu”, it means that Yes, it was.
We reached at the top of the mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn’t forget. It was called “Hatsu Himode”, it means that it was my first time to see the sun rises in Mount Fuji.

Finally, I, Yamato and the other traveller went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.

EXERCISE:

1. What kind text is it?
2. What does the story tell us?
3. What is the purpose of the text?
4. What is the generic structure of the text?
5. How did the writer go there?
6. Where did the writer stay in Tokyo?
7. Who is Sakura and Yamato?
8. What is the meaning of Kore Subarashidesu?
9. What time did they prepare and check their stuff to continue the journey?
10. Did they enjoy with their trip to Mount Fuji?

I went to West Tokyo by plane
At Shizuoka prefecture
A house has a big garden with lots of green flowers.
Were a classmate at Senior High School
He was my guiding to Mount Fuji
It means that it was amazing
At 05.00 am local time
A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We left the house at six o'clock. It was about 9 a.m. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We were tired but happy.

Read the recount text above to answer the questions below:

1. What kind text is it? Recount text
2. What does the story tell us? A day visit to Yogyakarta.
3. What is the purpose of the text? Went to Yogyakarta.
4. What is the generic structure of the text? Orientation, event, re-orientation
5. When did the writer go to Yogyakarta? Last week
6. How many places of Yogyakarta did they visit? Mention some: our uncle’s house
7. Where did they go first? Uncle
8. What did her/his parents do on Parangtritis beach? Watch us playing with sand
9. Where did they go after Went to Parangtritis beach? Picnic to museum and Malioboro shopping centre
10. What are their opinion about their trip to Yogyakarta? Tired and happy
RESEARCH DOCUMENTATION

- The Students doing Pre-Test

- The Students watched a video that related with Recount Text
The Teacher explain KWL and Metacognitive Strategies
- The Students discuss with their friends

- The students presented their result of discussion
The students doing Post-Test