THE EFFECTIVENESS OF USING KWL (KNOW, WANT TO LEARN, LEARNED) TECHNIQUE ON SPOOF TEXT TO INCREASE STUDENTS’ READING COMPREHENSION

( Classroom Action Research of the Tenth Grade Students’ of MAN 1 Kota Magelang in the Academic Year of 2014/2015)

A Graduating Paper

Submitted to the Board of Examiners in Partial Fulfillments of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Study Program

By:
MUTHOHAROH
11310099

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY STATE ISLAMIC STUDIES INSTITUTE (IAIN)

SALATIGA
2015
DECLARATION

“In the name of Allah, The Most Gracious and The Most Merciful”

Hereby the researcher fully declares that the writer herself composes this graduating paper, and it does not contain materials written or having been published by other people, and that from other people’s idea except the information cited from references.

The writer is capable to account to her graduating paper if in the future it can be proved of containing others idea or in fact, the writer imitates the others graduating paper.

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

Salatiga, April 15th 2015

The Writer

MUTHOHAROH
NIM. 11310099
Salatiga, April 15th 2015

Sari Famularsih, S.Pd.I.M.A
The Lecturer of English Education Department
State Institute For Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case : Muthoharoh’s Graduating Paper

Dear
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr.wb

After reading and correcting Muthoharoh’s graduating paper entitled “THE EFFECTIVENESS OF USING KWL (KNOW, WANT TO LEARN, LEARNED) TECHNIQUE ON SPOOF TEXT TO INCREASE STUDENTS’ READING COMPREHENSION”, 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 can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

Counselor,

Sari Famularsih, S.Pd.I.M.A
NIP: 198109112011012004
A GRADUATING PAPER

"THE EFFECTIVENESS OF USING KWL (KNOW, WANT TO LEARN, LEARNED) TECHNIQUE ON SPOOF TEXT TO INCREASE STUDENTS' READING COMPREHENSION"

WRITTEN BY:
MUTHOHAROH
NIM: 113 10 099

Has been brought to the Board of Examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 9th April 2015 and hereby considered to complete the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

Board of Examiners,
Head : Noor Maliah, Ph.D
Secretary : Faizal Risdianto, S.S., M. Hum
First Examiner : Hanung Triyoko, S.S., M. Hum., M. Ed
Second Examiner : Ruwandi, M.A.

Salatiga, April 9th 2015
Dean of Teacher Training and Education Faculty

Suwardi, M. Pd.
NIP. 19670121 199903 1 002
MOTTO

INTELLIGENCE IS NOT THE DETERMINANT OF SUCCESS, BUT HARD WORK IS THE REAL DETERMINANT OF YOUR SUCCESS

(Anonymous)
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my mother (Siti Fatimah) and my father (Sodaqoh) who always pray, guide, motivate me to become better person.

2. My beloved brother (Fahrur Rozi) and my big family who fill my life with love and affection.

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Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

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2. Noor Malihah, Ph. D. as the Head of English Language Teaching Department of State Islamic Studies Institute (IAIN) Salatiga
3. Sari Famularsih, S.Pd.I.M.A as councilor who has brings up, espoused, and given the writer advices, suggestions and recomendations for this graduating paper from beginning until the end. Thank you for your patience and care.
4. All lecturers in the English Language Teaching Department who have given much knowledge, the writer deeply thanks to you all.
5. My beloved family, thanks for your spirit and patient.

6. All of staffs who have helped the writer in processing of graduating paper administration.

7. All friends of D class and all friends in English Department. Thank for your friendship and kindness.

8. Tenth year students of MAN 1 Magelang in the academic year of 2014/2015 especially IIS-7 class and Mrs. Herlina Bayu P., S.PdI

9. Those cannot be mentioned one by one.

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

Salatiga, April 15th 2015

The writer

MUTHOHAROH
NIM. 11310099
ABSTRACT


Keywords: Spoof Text, KWL technique, Students’ Reading Comprehension

This research is a study about the use of KWL (Know, Want to Learn, Learned) as a technique and the spoof text as a media to increase reading comprehension. KWL technique can help students to be able to comprehend when they are reading and be more active in reading class. The problem statements of the research are: 1). Are the students of the tenth grade in MAN 1 Magelang City interest toward spoof text? 2). Do the use of Spoof text and KWL technique effective in teaching reading improve the students’ reading comprehension of the tenth grade in MAN 1 Magelang City? The objective of the study are: 1). To find out students of the tenth grade in MAN 1 Magelang City interest toward spoof text or not? 2). To 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 subject of this research is the students of the senior high school consist of fourteen students of MAN 1 Kota Magelang. The researcher used a classroom action research as a method in this research. The methodology of this research used Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The results show that the mean score of pre-test cycle 1 is 55, where the mean of post-test in cycle I is 70.83, the mean score of pre-test in cycle II is 68.61, where the mean of post-test in cycle II is 80.27. The findings show that the improvement of the students’ reading comprehension is significant after applying KWL technique.
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CHAPTER I

INTRODUCTION

A. Background of the study

English is an international language that is used by people in the world in communication. English became the accepted of technology and commerce, it created a new generation of learners. They were learning a language is a businessmen who wanted to sell their product, mechanics who had to read instruction manuals, and doctors who needed to keep up with developments in their field. Whole range of students whose course of study included textbooks and journals only available in English. All these and many others needed English and, most importantly, they knew why they needed it.

English becomes an important language in education areas. In Indonesia, English is taught from kindergarten until university. For kindergarten until elementary school, English is not burdensome because it is not examined in the national examined. English an international language is taught in senior high school as a compulsory subject. However for the junior or senior high school, it is tested in the national examination.

There are four skills in English language, they are: listening, speaking, reading and writing. One of the skills above is reading, reading is simply one of the many ways in which human beings go about their basic business of ‘making sense of the world’ (Eskey, 1986). The first
point to be made about reading process is reading 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. Students select them and have the freedom to manage the time to read the book.

The theoretical models of reading comprehension can influence one’s thinking about teaching comprehension skills to second language readers. A top-down theory suggests that comprehension is facilitated when a reader’s background knowledge is activated. Eskey (1986: 30) indicates that both the general notion of reading as the reconstruction of meaning based on skillful sampling of text.

The students in senior high school have a lack of motivation and get some difficulties in reading comprehension. Students need to improve their interest influences their reading comprehension and automatically influences reading achievement. Some theoretically argue that the interest is very helpful to motivate students to face as well as to manipulate difficulties particularly in reading and in study the language in general since interest is necessary, students and teacher should work to identify the way to improve interest for improving reading comprehension. To

The researcher tries to use spoof text as a media with KWL (Know, Want to Learn, and Learned) as a technique in teaching to improve the
students in reading comprehension. The researcher should have a variety of ways and strategy in teaching reading comprehension. Irena (2009) and Fengjuan(2010) finding and result that the use of KWL reading technique can improve the students in reading comprehension.

KWL is a technique to help the students to comprehend the English text. Students are able to comprehend the information from the passage. It consists of 3 phases (know, want to learn, and learned). KWL reading technique provides a structure for recalling what learners know about the topic, nothing what they want to know, and make a list. The process gives information to improve comprehension and remember about the material. It means that KWL technique can help the students to be able to comprehend when they are reading and more active in reading.

In this technique, researcher uses spoof text to teach reading. Teacher have two spoof texts, one of the text is familiar story, and unfamiliar story. After teachers explain the first text, teacher asks students to listen, understand and analyze it. Then teachers give the second text unfamiliar story, students do same activities like before. Finally, teacher asks to them which part that becomes funny.

Researcher tries to improve student’s reading comprehension using spoof text as a media and KWL as a technique in teaching reading. Thus, the writer conducts a research “THE EFFECTIVENESS OF USING KWL (KNOW, WANT TO LEARN, AND LEARNED) TECHNIQUE
ON SPOOF TEXT TO INCREASE STUDENTS’ READING COMPREHENSION OF THE TENTH GRADE STUDENTS IN MAN 1 MAGELANGIN THE ACADEMIC YEAR OF 2014/2015”

B. Limitation of the Study

In this research, the writer focuses on the use of spoof text and KWL technique in the eleventh grade students of MAN 1 Magelang City in the academic year of 2014/2015.

C. Problem Statements

To make this research more focus, the researcher states that the problems of study as follows:

1. How far the use of KWL technique to improve the students’ interest to the material of spoof text in reading comprehension of the tenth grade students in MAN 1 Magelang?

2. Do the use of Spoof text and KWL technique effective in teaching reading improve the students’ reading comprehension of the tenth grade in MAN 1 Magelang City?

D. The Objective of the Study

Based on the problem statement, the objectives of this research are as follows:

1. To find out students of the tenth grade in MAN 1 Magelang City interest toward spoof text and their reasons?
2. To 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?

E. Literature Review

The writer takes some reviews of related literature from other thesis as principle of comparative in this research.

The first one had been done by YohanHeruPurnama (11307115) entitled THE EFFECTIVENESS OF THE USE SCANNING STRATEGY TO IMPROVE STUDENTS READING ACHIEVEMENT OF MTs NEGERI WONOSEGORO IN THE ACADEMIC YEAR 2011/2012. He had analyzed that the use scanning strategy is effective to improve students reading achievement.

The second was done by Purniati (11309015) entitled IMPROVING STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT THROUGH TWO STAY TWO STRAY TECHNIQUE (A Classroom Action Research of the Eight Grade Students of SMP Muhammadiyah 05 Wonosegoro in the Academic Year of 2013/2014). She has analyzed that the use of two stay and two stray can improve the students reading comprehension.

The difference between this research is that research use spoof text as a media and KWL as a technique, where, the writer knows that the spoof text is fun learning and this text is not monotonous story. Therefore, the researcher hopes that this technique can interest to students to read.
F. Clarification of Key Term

1. Reading

   Reading is a verbal process interrelated with thinking and with all other communication abilities listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author (Hittlemen: 1978:5). Reading has been described as social interaction between the author of the book and the students (ziller: 1964:587).

   DeBoer,Dallman (1960: p.19) consider that reading “involves the comprehension and interpretation of ideas symbolized by the written or printed page.” In a later book (Dallmann, et al. 1978: p. 33) the authors note that their emphasis is on “reading as a process involving meaningful reaction to printed symbols.” Bond, Tinker (1967: p. 22) point out that “reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through the reader’s past experience.

2. Reading Comprehension

   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. Thorndike (1917) described reading comprehension simply as thinking.
Davis (1944, 1972) early noted that underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with word.

Comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skills; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar).

G. Benefit on the study

This research will give benefits as follow:

1. Theoretical benefit
   a. The research can be useful to other researcher who wants to conduct a research that is related to reading comprehension.
   b. The research can be input in English teaching learning process especially for teaching reading using a spoof text as a media and KWL (Know, Want to Learn, and Learned) as a technique.

2. Practical benefit
   a. The finding of the research can be reference for English teacher to improve student’s reading comprehension using spoof text as a media and KWL (Know, Want to Learn, and Learned) as a technique.
b. The researcher will give a description of the procedure teaching English using spoof text as a media and KWL (Know, Want to Learn, and Learned) technique in real teaching.

H. Research Paper Organization

Chapter I: introduction that consist of background of the study, limitation of the problem, problem statement, objectives of the study, hypothesis, clarification of key term, benefit of the study, and thesis organization. Chapter II: theoretical framework that consist of the definition of reading, reading comprehension, technique of reading, strategy of reading, the model of reading, types of reading, definition of spoof text and definition of KWL technique. Chapter III: the researcher talks about research methodology; they are research setting, research method, object of the research, technique of collecting data, data presentation, and technique of data analysis. Chapter IV: findings and discussions consists of research findings, the analysis of data, the test of hypothesis and interpretation and discussion of data. Chapter V: closure, consists of conclusion and suggestion. The last part is bibliography and appendix.
CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. The Definition of Reading

   In the conference’s Eleventh Year Book, Spencer (1946) wrote, “In the broadest sense, reading is the process of interpreting sense stimuli. Reading is performed whenever one experiences sensory stimulation.” Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the construction of new meanings through the reader’s manipulation of relevant concept already in his possession (Miles et al. 1964: p. 587).

   Harris, Sipay (1975: p. 5) define reading as “the meaningful interpretation of written or printed verbal symbols.” Gibson (1966) says that reading “is receiving communication: it is making discriminative responses to graphic symbols; it is decoding graphic symbols to speech; and it is getting meaning from the printed page.” Dechant (1970: p. 19) has defined reading as “the process of giving the significance intended by the writer to the graphic symbols by relating them to one’s own fund of experience.” Reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al. 1985).
From the some theories, it can be concluded that reading is a complex process to get a meaning from the text. Between reader and text have some processes that are used to assign meaning from written symbols in the text. Although, it is not same meaning that is conveyed by the writer and may be different from the other readers reading in the same text.

2. Reading Comprehension

Reading comprehension as the process of simultaneously extracting and constructing meaning. In other word, we recognize both challenges: figuring out how print represents word and engaging in the translation of print to sound accurately (extracting), at the same time formulating a representation of the information being presented, which inevitably requires building new meanings and integrating new with old information (constructing meaning) Catherine (2003:3). She adds that comprehension entails three elements:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part

Grellet (1992:3), states that reading comprehension understands a written text and extracting the required is to catch the meaning from the text and to comprehend the information that is conveyed in the text. Comprehension is about the ability of people to understand something. There should be an interaction between the reader and the
text. Kustaryo (1998:11-12) states that reading comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among word and concepts organizing ideas, recognizing the author’s purpose, making judgments and evaluating.

From the some theories, it can be concluded that reading comprehension is a process of people to understand extracting and constructing meaning of the text and to get information from the text. In reading comprehension should be interaction between the reader and the text.

Reading comprehension is the process of making meaning from text. Therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Wooley: 2011:15).

Reading comprehension is a process of making sense of a written text. However, it is not a passive one way decoding process. Instead, it is an active two way process in which the reader and text interact. The reader test clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader (Clara, 2011:56).

Reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of words, sentences, and paragraph as well as sense relationship among ideas. Whenever a
student just read loudly but cannot understand the content of the text, it means that he fails in comprehending the passage (simanjuntak: 2011:57: definition-reading-comprehension: html).

3. **Three phase technique of reading activity**

Three phase technique is a learning technique or method that has three steps. It is called Pre-activity, whilst activity and post activity. The first time, this method only used for writing learning, then this technique is growing for all language skills like in three phase techniques of reading activity according to Williams (1984: 37) as follows:

a. Pre-reading activity

   Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. The pre-reading phase tries to do is:

   1) To introduce and arouse interest in the topic
   2) To motivate learners by giving a reason for reading
   3) To provide some language preparation for the text

b. Whilst-reading

   This phase draws on tanner’s ideas previous to reading. The aims of this phase are:

   1) To help understanding of the writer’s purpose
   2) To help understanding of the text structure
   3) To clarify text content
c. Post-reading activity

The aims of post-reading work are:

1) To consolidate or reflect upon what has been read

2) To relate the text to the learners own knowledge, interest, or views. Hillerich (1983: 126) classifies reading comprehension into three levels:

   a) Literal comprehension

       Level requires the reader to recall facts that are overtly stated in the text.

   b) Inferential comprehension

       Level allows the reader to suggest relevant additional information based on the text confronted and personal experience.

   c) Critical comprehension

       Level leads to the making of balanced judgments about the author’s style and some other aspects of the text.

   From definition above, it can be concluded that reading comprehension is the reader activity to get information from a text with the simultaneous process. They are: the reader, text, and activity. The three components relate each others various stage of reading comprehension. They are: pre, while, and post reading activity. Thus, the levels of readers’ comprehension (literal,
inferential, and critical) are determined well from the interaction among those components.

4. **Strategy of reading**

Three are some strategies to make reading successful which can be practiced in the classroom technique. Hutchins (in Moreillon 2007: 11) identifies seven reading comprehension strategies there are:

a. Activating and building background knowledge.

b. Using censoring images.

c. Questioning.

d. Making predictions and inferences.

e. Determining main ideas.

f. Using fix-up option.

Davis (1995: 51) states there are five types of strategy, as follows:

a. **Control reading process**

   It engages consciously or unconsciously. The action of this process can be observable. For example, regressing, pausing, and marking text.

b. **Monitor reading process**

   It attempts to find ways into the meaning of the text and or by evaluating such attempts.

c. **Interact with text**
It expresses the feeling on the basis of at least an interpretation of the text; hence interaction represents a response to the text rather than the evaluation of a route into the text.

d. Utilize source of information

It pays attention to linguistics features of the text, and or on one’s own textual/linguistic knowledge as it is evoked by reading the text, for example, grammar, repletion of word, text structure.

e. Utilize source of information

It draws on non-textual knowledge which may be evoked by, but it is not given in the text, for example, knowledge of topic, content area, and culture.

5. The model of reading

Barnet in Field (1997; 18) states that there are three main models of reading process, they are as follows:

a. The bottom-up theory argues that the reader construct the text from the smallest units (letters to words to phrase to sentences, etc) and that process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates (Eskey :1988; Stanovich 1990). Decoding is an earlier term for this process.

b. The top-down theory argues that reads bring a great deal of knowledge, expectations, assumptions, and questions to the text and given the basic understanding of the vocabulary, they continue
to read as long as the text confirms their expectations (Goodman: 1967). The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears.

c. The interactive school of theorists which most researches currently endorse argues that both top-down and bottom-up processes is occurring, either alternately or at the same time. These theorists describe a process that moves on both bottom-up and top-down, depending on the type of text as well as on the teacher’s background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

6. Microskills and macroskills of reading

Reading comprehension involves some skill that can indicate the student competence in having a good reading skill. Brown (2003; 187) proposes these indicate micro and macro skills there are:

1. Microskills

   a) To discriminate among distinctive graphemes and orthographic patterns of English.

   b) To retain chunks of language of different lengths in short term memory.

   c) To process writing at an efficient rate of speed to suit the purpose.
d) To recognize a core of words, and interpret word order patterns and their significance.

e) To recognize grammatical word classes (nouns, verb, etc) system (e.g. tense, agreement, pluralisation, patterns, rules, and elliptical forms).

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

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

2. Macroskills

a) To recognize the theoretical forms of written discourse and their significance for interpretation.

b) To recognize the communicative functions of written texts, according to form and purpose.

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

d) To infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

e) To distinguish between literal and implied meanings.

f) To detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
g) To develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning words from context, and activating schemata for interpretation of texts.

7. Types of reading

In this case of reading, variety of performance is derived more from the multiplicity of types of text than from the variety of overt type of performance. Several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. There are four types of reading:

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse; letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief
responses are intended as well. A combination of bottom-up and top-down processing may be used.

3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4. Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner’s global understanding of a text, as opposed to asking test-takers to “zoom in” on small details. Top-down processing is assumed for most extensive tasks.

B. Spoof Text

1. Definition of spoof text

Spoof text is a kind of text that is the most enjoyable to learn. Spoof text is one type of English text that telling a funny story. If the narrative text tends to tell a story with a variety of problems to be solved, and the recount text more inclined to tell that person’s activities in a particular time sequence, spoof text is different from the two texts.
Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. Spoof is a type of story which have has twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny.

Mention in the Cambridge Advance Learner’s Dictionary Online, there are two meanings of spoof text. First, as a noun, the meaning is, “a funny and silly piece of writing, music, theatre, etc. that copies the style of an original work”. Being second, spoof as a verb, meaning, “to try to make someone believe in something is not true, as a joke.” Spoof of the second meaning above, it can be concluded that the definition of spoof text is a text that contains humor though most of the text has been modified from the original.

2. **Generic structure of spoof text**

Spoof text has three parts: there are orientation, events, and twist.

a) Orientation

Orientation is introduction of the participant of the story, where it happens and when. By giving the orientation, reader will recognize the story.
b) Events

Events tell about the chronological of the story. Several events are explored in chronological way which able to arrange the story read nicely.

c) Twist

An unpredictable plot in the end of the story which amuses the reader. The reader event did not predict before that it would be.

A description of the orientation and the event is often discussed, especially on the subject narrative text and recount text. In any spoof text, orientation and the event were not much different from the one in the narrative and recount.

Looking for a twist, for those not used to writing a humorous story maybe very difficult to understand the twist has hard enough, let alone making up their own. To understand the twist, we need a sense of humor until we are able to digest what’s behind the humor contained in this twist. Because usually very difficult to predict, “What is the punch line?”

3. Language feature of spoof text

There are some language features of spoof text, which can differentiate with other types of text:

a) Focusing on individual participant

b) Using of material process

c) Using of circumstance of time and place
d) Using of past tense

e) Using of direct speech for the dialog

f) Using action verb: ate, ran, etc.

g) Using adverb of time and place

h) Telling in chronological order

4. **Example of spoof text**

   **Penguin in the Park**

   **Orientation**

   Once a man was walking in a park when he come across a penguin.

   **Event**

   He took him to a policeman and said, “I have just found this penguin. What should I do?” the police man replied, “take him to the zoo.”

   The next day the policeman saw the same man in the same park and the man still carrying the penguin with him. The police man was rather surprised and walked up to the man and asked “why are you still carrying that penguin about? Didn’t you take it to the zoo?”

   **Twist**

   “I certainly did reply the man.” “And it was a great idea because he really enjoyed it, so today I am taking him to the movies, and the next day I’ll take it to the beach. It’ll be so much fun” said the man.
“Oh my God! You are so stupid. I asked you to take the penguin and give it to the zoo. I didn’t ask to take it to the zoo and had fun there with it.” Policeman said.

**Language feature analysis**

a) Focusing on certain participants; the man, penguin, and policeman.

b) Using action verb; carry, walk up.

c) Using adverb of time and place; once, in the park

d) Telling in chronological order; chronological order by days, the next day.

**C. Know, want to learn, learned (KWL) reading technique**

1. **Definition**

   KWL is a technique in helping students to comprehend the text. Students are able to comprehend the information contain from the passage. It consist of three phases (know, want to learn, learned). According to Irena K (2009) KWL reading technique has a value that enables readers to become better in reading comprehension activity. KWL reading technique provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. The process gives information to improve comprehension and retention the material. It means that KWL technique can helps students to be able to comprehend when they are reading and be more active in reading class.
According to Szabo (2006) K-W-L chart present a before during after strategy for students in helping with comprehension strategies:

a. The students can get started by brainstorming any prior knowledge they may have on the topic which than helps them develop a curiosity on the subject and gets them interested in learning more about it.

b. This chart also helps them decide what they would like to learn about the subject which gives them motivation to read and make up their own question.

c. It helps with self monitoring of comprehension because it allows them to identify what they understood.

d. This chart also gives an opportunity for students to expand on their ideas and formulate new ones.

KWL reading technique is one of many techniques that can be applied in the classroom activities. This technique focus on having students state before they begin reading what they already know about the topic (the K) and what they want to learn about the topic (the W). Then, after reading, they state what they learned (the L).

The KWL helps students to comprehend by encouraging them to be active questioners, read for specific purposes, and reflect following reading about whether the purpose was met. Coaching during the KWL process helps students access what they know, decide
what they want to learn and whether it is likely to be in the passage and decide what yet needs to be done after reading.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

1. Setting of the Research

This research was done in Islamic State Senior High School (MAN) 1 in Magelang City. It is located at Jl. Sunan Bonang No. 17, district of South Magelang, Central Java. MAN 1 Magelang was built on 25th of May 1950 which has the accreditation “A”. This school still use spoof text as one of the material in English subject. Therefore, the researcher chooses MAN 1 in Magelang City as a research place. The researcher did the research from the 12th until 13th of January 2015.

a) Description of the Building of Islamic State Senior High School (MAN) 1 in Magelang City

The school of Islamic State Senior High School (MAN) 1 in Magelang City stands up on the lead above 27550 m², the expanse of buildings above 7876 m², and the expanse of school yard above 19674 m². This school has two buildings and 127 rooms. There are forty eight classes, two libraries, nine laboratories, one headmaster office, two teacher offices, some of extracurricular rooms, etc.

b) The Organization Structure of Islamic State Senior High School (MAN) 1 in Magelang City

The employees of MAN 1 in Magelang City are 136. They are one headmaster, one deputy headmaster, ninety five teachers, and
thirty five employees. The list of teachers’ name and the schedule of learning will be provided in appendixes.

c) The Data of Students of Islamic State Senior High School (MAN) 1 in Magelang City

MAN 1 in Magelang City has 1624 students out of 48 classes. Class X comprises of 17 classes which has 664 students. Class XI has 587 students which divided in 18 classes, and class XII has 533 students which consisted of 13 classes.

2. Subject of the Study

The researcher conducted the research in MAN 1 of Magelang City in the academic year of 2014/2015. The researcher only used one class as the subject of the study in classroom action research; it is IIS-7 class. It consists of forty students.

Table 3.1 The Students Name of Class IIS-7 in Islamic State Senior High School (MAN) 1 in Magelang City

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dwi Artining Pangestu</td>
</tr>
<tr>
<td>2</td>
<td>Hariyati</td>
</tr>
<tr>
<td>3</td>
<td>Gustin Furinda</td>
</tr>
<tr>
<td>4</td>
<td>Suryani</td>
</tr>
</tbody>
</table>
5. Zumrotul Nasikha
6. Rini Wulandari
7. Affi Nurhidayati
8. Devia Dwi Anita
9. Indri Safutri
10. Wisma Rahayu T
11. Anita Damayanti
12. Nadhif S.W
13. Nurlia Wati
14. Ahmad Rofi’i
15. Solikin
16. Solichin
17. M. Mujiburrohman
18. Erti Oktafiani
19. Barioh
20. Lisa Ariyanti
21. Dewi Mariyam
22. Intan Mustaniroh
23. Anisa Dyah Handayani
24. Frans Dernsa
25. Hyunda Nurkris .A
26. Muchammad Erfansah
27. Adhika Cahya .N
28. Sarah Wahyu Errasari
29. Achmad Rifa’i
30. Iwan Saputro
31. Agustina Darmayanti
32. Anang Jatmiko
33. Ratna Wulansari
34. Siti Purwanti
35. Alfian Puji Rahayu
36. Lutfiatul Khusna
37. Ahmad Rifai
38. Aditia Rizky
3. The Method of Research

The writer as a researcher used classroom action research (CAR). She was assisted by the observer, the researcher and the observer take a note everything occur in teaching and learning process. Manurung(2010: 57) stated that classroom action research is the new actions in decision and implementation process toward students in a class or another who involved in school as an alternative problem solving. While according to Arikunto (2010: 130) classroom action research is an observation toward activity that is purposely raised and occurred in a class to solve the problem in that class. In this case, the researcher analyzed the problem of the students’ reading comprehension occurred in the learning process. It could be solved by KWL (Know, Want to Learn, and Learned) technique.

Arikunto (2010: 132) stated that classroom action research is done to improve the effectiveness of teaching method, giving assignments for students, assessment, and so forth.

4. The Procedure of Research

In the classroom action research there are some models that can be applied. The model that usually applied is the model by
Kemmis (The author of action research book). The steps of the action research is called a cycle. In a classroom action research, researcher did two cycles. If the result from cycle 1 is different with cycle 2, researcher must do cycle 3 and so on until he/she gets the stable conclusion. (Arikunto, 2010: 140).

a. Planning

Sam (2010: 27) stated that in the planning, there are three activities:

1. Deciding the target competence.
2. Designing learning in cycle 1 and cycle 2.
3. Designing test instrument consist of multiple choice question which is taken representatively from the target competence that will be developed.
4. Making learning schedule consist of cycle 1 and cycle 2.

While according to Arikunto (2010: 138) when we compose the planning, we should explain about what, why, when, where, who, and how to action is done.

In this research, the researcher made lesson plan, decide the schedule, prepared material that appropriate with the technique and made test instrument consist of pre-test and post-test.

b. Action
Action is the implementation of the planning’s contain. In this stage, researcher must remember and obey the planning that he/she made before (Arikunto, 2010: 139)

In this research, researcher applied the action based on her planning. Researcher obeyed the lesson plan and applied the strategy in teaching and learning process.

c. Observation

Sam (2010: 74) states that the observation is done during the action and the teacher follows the teaching strategy that is designed by researcher.

In this research, researcher used observation guidance which consists of indicator that is designed according to the focus of research. Besides that, researcher also used camera to collect data and help researcher in analyzing the data. This observation focused on students and teacher activities in class such as take a note what can be seen, and observed during teaching and learning process.

d. Reflection

Reflection is done by analyzing how far the result of students; behavior before and after the action (Sam, 2010: 74).

In this research, the reflection is done by discussing with the collaborator to know the result of teaching and learning process by apply the technique. By reflection, researcher could get input about learning process to improve the next action in the next cycle.
5. Technique of Collecting Data

The researcher presented the act of collecting data as follows:

a. Test

Arikunto (2010: 226) state that test is used to measure the students’ basic ability and achievement. He mentions that there are two kinds of achievement test which usually used by school:

1. Test made by the teacher which arranged by certain procedure, but it have not tried yet out repeatedly, hence its characteristic and benefits are undetected.

2. Standardized test; it is provided by testing institutions. It has been tried out and revised repeatedly, thus its quality is fair. Standardized test has been equipped with certain instruction and scheduled duration.

In this research, researcher collected data used test made by the teacher, she was able to know the improvement of students’ ability. Researcher made pre-test and post-test in each cycle. Pre-test is used to know the students’ ability in learning English especially in reading lesson and about spoof text. While post-test, is used to measure how far do their improvement after applying the technique in reading lesson. Pre and post test are to knowing the differences of the students ability before and after the teacher used the technique.

b. Observation
Observation is one of the instruments used in collecting the data. As a scientific method, observation can be systematically used to serve and note the phenomena investigated like students feeling, thinking, and something they do in teaching learning process.

In this research, researcher observed the learning process in the English class, noticed all the activities in the learning process and concentrated on the use of spoof text as a media and KWL as a technique in the reading instruction, how the implementation of the spoof text as a media and KWL as a technique, and what the reaction or the result of this approach. The researcher observed the condition of the subject in the learning process, then analyzed about what the matter of the learning process to find essential problem.

c. Documentation

According to Arikunto (2010: 274), documentation is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. In this method, researcher holds a check-list to look variable that had been decided. When the wanted variable was rise, then the researcher give a check (√) in the check-list form.
In this research, researcher used camera to help the observation process. After that she would transcribe the result of observation activity.

6. Technique of Data Analysis

The researcher conducted the classroom action research of teaching reading using spoof text as a media and KWL as a technique to improve reading comprehension of tenth grade students of MAN 1 in Magelang City. In analyzing data, the researcher used quantitative approach.

Lodico (2006: 6) stated the quantitative approaches summarize data using numbers. Hypotheses and methods of data collection are created before the research begins. This technique is used to know the students score of reading comprehension in each cycle. According to Hadi (1981: 246) the formula is:

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

Where:

\(M\) : Mean of students score

\(\sum X\) : The sum of students score
The number of the students

CHAPTER IV

ANALYSIS AND DISCUSSION

In this implementation, the data consist of pre-test, post-test, and field note. The data of pre-test and post-test showed the improvement of the students’ achievements in reading comprehension. The students on reading
comprehension is improved by using spoof text as a media and KWL as a technique. Field note will show the students’ behavior in teaching learning process. They are interested in teaching learning process by using this media and the technique.

Based on the explanation about procedure of action research above (chapter III), the researcher has arranged two cycles. In each cycle, the steps are planning, acting, observing, and reflecting.

A. Cycle I

1. Planning

The activities are as follows:

a. Making lesson plan and designing the steps in doing the action.

b. Teaching aids (material)

c. Test (pre-test and post-test)

2. The implementation of action

On Monday, the 12th of January 2015 the researcher entered her English class. The teacher opened the lesson by introducing herself and checks of the students’ attendance. The situation of learning process was follow:

Teacher : “Assalamualaikumwr.wb”.

Students : “Walaikumsalamwr.wb”.

Teacher : “Good afternoon guys, how are you today?”

Students : “Good afternoon miss, I’m fine, thank you and you?”
Teacher: “I’m fine too, thank you. Before starting our lesson let’s say basmalah together”. (The teacher and the students say basmalah together).

“I would like to introduce myself, my name is Muthoharoh and my partner is Sofi. We come from STAIN Salatiga, do you know STAIN Salatiga?

Students: “Yes, I know”.

Teacher: “We will do a research in this class. Are you ready to study with us guys?”

Students: “Yes, I’m.”

Teacher: “Any question so far before we start our lesson?”

Students: “Not yet.”

Teacher: “Ok guys, let’s begin now.”

Before the lesson is started, she gave pre-test for about 25 minutes. After finished doing pre-test, she began to teach about spoof text. She asked to the students;

Teacher: “Have you ever studied about spoof text?”

Students: “Yes I have”.

Teacher: “What the definition of spoof text?”

Students: “Spoof text is the funny story”.

Teacher: “Any else answer?”

Students: (Students keep silent).
The students forgot of the material and they look confused. Therefore, the teacher gave the material, she explained about spoof text to the students and wrote down in the white board.

Teacher : “Ok guys, I give you the material about spoof text, you can read the material in this paper and you can find the definition of the spoof text. I wanted you to read about the definition in paragraph one”. (The teacher appointed the student and she read the text).

After the researcher explained about the material, the teacher gave an example of spoof text to the students and they read it. She asked to the students after they have done read the text.

Teacher : “Any question so far?”

Students : “No”.

Teacher : “Do you understand guys?”

Students : “Yes, I do.”

Teacher : “Ok, I think you understand, I will give you post-test.”

The researcher gave post test to class for about 25 minutes. The students did the test, and the researcher controlled them. Time was up, the researcher asked the students to collect their answer and the class will continue later. The researcher closed the meeting.

Teacher : “Ok guys, I think enough for today. Let’s say hamdalah together”. 
Students: "Alhamdulillah hirobbilalamin."

Teacher: "I will continue the lesson in the next meeting. Thank you for your time and your attention today. Wassalamualaikumwr.wb."

Students: "Walaikumsalamwr.wb"

Teacher: "Nice to meet you guys".

Students: "Nice to meet you too".

3. Observation

In the first cycle, the researcher and the observer, observation teaching learning process by monitoring the students activity and attention during the action. Observation made at the time of learning spoof text before and after using KWL (know, want to learn, learned) technique. Observation focused on students reading comprehension.

For the result of this action, the researcher could see that the students were not ready in learning spoof text. Almost of them looked confused in doing the pre-test. Some of them asked their friends’ answer. There are some students who chatting during the lesson and didn’t pay attention to the teacher, but most of them are active to ask, and to answer to the teacher’s question.

4. Reflecting
Based on the observation of the cycle 1, the researcher had to reflect the weakness that happened in the learning process to maximize the students’ comprehension of reading.

a. The researcher needs to ask the students to bring dictionary to help their vocabulary difficulties.

b. The researcher should give more explanations the way how to use KWL technique because some of them still confuse to do it.

c. The researcher has to motivate the students to answer the teacher’s questions using English.

Furthermore, to know whether there was significant improvement in reading comprehension or not, the writer analyzed the data by using mean calculation from the result of pre-test and post-test. Before analyzing mean of test, the researcher would like to show the data presentation of pre-test and post-test.

<table>
<thead>
<tr>
<th>Table 4.1 The Result of Pre-test and Post-test Cycle I</th>
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<td>38.</td>
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</tbody>
</table>
39. Andre Febri C.  
40. Dwi Novantoro

\[ \Sigma \quad 1980 \quad 2550 \]

a. Mean of pre-test I

\[ Mx = \frac{\Sigma X}{N} \]
\[ Mx = \frac{1980}{36} \]
\[ Mx = 55 \]

b. Mean of post-test I

\[ My = \frac{\Sigma Y}{N} \]
\[ My = \frac{2550}{36} \]
\[ My = 70.83 \]

- Mean of pre-test = 55
- Mean of post-test= 70.83
- Mean of pre-test ≤ than post-test
- There is an improvement of reading comprehension through KWL (know, want to learn, learned) technique between pre test and post test.
The score of the result above shows that the students’ score increases from the pre test to post test. The mean of pre test is 55 while the mean of the post test is 70.83. Based on the comparison, the students’ reading comprehension enhanced since they got the treatment. It means that KWL (know, want to learn, learned) technique is successful in improving the students’ reading comprehension.

B. Cycle II

Based on the result of cycle 1, it is necessary for the teacher to continue to the next cycle:

1. Planning

The prepared activities are as follows:

a. Lesson plan as a guide for teacher, activities in the class, so teaching and learning process can be controlled.

b. Material (text about spoof text).

c. Teaching aids “KWL (know, want to learn, learned) technique”

d. Test (pre-test and post-test)

2. The Implementation of the Action

On Tuesday, the 13\(^{th}\) of January 2015 the researcher and her partner 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. The teacher opened the lesson. The situation was follow:
Teacher : “Assalamualaikumwr.wb”.
Students : “Walaikumsalamwr.wb”.
Teacher : “Good morning guys, how are you today?”
Students : “Good morning miss, I’m fine, thank you and you?”
Teacher : “I’m fine to thank you. In this meeting we will continue the lesson that we have studied yesterday, do you remember?”
Students : “Yes, we do.”
Teacher : “Great! What the definition of spoof text?”
Students: “Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending.
Teacher : “Good! Then, Can you mention the generic structure of spoof text?”
Students : “Orientation, event, and twist”. (Students answered together)
Teacher : “Ok. Good. Any anotherquestionbefore I continued the lesson?”
Students : “Not yet.”
Teacher : ”Ok guys, if nothing question, I will give you pre-test again like yesterday. Are you ready?”
Students : “Yes, I’m ready”.

The teacher gave the pre-test in cycle II for the students. This test the teacher gave time about 20 minutes like as in the pre-test in
cycle I. The students did the test, and the teacher controlled them. After time was up, the teacher asked the students to collect their answer.

Then the teacher looked at the students that they have some trouble in doing the test. So, the teacher tried to explain again about the material and apply the technique. After finished the explanation she showed the example of spoof text in front of class. She asked the students.

Teacher : "guys, I think that you still confused and have some difficulties in doing the test. So I will explain again and applied my technique, it is KWL technique."

Students : "What is KWL?"

Teacher : "KWL is a technique in helping you to comprehend the text when you read. I will give you a text and you make a note about the topic, noting everything what you want to know, and make a list what has been you learned and is yet to be learned. Do you understand?"

Students : "Yes I do."

Teacher : "I give you fifteen minutes."

The students read a text and they begin made a note and list in their book. The teacher controlled them.

Teacher : "Time is up. Do you get a trouble?"

Students : "No."
The majority of students note about vocabulary that they did not understand. The process helps students to understand about the text.

Teacher: “Do you understand now?”

Students: “Yes, I do.”

Teacher: “Do you more interested to read with this technique?”

Students: “Yes, I do.”

Teacher: “Ok guys, good. I will give you some question in the post-test like yesterday.”

The teacher gave some question with comprehension about the text. Then she gave post-test to know whether their reading comprehension increase or not. After applied the technique, students more confident did the test.

She gave 15 minutes, after time was up the students collected their answer and the teacher close the meeting.

Teacher: “Time is up guys. I think enough for today. This is the last meeting with us.”

Students: “Why?”

Teacher: “We just have two meetings in this class. Don’t be sad, we could meet once!”

Students: “Ok Miss.”

Teacher: “let’s say hamdalah together”. 
Students: “Alhamdulillah hirobbilalamin.”

Teacher: “Thank you for your appreciation. I hope this meeting could be useful for you. Wassalamualaikum wr wb.”

Students: “Amin. Walaikumsalam wr wb. Thank you.”

Teacher: “You are welcome. Nice to meet you and have a nice day.”

Students: “Nice to meet you too.”

a. Observation

In the second cycle, observation was also carried out during the implementation of action. Observation of the learning process was concentrated on the students’ capability which showed their understanding of the lesson.

Observation also have done to monitor the students when they practiced their work in KWL (know, want to learn, learned) technique. Although they didn’t know the story before it, they tried to answer the teacher question in English. Their confident also improve. They make a note about what they want to know, and make a list what has been to learned and is yet to be learned in their book.

b. Reflecting
In this cycle, the researcher and observer as collaborator conclude that the treatment of KWL (know, want to learn, learned) was successful in improving the reading comprehension. It could be seen that the students’ reading improvement in the students’ score. They were great answering the questions. It means that they really comprehended the passage so they could answer the questions easily. The students paid attention to the teacher’s explanation and active in engaging in the learning process, such as asking question, responding question, and enthusiastic in doing their work.

Then the following of the students’ score was given for in the pre-test and the post-test cycle II.

Table 4.2 The Result of Pre-test and Post-test Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-testII (X)</th>
<th>Post-testII (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dwi Artining Pangestu</td>
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<td>80</td>
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<td>2.</td>
<td>Hariyati</td>
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<td>Gustin Furinda</td>
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<td></td>
<td>Name</td>
<td>First Grade</td>
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<td>Andre Febri C.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40</td>
<td>Dwi Novantoro</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
c. Mean of pre-test I

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

\[ M_x = \frac{2470}{36} \]

\[ M_x = 68.61 \]

d. Mean of post-test

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

\[ M_y = \frac{2890}{36} \]

\[ M_y = 80.27 \]

- Mean of pre-test = 68.61
- Mean of post-test = 80.27
- Mean of pre-test \leq \text{ post-test}
- There is an improvement of reading comprehension through KWL (know, want to learn, learned) technique between pre test (before the action) and post test (after the action).

In the cycle II, the result showed that the students’ reading comprehension increases significantly. It is described in the result
above. It is display that the mean of pre-test is 68.61 and the mean of the post-test 80.27.

3. Analysis and Discussions

From the result of analysis in cycle I and II, the researcher analyzed the students’ improvement from cycle I to cycle II. The improvement as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>55</td>
<td>68.61</td>
</tr>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>70.83</td>
<td>80.27</td>
</tr>
</tbody>
</table>

The table display that the improvement of the students’ comprehension is significant different from the cycle I to cycle II. Where post-test is greater than pre-test. It shows that KWL (know, want to learn, learned) technique gave influence in improving students reading comprehension. It means that KWL (know, want to learn, learned) technique is appropriate with the situation and condition of students in MAN 1 Kota Magelang in learning English especially in reading.
From the finding research above, it can be shown that using of KWL (know, want to learn, learned) technique can improve the students’ reading comprehension because this technique has a value that enables readers to become better in reading comprehension activity. KWL reading technique provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. The process gives information to improve comprehension and remember the material. It means that KWL technique can help students to be able to comprehend when they are reading and be more active in reading class (According to Irena K (2009). So, this research roof that KWL technique is useful in the teaching learning process especially in teaching reading.
CHAPTER V
CONCLUSION AND SUGESTION

A. Conclusion

Based on the data analysis in the previous chapter, the researcher draws the conclusion of this research are as follow:

1. After she used spoof text in learning process, its success to attract the students. Based on the result, the researcher can see that used spoof text, the tenth grade students of MAN 1 Kota Magelang are more interested to the material. The students can involve actively in teaching learning process. The researcher found that the majority of students’ interests by using spoof text because it is fun learning, they feel more enthusiasm to read it. The spoof text can increase their ideas in reading comprehension. According to the students, the spoof text is not monotonous story, and makes them anxious to find the funniest section or twist of this story.
2. The result of the study after using spoof text as a media and KWL (know, want to learn, learned) as a technique in reading comprehension that this technique is more effective and improve students’ reading comprehension. Students’ improvement can be seen by comparing the score on pre-test and post-test. The improvement of students’ reading comprehension also can be seen from the score of pre-test and post-test in each cycle. That is the mean score of pre-test in cycle I is 55, while the mean of post-test in cycle I is 68.61. The mean score of pre-test in cycle II is 70.83, while the mean score of post-test in cycle II is 80.27. The researcher can see that the mean between pre test and post test has a significant different, where post test is better than pre test. The findings show that the implementation of the students’ reading comprehension is significant after KWL (know, want to learn, learned) technique. It concluded that KWL technique is the effective method. It could make the students’ more interest in reading comprehension. It means that the technique is successful to improve the students’ reading comprehension of the tenth grade students of MAN 1 Kota Magelang in the Academic Year of 2014/2015.

B. Suggestion

Based on the research finding and conclusion above, the researcher would like to suggest as follows:

1. To the teacher
The teacher has great effect to make students successful in learning English. The teacher should improve their ability in teaching. The English teacher should motivate the students and explain that learning English especially vocabulary is easy and interesting to learn. The use of instructional method and media should be encouraged. So, teachers’ role in teaching learning process can influence students in improving their reading comprehension. Beside, the teacher asked the students to study English continually.

2. To the students

Students should be active in teaching learning process of English lesson. The students should study English continually in the classroom and in their home. When the teacher give some explanation in the classroom, the students should pay attention to the teacher’s explanation.

3. To the researcher

It has been known from the result of the study that using KWL (know, want to learn, learned) the technique can improve the students’ reading comprehension. Hereby, it is hoped that the result of the study makes the English teacher use an appropriate teaching mode of presentation on improving students’ reading comprehension. Moreover, the result of the study can be used as a reference for further research with the different sample and occasions.
REFERENCES


On Monday, the 12\textsuperscript{th} of January 2015, the teacher explained the material about spoof text in cycle 1.

The students did the pre-test in cycle 1.
The students did post-test in cycle 1.

On Tuesday, the 13th of January 2015 the researcher explained about the material in cycle 2.
The students did the pre-test in cycle 2.

The students did the post-test in cycle.
# Observation Sheet

**Meeting 1**

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepare the material</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>The class can be conditioned by the teacher</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use time conditionally</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>The method is used interesting</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher being friendly to the students</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher is able to use the method well</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher provides teaching aids</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher asks the students’ difficulties</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>Students pay attention to the explanation</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>Students ask the teacher’s explanation</td>
<td>√</td>
</tr>
<tr>
<td>11.</td>
<td>Students become active in the classroom</td>
<td>√</td>
</tr>
<tr>
<td>12.</td>
<td>Students brave to ask and answer the question</td>
<td>√</td>
</tr>
<tr>
<td>13.</td>
<td>Students fell happy during the lesson</td>
<td>√</td>
</tr>
<tr>
<td>14.</td>
<td>Students get bored during the lesson process</td>
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Observer
# Observation Sheet

**Meeting 2**

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<th>NO.</th>
<th>Statement</th>
<th>Score</th>
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</thead>
<tbody>
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<td>1.</td>
<td>Teacher prepare the material</td>
<td>√</td>
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<tr>
<td>2.</td>
<td>The class can be conditioned by the teacher</td>
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<td>5.</td>
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<tr>
<td>7.</td>
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</tr>
<tr>
<td>9.</td>
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<td>Students ask the teacher’s explanation</td>
<td>√</td>
</tr>
<tr>
<td>11.</td>
<td>Students become active in the classroom</td>
<td>√</td>
</tr>
<tr>
<td>12.</td>
<td>Students brave to ask and answer the question</td>
<td>√</td>
</tr>
</tbody>
</table>
13. Students felt happy during the lesson √

14. Students get bored during the lesson process √

Observer

Muthoharoh
113 10 099

REncana pelaksanaan pembelajaran (RPP)

Nama Sekolah : MADRASAH ALIYAH NEGERI (MAN) 1 MAGELANG
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Alokasi Waktu : 2 x 45 menit
Topik Pembelajaran : Spoof Text

Standar Kompetensi

1. Membaca
   - Memahami teks sederhana yang diberikan oleh guru dalam bentuk spoof text dalam konteks kehidupan sehari-hari

Kompetensi Dasar

1.1 Merespon makna dalam text fungsional pendek berbentuk spoof text secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari
2.1. Mengungkapkan makna dalam bentuk narrative text secara akurat, lancar, dan berterima.

3.1 mengungkapkan makna dan langkah-langkah retorika spoof text secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari

**Indikator**

1. Memahami fungsi text berbentuk spoof text
2. Membaca text esai berbentuk spoof text
3. Mengungkapkan makna teks sederhana berbentuk spoof text

**A. Tujuan Pembelajaran**

I. Setelah mempelajari materi ini peserta didik diharapkan dapat:
   1. Memahami fungsi text berbentuk spoof text
   2. Membaca text esai berbentuk spoof text
   3. Mengungkapkan makna teks sederhana berbentuk spoof text

**B. Materi Pembelajaran**

- Spoof Text

  Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

  Generic structure of spoof text

  Spoof text has three parts: there are orientation, events, and twist.

  d) Orientation

   Orientation is introduction of the participant of the story, where it happens and when. By giving the orientation, reader will recognize the story.

  e) Events
Events tell about the chronological of the story. Several events are explored in chronological way which able to arrange the story read nicely.

f) Twist
An unpredictable plot in the end of the story which amuses the reader. The reader event did not predict before that it would be.

Language feature of spoof text
There are some language features of spoof text, which can differentiate with other types of text:

i) Focusing on individual participant
j) Using of material process
k) Using of circumstance of time and place
l) Using of past tense
m) Using of direct speech for the dialog
n) Using action verb: ate, ran, etc.
o) Using adverb of time and place
p) Telling in chronological order

Example of spoof text

Penguin in the Park

Orientation
Once a man was walking in a park when he come across a penguin.

Event
He took him to a policeman and said, “I have just found this penguin. What should I do?” the police man replied, “take him to the zoo.”

The next day the policeman saw the same man in the same park and the man still carrying the penguin with him. The police man was rather surprised and walked up to the man and asked “why are you still carrying that penguin about? Didn’t you take it to the zoo?”

Twist
“I certainly did reply the man.” “And it was a great idea because he really enjoyed it, so today I am taking him to the movies, and the next day I’ll take it to the beach. It’ll be so much fun” said the man.

“Oh my God! You are so stupid. I asked you to take the penguin and give it to the zoo. I didn’t ask to take it to the zoo and had fun there with it.” Policeman said.

Language feature analysis

e) Focusing on certain participants; the man, penguin, and policeman.
f) Using action verb; carry, walk up.
g) Using adverb of time and place; once, in the park
h) Telling in chronological order; chronological order by days, the next day.
C. Metode Pembelajaran/Teknik:
- Diskusi
- Tanya Jawab

D. Langkah-Langkah Pembelajaran

I. KegiatanAwal
- Salam/ Greeting
- Mengecek kehadiran siswa

II. KegiatanInti

1. Eksplorasi
   - Guru bertanya jawab untuk membangun pengetahuan yang diketahui siswa tentang spoof text.
   - Guru memberikan pret-test kepada siswa tentang spoof text.

2. Elaborasi
   - Guru memberikan stimulus kepada siswa berupa materi spoof text, dan guru memberikan penjelasan kepada siswa tentang materi tersebut.
   - Peserta didik diharapkan dapat memahami tentang materi spoof text yang disampaikan oleh guru dengan baik.

3. Konfirmasi
   - Guru bertanya kepada siswa apakah mereka sudah memahami tentang materi yang diberikan.
   - Guru memberikan umpanbalik kepada siswa bahwa mereka sudah memahami materi spoof text.
   - Guru memberikan motivasi kepada siswa yang kurang dan belum memahami tentang spoof text.

III. KegiatanAkhir

- Guru beserta siswa membuat kesimpulan dari hasil belajar tentang spoof text.
- Guru memberikan post test kepada siswa tentang spoof text.

E. Sumber/Bahan/Alat

- Bukuteks yang relevan
- Lembar soal
F. Penilaian

I. Instrumen Penilaian

Pre-test cycle 1

Nama :
Kelas :
Nilai :

Choose one of the best answers!

The text for No.1 to 5

Lions in the small zoo

A young lion came to a small zoo in Europe. In the next cage was a tired, old lion, which did nothing except lie about and sleep. “Lion ought not to be like that!” Young lion said to himself, so he roared at all the visitors and tried to break the bars of the cage.

At three o’clock a man brought a big piece of meat and put it in the old lion’s cage then he put a bag of nuts and two bananas in the young lion’s cage. The young lion was very surprised. “I don’t understand this,” he said to the old lion, “I behave like a real lion while you lie there doing nothing, and look what happens!”

“Well, you see,” said the old lion kindly, “this is a small zoo. They haven’t got enough money for two lions, so in their books you are here as a monkey

1. The writer wants to say that…

A. There were two lions in the zoo
B. The young lion ate nut and banana
C. We must respect the older people
D. There were so many visitors in the zoo
E. The old lion ate a big piece of meat
2. The communicative purpose of the text above is to…
   A. To entertain the readers with story of young lion
   B. To inform the readers about the story of old lion
   C. To describe about the process of the lions in the zoo
   D. To describe about the animals in the zoo.
   E. To persuade the reader to keep the lion at home

3. The young lion was very surprised because …
   A. It doesn’t understand the words
   B. It couldn’t break the bars of the cage
   C. The man fed it a bag of nuts and two bananas
   D. The old lion just did nothing
   E. There were so many people in the zoo

4. What did the man put in the young’s lion cage?
   A. Money and meat
   B. Nuts and bananas
   C. Meat and bananas
   D. Bananas and nut
   E. Nuts and money

5. I behave like a real lion while you lie there doing nothing
   What is the synonym of the word above?
   A. Act
The text for No. 6 to 9

**Penguin in the park**

Once a man was walking in a park when he came across a penguin. He took him to a policeman and said, "I have just found this penguin. What should I do?"

The policeman replied, "Take him to the Zoo.

The next day the policeman saw the same man in the same park and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked, "Why are you still carrying that penguin about? Didn’t you take it to the zoo?"

“I certainly did,” replied the man.

And it was a great idea because he really enjoyed it, so today I’m taking him to the movies!

6. What did the writer want to say about the story?
   A. We must understand the order clearly before do something
   B. We must go to the park sometime
   C. We should report to the police when found something
   D. We have to take the penguin to the cinema
   E. We could find the penguin in the zoo

7. Who asked the man to take it to the zoo?
   A. The zoo visitors
   B. The policeman
   C. The security
D. The penguin
E. The cinema visitors

8. What type of text is used by the writer?
   A. Descriptive text
   B. Report text
   C. Spoof text
   D. Narrative text
   E. Recount text

9. What is the second paragraph usually called?
   A. Orientation
   B. Events
   C. Twist
   D. Re-orientation
   E. Coda

**The text for No. 10 to 12**

**A Police man and his Whistle**

Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.

We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then.

Seeing the policeman blowing his whistle, Willy asked me at once, “Dad, why is the policeman using a whistle, not a drum?”

Hearing his unexpected question I answered reluctantly, “Because he is not Phil Collins!”
10. What does the text talk about……

A. Willy and his new drum.
B. Phil Collins and his drum.
C. A policeman and his whistle.
D. Willy's drum private teacher.
E. The writer’s five-year old son.

11. From the text above we know that Willy is a/n…… boy.

A. smart 
B. funny 
C. stupid 
D. childish 
E. annoying

12. Which sentence makes the text a funny story ……. 

A. He is very inquisitive. 
B. “Because he is not Phil Collins”.
C. He blew his whistle now and then. 
D. He also likes asking me everything he wants to know. 
E. “Dad, why is the policeman using a whistle not a drum?

The text for No. 13 to 15

Mr. Black and the Young Man

Mr. Black loved shooting bears, but his eyes were not good any more. Several times he nearly shot people instead of bears, so his friends were always very careful when they went out shooting with him.

One day a young friend of his wanted to have a joke, so he got a big piece of white paper and wrote on it in very big letters ‘I AM NOT A BEAR’. Then he tied it to his back and went off. His friends saw it and laughed a lot.

But it did not save him. After a few minutes Mr. Black shot him and knocked his hat off.

The young man was frightened and angry. “Didn’t you see this piece of paper?” he shouted to Mr. Black. “Yes, I did, said Mr. Black. Then he went nearer, looked carefully at the paper and said, “Oh. I am very sorry. I did not see the word NOT.

13. Why the young man angry with Mr. Black?

A. Mr. Black shot him
B. Mr. Black saves him
C. He got a joke
D. Mr. Black eyes not good
E. Mr. Black shooting Bears

14. Mr Black’s hobby is …..
   A. shooting
   B. writing
   C. climbing
   D. shouting
   E. traveling

15. Mr Black’s eyes are …..
   A. Normal to see
   B. Not normal to see anymore
   C. Still nice to see
   D. Not needed to operate
   E. As clear as the young man

**Answer the question!**

**Kasbit and the Doctor**

Kasbit was not feeling well. So, he wanted to see the doctor. The doctor asked him a lot of questions and wrote Kasbit’s answers down.

“What do you eat in the morning?” he asked him.

“Eggs, bread, butter, jam and coffee.” Kasbit replied.

“And what do you have for lunch?” the doctor asked.

“Meat or fish and bread.” Kasbit replied.
“And what do you have in the evening?” the doctor continued.

“Eggs and bread sir.”

Then the doctor said “eat some fruit every day, and eat all skin of fruits. The skin is very good for your health. Most of the vitamins of the fruit are found in the skin. Now what fruit do you like best?”

Kasbit was not happy and finally answered “coconut, sir!”

Answer the questions!

1. Why did Kasbit want to see the doctor?
2. What did the doctor suggest Kasbit should do?
3. Can you find something funny from the text? What is this?
4. Find some sentences in the form of direct speech?
5. What is the organization of text used by the writer?

Post-test cycle 1

Nama:

Kelas:

Nilai:

Text for No.1 to 8
Once, a man was walking in a park when he came across a penguin. He took him to a policeman and said, “I have just found this penguin. What should I do?” The policeman replied, “take him to the zoo”

The next day the policeman saw the same in the same park, and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked. “Why are you still carrying that penguin about? Didn’t you take t to the zoo?” ‘I certainly did,’ replied the man.

“And it was a great idea because he really enjoyed it, so today I’m taking him to the movies!”

1. The text above belongs to…..
   A. spoof  
   B. recount  
   C. report  
   D. news item  
   E. narrative

2. Where did the man find the penguin?
   A. in a zoo  
   B. in a park  
   C. in a movie theatre  
   D. in a police station  
   E. at his home

3. Where did the man take the penguin for the first time?
   A. to a park  
   B. to a police station  
   C. to a zoo  
   D. to a movie theatre  
   E. to a policeman

4. What do you think of the text?
   A. It's wonderful  
   B. It’s frightened  
   C. It’s interesting
D. It’s funny
E. It’s crazy

5. Does the man do the police advice?
   A. Yes, but it is as what the policeman meant
   B. No, but it is as what the policeman meant
   C. Yes, but it is not what the policeman meant
   D. No, but it is not what the policeman meant
   E. Yes, and it is as what the policeman meant

6. Why was the man still carrying the penguin the next day?
   Because….
   A. he would take the penguin to the zoo again
   B. he enjoyed bringing the penguin everyday
   C. he found that the penguin enjoyed the zoo
   D. he misinterpreted to what the police said
   E. he found another penguin in the park

7. “And it was a great idea because he really enjoyed it, so today I’m taking him to the movies!” This part of the text is called….
   A. twist
   B. event
   C. coda
   D. orientation
   E. re-orientation

8. The purpose of the text is…..
   A. to retell events for the purpose of informing
   B. to describe the way things are
   C. to persuade reader that something is the case
   D. to present two different points of view
   E. to retell an event with a humorous twist

The text for No.9 to 15

A Young Lady

A pretty, well-dressed young lady stopped a taxi in a big square, and said to the driver, ‘Do you see that young man at the other side of this square?’
'Yes,' said the taxi-driver. The young man was standing outside a restaurant and looking impatiently at his watch every few seconds.

'Take me over there,' said the young lady.

There were a lot of cars and buses and trucks in the square, so the taxi-driver asked, 'Are you afraid to cross the street?'

'Oh, no' said the young lady. 'But I have been forty five minutes late. I said that I would meet that young man for lunch at one o'clock, and it is now a quarter to two. If I arrive in a taxi, it will seem as if I have tried not to be too late.

9. Where did she go to?
   A. Big square
   B. Restaurant
   C. Other side of the square
   D. Meet young man
   E. Other side of the street

10. Whom did she want to meet?
    A. A young man
    B. Taxi drive
    C. Her friend
    D. Her boy friend
    E. Her family

11. Where was this person?
    A. In the restaurant
    B. In other street
    C. In other side of restaurant
    D. In the big square
    E. In the home

12. How long had the man been waiting for the lady?
    A. 15 minutes
    B. 25 minutes
    C. 30 minutes
    D. 45 minutes
    E. One hours

13. What did she meet the man for?
A. Meeting
B. Discussion
C. Coffee break
D. Lunch
E. Dinner

14. What time should the lady meet the young man?

A. One o’clock
B. Two o’clock
C. Quarter to two
D. Three o’clock
E. Four o’clock

15. “….looking impatiently at his watch every few seconds.”

The word ‘impatiently’ means…
A. Dengansabar
B. Tampaksabar
C. Sangatsabar
D. Tidaksabar
E. Dengantidaksabar

Answer the question!

The text for No.1 to 5

The Lion in the Small Zoo

A young lion came to a small zoo in Europe. In the next cage was a tired, old lion, which did nothing except lie about and sleep. “Lion ought not to be like that!” Young lion said to himself, so he roared at all the visitors and tried to break the bars of the cage.

At three o’clock a man brought a big piece of meat and put it in the old lion’s cage then he put a bag of nuts and two bananas in the young lion’s cage. The young lion was very surprised. “I don’t understand this,” he said to the old lion, “I behave like a real lion while you lie there doing nothing, and look what happens!”

“Well, you see,” said the old lion kindly, “this is a small zoo. They haven’t got enough money for two lions, so in their books you are here as a monkey
1. The writer wants to say that…
2. The communicative purpose of the text above is to…
3. The young lion was very surprised because …
4. Can you find something funny from the text? What is this?

5. Find some sentences in the form of time connectives!

Pre-test cycle 2

Nama:

Kelas :

Nilai :

Text for No.1 to 6

The Blonde and the Lawyer
A blonde and a lawyer are seated next to each other on a flight from LA to NY. The lawyer asks if she would like to play a fun game. The blonde, tired, just wants to take a nap, politely declines and rolls over to the window to catch a few winks. The lawyer persists and explains that the game is easy and a lot of fun. He explains, "I ask you a question, and if you don't know the answer, you pay me $5.00, and vise versa." Again, she declines and tries to get some sleep. The lawyer, now agitated, says, "Okay, if you don't know the answer you pay me $5.00, and if I don't know the answer, I will pay you $500.00." This catches the blonde's attention and, figuring there will be no end to this torment unless she plays, agrees to the game. The lawyer asks the first question. "What's the distance from the earth to the moon?" The blonde doesn't say a word, reaches into her purse, pulls out a $5.00 bill and hands it to the lawyer. "Okay" says the lawyer, "your turn." She asks the lawyer, "What goes up a hill with three legs and comes down with four legs?" The lawyer, puzzled, takes out his laptop computer and searches all his references, no answer. He taps into the air phone with his modem and searches the net and the library of congress, no answer. Frustrated, he sends e-mails to all his friends and coworkers, to no avail. After an hour, he wakes the blonde, and hands her $500.00. The blonde says, "Thank you", and turns back to get some more sleep. The lawyer, who is more than a little miffed, wakes the blonde and asks, "Well, what's the answer?" Without a word, the blonde reaches into her purse, hands the lawyer $5.00, and goes back to sleep.

1. The story tells us about …
   A. A lawyer who played a game with a blonde.
   B. A lawyer who played a game with a blonde.
   C. A lawyer who bet on something with a blonde.
   D. A blonde who was tricked by a lawyer.
   E. A blonde who lost her money.

2. What did the lawyer want to play with the blonde?
   A. hide and seek
   B. chicken limbo
   C. jump rope
   D. guessing game
   E. scrabble

3. What was the rule of the game finally?
A. If the blonde could not answer the lawyer’s question, she paid him $5.00, and vise versa.
B. If the blonde could not answer the question, she should pay $5.00. If the lawyer could not answer her question, he should pay $500.00.
C. If the blonde could not answer the lawyer’s question, she paid him $500.00, and vise versa.
D. If the blonde could not answer the lawyer’s question, she paid him $500.00. If the lawyer could not answer her question, he paid her $5.00.
E. If the lawyer could not answer her question, he paid her $500.00. If the blonde could not answer his question, she did not have to pay him.

4. How much money did the blonde benefit from the game?

A. $5.00  B. $50.00  C. $500.00  D. $510.00  E. $490.00

5. Who was cleverer, the blonde or the lawyer?

A. the blonde  B. the lawyer  C. none of them was clever  D. Both were clever  E. They were the same

6. The word “miffed” in the last paragraph has the similar meaning to…

A. shy  B. happy  C. generous  D. doubt  E. angry

Text for No.7 to 10

Mrs. Brown’s Grandfather

Mrs. Brown’s old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half twelve for his lunch.

But one morning a police car stopped outside Mrs. Brown’s house at twelve o’clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, “The poor old gentlemen lost his way in the park and
telephoned us for help, so we sent a car to bring him home.” Mrs. Brown was very surprised, but she thanked the policemen and they left.

“But, Grandfather,” she then said, “you have been to that park nearly every day for twenty years. How did you lose your way there?” The old man smiled, closed one eye and said, “I didn’t quite lose my way. I just got tired and I didn’t want to walk home!”

7. Why did Mrs. Brown’s grandfather pretend his way?
   A. Wanted to be sent to his granddaughters house
   B. Wanted to get on a police car
   C. Didn’t want to return home by taking a walk
   D. Didn’t like staying in the park
   E. Never took a walk in the park

8. How many persons lived in Mrs. Brown’s house?
   A. Two
   B. Three
   C. Four
   D. Five
   E. Six

9. What time Mrs. Brown’s grandfather come home for lunch?
   A. At half twelve
   B. At twelve o’clock
   C. At half eleven
   D. Quarter to one
   E. Quarter to twelve

10. Who needed the police’s help?
Mr. Lion was lying asleep when he was suddenly awaked by a mouse running over his face. The little mouse was being chased by a wild cat. “How dare you!” he roared, and raised his paw to kill the mouse. “Please, Sir,” begged Miss Mouse, “let me go, and one day I may do something for you in return. “You help me! Ha…. Ha…. Laughed Mr. Lion, but he let her go.

One day Mr. Lion was caught in a net spread by hunters. “I can’t get out!” he roared angrily. “But I can help you,” said a tiny voice. Then Miss Mouse nibbled and gnawed the ropes until the lion was free. “There”, she said proudly, “if you had not let me go, I would not have found a way to help you. “Yes, you should thank her, Mr. Lion. She has saved your live, “said a monkey who was sitting on a branch of a tree.

11. Who was caught in a net?

A. A cat
B. A lion
C. A mouse
D. A hunter
E. A monkey

12. According to the text, which of the following is TRUE?

A. Mr. Lion was not lying asleep
B. The mouse cannot help Mr. Lion
C. Miss Mouse was awakened by Mr. Lion
D. Miss Mouse was caught in a net spread by hunters
E. Mr. Lion was awaked because a mouse running over his face

13. Why did the mouse run over the lion’s face? Because….
   A. She was chased by a wild cat
   B. She was not afraid of the lion
   C. She wanted to wake up the lion
   D. She hoped the lion would help her
   E. She expected the lion would kill the cat

14. The main idea of paragraph two is?
   A. A monkey helped Mr. Lion
   B. Mr. Lion caught Miss Mouse
   C. Miss Mouse helped release Mr. Lion
   D. Mr. Lion was trapped by the hunters
   E. The hunters were caught in a net

15. “Please, Sir,” begged Miss Mouse, “let me go, and…..

   The synonym of ‘begged’ is …. 
   A. Require
   B. Conjuring
   C. Demand
   D. Prevent
   E. Help

Answer the question!

Two Blind Pilots

Two blind pilots both are wearing dark glasses, one is using a guide dog, and the other is tapping his way along the aisle with a cane. People laugh
nervously as the men enter the cockpit, and then the engines start up. The passengers begin looking around nervously to see if this is just a practical joke.

The plane moves faster and faster down the runway and the people sitting in the window seats realize they’re headed straight for the water at the edge of the airport. As it begins to look as though the plane will go into the water, people start to scream.

At that moment, the plane lifts smoothly into the air. The passengers relax and laugh a little, and soon all start to relax. In the cockpit, one of the bling pilots turns to the other and says, “You know, Bob, one of these days, they’re going to scream too late and we’re all going to die.”

1. What do the pilots bring on the plane with them?
2. How do the pilots know when to lift off?
3. In the beginning, do the passengers think the pilots are joking?
4. Are the pilots really blind?
5. Find some sentences in the form of time connectives, action verb, and direct speech!

Post-test cycle 2
Nama :
Kelas :
Nilai :

Questions 1 to 6 are according to this text

The Zoo Job Story

One day a clown was visiting the zoo and attempted to earn some money by making a street performance. He acted and mimed perfectly some animal acts. As soon as he started to drive a crowd, a zoo keeper grabbed him and dragged him into his office. The zoo keeper explained to the clown that the zoo's most popular gorilla had died suddenly and the keeper was fear that attendance at the
zoo would fall off. So he offered the clown a job to dress up as the gorilla until the zoo could get another one. The clown accepted this great opportunity. So the next morning the clown put on the gorilla suit and entered the cage before the crowd came. He felt that it was a great job. He could sleep all he wanted, played and made fun of people and he drove bigger crowds than he ever did as a clown. He pretended the gorilla successfully.

However, eventually the crowds were tired of him for just swinging on tires. He began to notice that the people were paying more attention to the lion in the next cage. Not wanting to lose the attention of his audience, he decided to make a spectacular performance. He climbed to the top of his cage, crawled across a partition, and dangled from the top to the lion's cage. Of course, this made the lion furious, but the crowd people loved it. At the end of the day the zoo keeper came and gave him a raise for being such a good attraction. Well, this went on for some time, he kept taunting the lion, the audience crowd grew a larger, and his salary kept going up. Then one terrible day happened. When he was dangling over the furious lion, he slipped and fell into the lion cage. The clown was really in big terrible situation. He was terrified.

Sooner the lion gathered itself and prepared to pounce. The clown was so scared. He could do nothing and he began to run round and round the cage with the lion close and closer behind. Finally, the lion could catch him. The clown started screaming and yelling, "Help me, help me!", but the lion was quick and pounces. The clown soon found himself flat on his back looking up at the angry lion and suddenly he heard a voice from the lion’s mouth;“Shut up you idiot! Do you want to get us both fired?”.

1. What the zookeeper do seeing the clown started to drive a crowd ?
   A. He throw a net and catch him
   B. He give the clown some tip
   C. He grabbed the clown and dropped it to his office
   D. The clown run away from zoo
   E. The clown is closing to the zookeeper

2. What is the Clown’s new job ?
   A. Attract guitar skills to the visitors
   B. Do some attraction with gorilla suits
   C. Mime some animal acts
   D. Cleaning services
   E. He didn’t have a new job yet
3. What happened with the Clown when he taught the lion?
   A. He mock the lion
   B. He throw a meat to the lion
   C. He sing a song
   D. He was slip into lion’s cage
   E. He perform a gorilla scrawl

4. What is the mainly function of text?
   A. To entertain and storied an unpredictable ending
   B. To share an information about something
   C. To advertise or selling something
   D. To tell about the procedures to do something
   E. To inform a news

5. What is the general structure of the text?
   A. Orientation – Events - Twist
   B. Orientation – Issue - Twist
   C. Resolution – Steps - Arguments
   D. Twist – Orientation - Steps
   E. Orientation – Arguments – Twist

6. According to you, which is the “Twist” paragraph part in the text above?
   A. Paragraph 1
   B. Paragraph 2
   C. Paragraph 3
   D. Paragraph 1 and 2
   E. None

Questions 7 to 10 are according to this text

What time is it?

A tramp lie down and sleep in the park. He had been sleeping for about 5 minutes when a couple walked by. The man stopped, woke the tramp up, and asked him, "Excuse me. Do you know what the time is?" The tramp replied, "I'm sorry - I don't have a
watch, so I don't know the time."
The man apologized for waking the tramp and the couple walked away.

The tramp lay down again, and after a few minutes went back to sleep. Just then, a woman, who was out walking her dog, shook the tramp's shoulder until he woke up again.
The woman said, "I'm sorry to trouble you, but I'm afraid I've lost my watch - do you happen to know the time?" The tramp was a little annoyed at being woken up again, but he politely told the woman that he didn't have a watch and didn't know the time.

After the woman had gone, the tramp had an idea.
He opened the bag that contained all his possessions and got out a pen, a piece of paper and some string. On the paper, he wrote down, 'I do not have a watch. I do not know the time'.
He then hung the paper round his neck and eventually dropped off again.

After about 15 minutes, a policeman who was walking through the park noticed the tramp asleep on the bench, and the sign around his neck.
He woke the tramp up and said, "I read your sign. I thought you'd like to know that it's 2:30 p.m."

7. Why the tramp don't know about the time ?
   A. Because he has an amnesia
   B. Because he didn’t have any watch
   C. Because he still tired
   D. Because he was disturbed by the couple
   E. Because he hate the couple

8. What is the tramp’s idea after the woman had gone from his sight ?
   A. He sleep again
   B. The tramp chase that woman
   C. He write a sign in a paper and hung it down
   D. He tries to find his watch
   E. He didn’t have any idea

9. What was the police told to the tramp after he saw the sign ?
   A. The police told the tramp the time.
   B. The tramp woke up and he run away.
C. The police giving him a watch
D. The police woke the tramp up and steal the sign
E. The police bring him to the watch shop.

10. From the following statements, which one is TRUE according to the text?
A. The couple woke the tramp up and mock him
B. The tramp get angry after the woman asked him
C. The tramp is sleeping in the park for 1 hour
D. The police came and told the tramp that the time is 2:30 p.m.
E. The tramp open the bag and take a small pillow.

Questions 11 to 15 are according to this text

The Lion in Love

A Lion once fell in love with a beautiful girl and proposed marriage to her parents. The old people did not know what to say. They did not like to give their daughter to the Lion, but they did not wish to make the King of Beasts angry. At last the father said.

“We feel highly honoured by your Majesty’s proposal, but you see our daughter is a tender young thing, and we fear that in the enthusiasm of your affection you might possibly do her some injury. Might I suggest that your Majesty should have your claws removed, and your teeth extracted, then we would gladly consider your proposal again.”

The Lion was so much in love that he had his claws trimmed and his big teeth taken out. But when he came again to the parents of the young girl they simply laughed in his face, and force him do anything because they were no longer afraid of him.

11. Why did the Lion have his claws removed, and his teeth extracted?
A. To shows his strength as the King of Beast
B. To satisfy the young girl’s parents
C. To make him look so funny
D. To get attention from the girl’s family
E. To proof his love toward the young girl

12. “…. But you see our daughter is a tender you thing.” (paragraph 2)
A. Gentle
B. Smooth
C. Silky
D. Rough
E. Violent

13. What is the moral teaching of the text?
A. Never trust any woman
B. Please everyone in your life
C. Sincerity gives happy ending
D. Love is sacrifice
E. Love is blind

14. The following statements are true according to the text, EXCEPT….
   A. The Lion was the King of Beast
   B. The Lion had his claws removed willingly
   C. The girl’s parents were afraid of the Lion at first
   D. The girl’s parents finally agreed with the Lion’s proposal
   E. The lion was so much in love that he did anything they wanted

15. When he was **dangling** over the furious lion…
   The means of **dangling** is ….
   A. Membayangkan
   B. Memikirkan
   C. Memimpikan
   D. Mengabaikan
   E. Melupakan

**Answer the question!**

**What Time is It?**

A homeless man laid down to sleep in the park. He had been sleeping for about five minutes, when a couple walked by. The man stopped, woke up the homeless man, and asked him, “Excuse me. Do you know what time it is?” the homeless man replied, “I’m sorry - I don’t have a watch, so I don’t know the time.” The man apologized for waking the homeless man and the couple walked away.

The homeless man laid down again, and after a few minutes, went back to sleep. Just then, a woman, who was out walking her dog, shook the man’s shoulder until he woke up again. The woman said, “I’m sorry to trouble you, but I’m afraid I’ve lost my watch. Do you happen to know the time?” The homeless man was a little annoyed at being woken up again, but he politely told the woman that he didn’t have a watch and didn’t know the time.

After the woman had done, the homeless man had an idea. He opened the bag that contained all his possessions and got out a pen, a piece of paper and
some string. On the paper he wrote down, ‘I do not have a watch. I do now know the time.’ He then hung the paper around his neck and eventually fell back asleep. After about 15 minutes, a policeman who was walking through the park, noticed the man asleep on the bench and the sign around his neck. He woke up the homeless man and said, “I read your sign. I thought you’d like to know that it’s 2:30 p.m.”

1. What was the homeless man’s idea?
2. How many people asked the man what time it was?
3. But he politely told the woman that he didn’t have a watch and didn’t know the time. (Paragraph 2). The antonym of politely is ….. 
4. What the language feature of this story?
5. What is the twist?

II. Pedoman Penilaian

Pilihan Ganda

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# Essay

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Penilaian : Jumlahskorperolehanskormaksimal x 100

Mengetahui, Magelang, 13 Januari 2015

Guru Mapel

Guru Mapel

Kepala sekolah

Herlina Bayu P. S.Pd.I
NIP.

Drs. H. M. Mansyur Asnawi, MSI
NIP.19550606 197903 1 006
Yth. Sari Faniulursih, M.A.

Assalamualaikum wr.wb.

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

Nama : Muthoharoh
NIM : 11310999
Jurusan : Tarbiyah
Judul Skripsi : THE EFFECTIVENESS OF USING KWL (KNOW, WHAT, LEARNED) TECHNIQUE ON SPOOF TEXT TO INCREASE READING COMPREHENSION OF THE ELEVEN GRADE IN SMA MUHAMMADIYAH (PLUS) SALATIGA inj the academic year 2014/2015.

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

[Namakan Signature]

[NIP: 19670112 199203 1 005]
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp. (0298) 323706 Fax 323433 Salatiga 50731
Website : www.stainsalatiga.ac.id E-mail : adminstrasis@stainsalatiga.ac.id

Nomor : Sti.24/K-1/TL.00/397/2014
Lamp : Proposal Penelitian.
Hal : Izin Penelitian

14 November 2014

Kepada
Yth. Kepala MAN Model Kota Magelang
Di Magelang

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : Muthoharoh
NIM : 11310099
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (THI)

Dalam rangka penyelisihan studi Program S.1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang ditambil adalah

THE EFFECTIVENESS OF USING KWL (KNOW, WHAT, LEARNED) TECHNIQUE ON SPOOF TEXT TO INCREASE READING COMPREHENSION OF THE TWELFTH GRADE STUDENTS IN MAN MODEL KOTA MAGELANG IN THE ACADEMIC YEAR OF 2014/2015

Dengan Pembimbing : Sari Funtulansih, M.A.
Asisten Pembimbing :

Untuk penyelisihan Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MAN Model Kota Magelang, mulai tanggal 15 November 2014 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

[Signature]
[Name: Agus Waluyo, M.Ag.]
[NIP: 19750211 200003 1 001]

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Muthoharoh

**NIM:** 113 100 99

**Pembimbing:** Sari Fardawiyah S.Bi., M.A

**Judul:** The Effectiveness Using KWL (Know, Want, Learn) Technique On Speed Text To Increase The Students In Reading Comprehension

**Cmprehension of The Eleventh Grade Students In SMA Muhammady Al-Akbar In The Academic Year Of 2014/2015**

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**Catatan:**

Setiap konsultasi lembar ini harus dibawa

**Pembimbing:**
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Muthoharoh  
**NIM:** 13 100 99  
**Bimbing:** Sari Famlarasih, PA S.Pd. I, M.A

**Module:** The Effectiveness Using KWL (Know, Want, Learn, Learned) Technique on Spoof Text to Increase the Students in Reading Comprehension of the Tenth Grade Students in MAN 1 Kedungwungso in the Academic Year of 2014/2015

<table>
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**Catatan:** Konsultasi Lembar ini harus dibawa

**Pembimbing:**
KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI
Jl. Sunan Bonang No. 17 Telp/fax (0293) 352928 PO. Box 141 Kotak Pos 56101
MAGELANG

SURAT KETERANGAN PENELITIAN
NOMOR : Ma.11.17/PP.00.6/036/2015

Surat ini ditanda tangan dibawah ini:

- Drs. H.M. Manshur Asnawi, MSI
  - 195506061979031006
- Gol Ruang: Pembina Utama Muda (IV/e)
- Kepala MAN Magelang

Saya menghargai baik bahwa...

- MUTHOHRAROH
  - 11310099
- Nama: Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
- Tarbiyah
- Studi: Tadris Bahasa Inggris (TBI)

...benar-benar telah melaksanakan Penelitian guna memperoleh data atau keterangan dan bahan
...perlukan di MAN 1 Kabupaten Magelang mulai tanggal 15 November 2014 s.d. selesai dengan

EFFECTIVENESS OF USING KWL (KNOW, WHAT, LEARNED) TECHNIQUE ON SPOOF
TO INCREASE READING COMPREHENSION OF THE TWELFTH GRADE STUDENT IN
MODEL KABUPATEN MAGELANG IN THE ACADEMIC YEAR OF 2014/2015

Keterangan ini dibuat dengan sesungguhnya, untuk dipergunakan sebagaimana mestinya.

Dibuat di : Magelang
Pada tanggal : 10 Januari 2015

Kepala

Drs. H.M. Manshur Asnawi, MSI
- 195506061979031006