

# APPENDICES

## I

List of Students

Lesson Plan Cycle 1

The result of observation checklist in Cycle 1

The result of questionnaire checklist in Cycle 1

The result of test in Cycle 1

**DAFTAR SISWA KELAS VII SMP MUHAMMADIYAH 1 PONOROGO  
TAHUN PELAJARAN 2015/2016**

NO	NIS	NAMA	JK
1	8903	AMARIA AQIMULHAQ	P
2	8905	ALIYA EMANIAR ANJANI	P
3	8906	AMALIYAH SAFIRA	P
4	8907	ANANDA PUTRA TRIYUDA	L
5	8908	ANGGA BAGUS PRASETYO	L
6	8909	ANWAR SAPUTRO	L
7	8910	ARFIAN RIDHO PRAYOGA	L
8	8911	BERLIAN SUCI VIRAYANTI	P
9	8912	BINTANG PURBASAKTI	L
10	8913	DODI AGUNG SETIYA BUDI	L
11	8914	DURGA MUKTI SAPUTRA	L
12	8915	DWI NURYANA	P
13	8916	ENY ERNAWATI	P
14	8917	FARIZ ADIBI	L
15	8918	FENNY FITRIA FEBRY	P
16	8919	FIDO WIDI ANTORO	L
17	8920	INDAH PUTRI MELDIYANI	P
18	8921	KRISNA RIZAL DUTA DARMAWAN	L
19	8922	NIMAS AYU SETYANI	P
20	8923	NUR MUHAMMAD CAHYA S. W.	L
21	8925	RELA AMALLYA	P
22	8926	RETNO AYUNINGTYAS SUYADI	P
23	8927	RISKA NURLAELA	P
24	8929	ROHMAH HAMIDAH	P
25	8930	SALSABILA AMELIA	P
26	8933	YOGI PRATAMA	L
27	8934	RAFIO SADANI	L
28	8939	DINA NUR FITRIANA	P

## **RENCANA PELAKSANAAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS**

Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas / semester	: VIII / 1
Skill	: Reading
Jenis teks	: Narrative Text
Waktu	: 4 X 45 Menit
Jumlah Pertemuan	: 2 kali pertemuan

### **Standar Kompetensi**

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

### **Kompetensi Dasar**

1.1 Membaca teks fungsional dan essai pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang benar yang berkaitan dengan lingkungan sekitar

### **Sub Kompetensi Dasar**

1.1.1 Membaca teks fungsional dan essai pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang benar yang berkaitan dengan lingkungan sekitar

### **Indikator**

- 1.1.1 Membaca teks berbentuk narrative
- 1.1.2 Menyebutkan informasi dalam text narrative
- 1.1.3 Menemukan main idea dalam text narrative
- 1.1.4 Menemukan arti kata-kata sulit dalam text narrative
- 1.1.5 Menemukan makna kata secara kontekstual
- 1.1.6 Menjawab pertanyaan tentang isi teks narrative

### **Tujuan Pembelajaran**

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:

- 1.1.1 Menyebutkan informasi tersurat dalam text narrative
- 1.1.2 Menemukan main idea dalam text narrative
- 1.1.3 Menemukan arti kata-kata sulit dalam text narrative
- 1.1.4 Menemukan makna kata secara kontekstual
- 1.1.5 Menjawab pertanyaan tentang isi teks narrative

## Materi Pembelajaran

### NARRATIVE

- Narrative is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.
- A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- The narrative text short story is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.
- Generic Structure of narrative text:
  - Orientation : When and where the story happened and introduce the participants of the story
  - Complication : Tells the beginning of the problems which lead to the crisis ( climax ) of the main participant
  - Resolution : The problem ( the crisis ) is resolve, either in happy ending or sad ending
  - Re-orientation : This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

### Example

#### The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

### Model Pembelajaran

Context Clues Strategy.

### Kegiatan Pembelajaran Pertemuan I

NO	TAHAPAN		AKTIVITAS		WAKTU
			GURU	SISWA	
1		Kegiatan Awal	<ol style="list-style-type: none"> <li>1. Salam dan mengecek kehadiran peserta didik</li> <li>2. Melakukan perkenalan</li> <li>3. Menyampaikan tujuan pembelajaran</li> </ol>	<ol style="list-style-type: none"> <li>1. Menjawab salam dari guru</li> <li>2. Melakukan perkenalan singkat</li> <li>3. Mendengarkan penjelasan guru dengan seksama</li> </ol>	10 menit
2		Kegiatan Inti	<ol style="list-style-type: none"> <li>4. Menyampaikan fokus pembelajaran tentang teks narrative</li> <li>5. Memberi pertanyaan siswa sejauh mana pengetahuan mereka tentang materi yang akan diajarkan.</li> <li>6. Membagikan teks narrative dan siswa membaca teks yang telah diberikan</li> <li>7. Siswa membentuk beberapa kelompok</li> </ol>	<ol style="list-style-type: none"> <li>4. Memperhatikan penjelasan guru</li> <li>5. Menjawab pertanyaan guru</li> <li>6. Siswa membaca teks narrative.</li> <li>7. Siswa membentuk kelompok</li> </ol>	25 menit
		ELABOR	<ol style="list-style-type: none"> <li>8. Siswa di dalam kelompok bersamam-sama menemukan kata-kata sulit yang ada di dalam teks sesuai waktu</li> </ol>	<ol style="list-style-type: none"> <li>8. Siswa menemukan kata-kata sulit di dalam teks</li> </ol>	

A T I O N		<p>yang telah ditentukan</p> <p>9. Siswa menyusun kata-kata sulit tadi menjadi daftar kosakata .</p> <p>10. Setiap kelompok mencari arti, sinonim, dan antonim dari kata-kata sulit tadi didalam kamus atau sumber lain</p> <p>11. Setiap siswa dikelompokkan menghafalkan kosakata yang telah dibuat dengan menuliskan setiap kosakata diselembur kertas dan menghafalkannya secara bergantian</p> <p>12. Siswa memahami dan mengidentifikasi teks narrative berdasar strategi yang diterapkan</p> <p>13. Siswa menjawab pertanyaan-pertanyaan yang berdasarkan teks</p>	<p>9. Siswa menyusun daftar kosakata</p> <p>10. Siswa mencari arti, sinonim, dan antonym dari kata sulit tersebut</p> <p>11. Siswa menghafal kosakata</p> <p>12. Siswa memahami teks</p> <p>13. Siswa menjawab soal</p>	45 menit
C O N F I R M A T		<p>14. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami</p> <p>15. Menyimpulkan materi yang telah</p>	<p>14. Bertanya tentang hal – hal yang belum dipahami</p> <p>15. Memperhatikan penjelasan guru</p>	10 menit

	I O N		dibahas		
3		Kegiatan Akhir	16. Menutup dengan salam	16. Menjawab salam	

### Kegiatan Pembelajaran Pertemuan II

N O	TAHAPAN	AKTIVITAS		WAKTU
		GURU	SISWA	
1	Kegiatan Awal	1. Salam dan mengecek kehadiran peserta didik 2. Melakukan perkenalan 3. Menyampaikan tujuan pembelajaran	1. Menjawab salam dari guru 2. Melakukan perkenalan singkat 3. Mendengarkan penjelasan guru dengan seksama	10 menit
2	Kegiatan Inti  E X P L O R A T I O N	4. Menyampaikan fokus pembelajaran tentang teks narrative 5. Memberi pertanyaan siswa sejauh mana pengetahuan mereka tentang materi yang akan diajarkan. 6. Membagikan teks narrative dan siswa membaca teks yang telah diberikan 7. Siswa membentuk beberapa	4. Memperhatikan penjelasan guru 5. Menjawab pertanyaan guru 6. Siswa membaca teks narrative. 7. Siswa membentuk kelompok	25 menit

			kelompok		
	E L A B O R A T I O N		<p>8. Siswa di dalam kelompok bersam-sama menemukan kata-kata sulit yang ada di dalam teks sesuai waktu yang telah ditentukan</p> <p>9. Siswa menyusun kata-kata sulit tadi menjadi daftar kosakata .</p> <p>10. Setiap kelompok mencari arti, sinonim, dan antonim dari kata-kata sulit tadi didalam kamus atau sumber lain</p> <p>11. Setiap siswa dikelompok menghafalkan kosakata yang telah dibuat dengan menuliskan setiap kosakata diselembar kertas dan menghafalkannya secara bergantian</p> <p>12. Siswa memahami dan mengidentifikasi teks narrative berdasar strategi yang diterapkan</p> <p>13. Siswa menjawab pertanyaan-pertanyaan yang berdasarkan teks</p>	<p>8. Siswa menemukan kata-kata sulit di dalam teks</p> <p>9. Siswa menyusun daftar kosakata</p> <p>10. Siswa mencari arti, sinonim, dan antonym dari kata sulit tersebut</p> <p>11. Siswa menghafal kosakata</p> <p>12. Siswa memahami teks</p>	



				13. Siswa menjawab soal	
	C O N F I R M A T I O N		14. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami 15. Menyimpulkan materi yang telah dibahas	14. Bertanya tentang hal – hal yang belum dipahami  15. Memperhatikan penjelasan guru	10 menit
3		Kegiatan Akhir	16. Test 17. Menutup dengan salam	16 Menjawab soal 17 Menjawab salam	45 menit

#### Sumber Belajar

- LKS kelas VIII
- Buku paket Bahasa Inggris
- [www.belajarbahasainggris.us](http://www.belajarbahasainggris.us)

#### Media

- Print Out materi pembelajaran
- Print Out teks

#### PEDOMAN PENILAIAN

1. Teknik Penilaian : Tes
  2. Bentuk Instrument: Penilaian tes tulis berbentuk essay
- Untuk rubrik penilaian reading teks narrative sebagai berikut:

Skor maksimal = 10

Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$

Skor maksimal

=  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$

Tes penilaian essay:

KRITERIA	SKOR
Jawaban benar , tata bahasa benar	5
Jawaban benar, tata Bahasa kurang benar	4
Jawaban kurang benar , tata Bahasa benar	3
Jawaban kurang benar, tata Bahasa kuarng benar	2
Jawaban salah, tata Bahasa salah	1

Skor maksimal =  $10 \times 5 = 50$

Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$

$$= \frac{\text{Skor perolehan}}{50} \times 100 = \dots$$

50

## LAMPIRAN

1. Instrumen penilaian lengkap dengan soal dan jawaban.

Mengetahui,  
Guru Bahasa Inggris

Ponorogo, Agustus 2015  
Peneliti

Haryono, S.Pd, M.Pd

Taufik Pribadi

## LAMPIRAN

### Instrumen Penilaian

#### Test

#### Painting the Wall

One morning, one of the Witch's friends came over to visit. When she looked around the room, she said "your house is ugly. My house is more beautiful than yours, and the walls are brighter. The Witch was very angry when she heard this and she shouted, "Get out of my house! And don't ever come back here! "

After her friend left, the Witch looked around her house and she said to herself, "My friend was right. My house looks ugly and the paint is faded. I have to repaint it. "Then, she went to the shop and bought a can of paint. After lunch, she started to paint, and she worked very carefully. In the afternoon she finished the lower part her house. When she wanted to start painting the upper part she found out that she couldn't reach it. Then she got an idea, "I will use my magic broom!" she shouted, "Broom, oh my broom, turn into a paint brush and paint my walls.

Suddenly the broom turned into a paint brush and it started to paint the upper walls. It worked very fast, and in ten minutes all the job was done. The Witch was very happy.

#### *Answer the questions below based on the text!*

1. What is the kind of the text?
2. Who is Witch?
3. Who came to the Witch's house?
4. What is the Witch's friend said after come over to visit and look around her house. . . . .
5. What was Witch felt when she heard her friends talk about her house?
6. When did Witch get an Idea?
7. How did Witch shout and call her Magic Broom?
8. How long Witch and her Broom painting the wall?
9. What was Witch felt after she saw her house?
10. What do you think about this story? According to yourself . . . . .

#### *Answer Key*

1. The text is narrative text
2. Witch is has house
3. Witch's friend
4. Your house is ugly
5. Wich felt very angry
6. Witch get idea when she wanted to start painting the upper part she found out that she couldn't reach it
7. Broom, oh my broom, turn into a paint brush and paint my walls.
8. Ten minutes
9. Very happy

10. Example : The story is good

Kriteria Penilaian

KRITERIA	SKOR
Jawaban benar , tata bahasa benar	5
Jawaban benar, tata Bahasa kurang benar	4
Jawaban kurang benar , tata Bahasa benar	3
Jawaban kurang benar, tata Bahasa kuarng benar	2
Jawaban salah, tata Bahasa salah	1

$$\text{Skor maksimal} = 10 \times 5 = 50$$

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$$

$$= \frac{\text{Skor perolehan}}{50} \times 100 = \dots$$

50

### OBSERVATION CHECKLIST 1

No	Indicators	Category/Score			
		R/1	S/2	O/3	A/4
1	The students' interaction with the teacher.				
2	The students are active in teaching reading process.				
3	The students ask the teacher about the lesson material.				
4	The students pay attention when the teacher explains lesson material.				
5	The students are interested in teaching reading using Context Clues Strategy.				
6	The students can finish task on time.				
	<b>Total</b>		<b>4</b>	<b>2</b>	
	<b>Score</b>		<b>8</b>	<b>6</b>	

### DATA OF QUESTIONNAIRE IN CYCLE 1

NO	STUDENTS' CODE	QUESTIONNAIRE						
		1	2	3	4	5	6	7
1	AMA	S	S	SS	SS	SS	SS	SS
2	AEA	S	S	S	S	S	S	S
3	AS	S	SS	SS	SS	SS	SS	SS
4	APT	S	S	S	S	S	S	S
5	ABP	TS	TS	S	TS	TS	TS	S
6	AP	S	S	S	S	S	S	S
7	ARP	S	S	S	TS	S	TS	TS
8	BSV	SS	SS	S	SS	SS	S	SS
9	BP	S	S	S	TS	S	TS	SS
10	DAE	S	S	S	S	S	S	S
11	DMA	S	S	S	TS	S	S	TS
12	DN	S	SS	SS	SS	SS	SS	S
13	FA	S	S	S	S	S	S	S
14	FFF	SS	SS	SS	SS	SS	SS	SS
15	FWA	TS	TS	TS	TS	TS	S	S
16	IPM	S	S	S	SS	SS	SS	SS
17	KRDR	S	S	S	S	S	S	S
18	NAS	S	S	S	S	SS	S	SS
19	NMC	S	S	S	S	S	S	S
20	RA	S	S	S	S	S	S	S
21	RAS	S	SS	S	SS	SS	SS	SS
22	RN	S	S	SS	S	S	S	S
23	RH	s	s	s	s	s	s	S
24	SA	S	SS	S	SS	SS	S	SS
25	YP	S	S	TS	S	S	S	S
26	RS	S	S	S	TS	S	TS	SS
27	DNF	S	S	SS	S	S	S	S
	<b>TOTAL</b>							
	<b>SS</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>10</b>
	<b>S</b>	<b>23</b>	<b>19</b>	<b>19</b>	<b>13</b>	<b>16</b>	<b>17</b>	<b>15</b>
	<b>TS</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>2</b>
	<b>STS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### THE RESULT OF QUESIONAIRE IN CYCLE 1

QUESTIONNAIRE	ANSWER								total	max	%
	SS	4	S	3	TS	2	STS	1			
1	3	12	22	66	2	4	0	0	82	108	76
2	5	20	21	63	1	2	0	0	85	108	78
3	5	20	15	45	7	14	0	0	79	108	73
4	12	48	8	24	7	14	0	0	86	108	79.6
5	11	44	10	30	6	12	0	0	86	108	79.6
6	7	28	13	39	7	14	0	0	81	108	75
7	12	48	13	39	2	4	0	0	91	108	84
TOTAL PERCENTAGE									590	756	78

**DATA OF READING TEST RESULT IN CYCLE 1**

<b>NO</b>	<b>STUDENTS' CODE</b>	<b>SCORE</b>	<b>CLASIFICATION</b>	<b>NOTE</b>
1	AMA	88	A	Tuntas
2	AEA	90	A	Tuntas
3	AS	84	A	Tuntas
4	APT	50	D	TDK
5	ABP	66	C	TDK
6	AP	68	C	TDK
7	ARP	70	B	Tuntas
8	BSV	84	A	Tuntas
9	BP	90	A	Tuntas
10	DAE	68	C	TDK
11	DMA	60	C	TDK
12	DN	82	A	Tuntas
13	FA	68	C	TDK
14	FFF	96	A	Tuntas
15	FWA	72	B	Tuntas
16	IPM	90	A	Tuntas
17	KRDR	70	B	Tuntas
18	NAS	88	A	Tuntas
19	NMC	60	C	TDK
20	RA	90	A	Tuntas
21	RAS	72	B	Tuntas
22	RN	94	A	Tuntas
23	RH			
24	SA	70	B	TDK
25	YP	70	B	Tuntas
26	RS	92	A	Tuntas
27	DNF	70	B	Tuntas
	<b>Total</b>	2002		
	<b>Average</b>	77.70		



### THE RESULT OF STUDENT' SCORE IN CYCLE 1

SCORE	CLASIFICATION	SUM OF STUDENTS	PERCENTAGE
85-100	A	13	48.15
75-84	B	6	22.22
65-74	C	6	22.22
50-64	D	1	3.70
0-49	E	0	0

$$\begin{aligned} \text{Average} &= \frac{\text{amount of students which reach of KKM}}{\text{all of students}} \times 100\% \\ &= \frac{19 \times 100\%}{26} \\ &= 73\% \end{aligned}$$

# APPENDICES

## II

Lesson Plan Cycle 2

The result of observation checklist in Cycle 2

The result of questionnaire checklist in Cycle 2

The result of test in Cycle 2

## **RENCANA PELAKSANAAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS**

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### **Kompetensi Dasar**

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### **Sub Kompetensi Dasar**

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### **Indikator**

- 1.1.7 Membaca teks berbentuk narrative
- 1.1.8 Menyebutkan informasi dalam text narrative
- 1.1.9 Menemukan main idea dalam text narrative
- 1.1.10 Menemukan arti kata-kata sulit dalam text narrative
- 1.1.11 Menemukan makna kata secara kontekstual
- 1.1.12 Menjawab pertanyaan tentang isi teks narrative

### **Tujuan Pembelajaran**

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- 1.1.6 Menyebutkan informasi tersurat dalam text narrative
- 1.1.7 Menemukan main idea dalam text narrative
- 1.1.8 Menemukan arti kata-kata sulit dalam text narrative
- 1.1.9 Menemukan makna kata secara kontekstual
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- Narrative is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.
- A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
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  - Complication : Tells the beginning of the problems which lead to the crisis ( climax ) of the main participant
  - Resolution : The problem ( the crisis ) is resolve, either in happy ending or sad ending
  - Re-orientation : This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

### Example

#### The town mouse and the country mouse

Once upon a time there was a mouse living in a country. He had a cousin who lived in town. One day, he invited him to come to his home. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Soon, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. "Good-bye, Cousin,"

said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and ale in fear."

### Model Pembelajaran

Context Clues Strategy.

### Kegiatan Pembelajaran Pertemuan I

NO	TAHAPAN		AKTIVITAS		WAKTU
			GURU	SISWA	
1		Kegiatan Awal	17. Salam dan mengecek kehadiran peserta didik 18. Melakukan perkenalan 19. Menyampaikan tujuan pembelajaran	17. Menjawab salam dari guru 18. Melakukan perkenalan singkat 19. Mendengarkan penjelasan guru dengan seksama	10 menit
2		Kegiatan Inti	20. Menyampaikan fokus pembelajaran tentang teks narrative 21. Memberi pertanyaan siswa sejauh mana pengetahuan mereka tentang materi yang akan diajarkan. 22. Membagikan teks narrative dan siswa membaca teks yang telah diberikan 23. Siswa membentuk beberapa kelompok	20. Memperhatikan penjelasan guru 21. Menjawab pertanyaan guru 22. Siswa membaca teks narrative. 23. Siswa membentuk kelompok	25 menit
	E		24. Siswa di dalam kelompok	24. Siswa menemukan	

L A B O R A T I O N		<p>bersamam-sama menemukan kata-kata sulit yang ada di dalam teks sesuai waktu yang telah ditentukan</p> <p>25. Siswa menyusun kata-kata sulit tadi menjadi daftar kosakata .</p> <p>26. Setiap kelompok mencari arti, sinonim, dan antonim dari kata-kata sulit tadi didalam kamus atau sumber lain</p> <p>27. Setiap siswa dikelompokkan menghafalkan kosakata yang telah dibuat dengan menuliskan setiap kosakata diselembar kertas dan menghafalkannya secara bergantian</p> <p>28. Siswa memahami dan mengidentifikasi teks narrative berdasar strategi yang diterapkan</p> <p>29. Siswa menjawab pertanyaan-pertanyaan yang berdasarkan teks</p>	<p>kata-kata sulit di dalam teks</p> <p>25. Siswa menyusun daftar kosakata</p> <p>26. Siswa mencari arti, sinonim, dan antonym dari kata sulit tersebut</p> <p>27. Siswa menghafal kosakata</p> <p>28. Siswa memahami teks</p> <p>29. Siswa menjawab soal</p>	<p>45 menit</p>
C O N F		<p>30. Memberikan kesempatan kepada siswa untuk bertanya</p>	<p>30. Bertanya tentang hal – hal yang belum dipahami</p>	<p>10 menit</p>

	I R M A T I O N		tentang hal – hal yang belum di pahami 31. Menyimpulkan materi yang telah dibahas	31. Memperhatikan penjelasan guru	
3		Kegiatan Akhir	32. Menutup dengan salam	32. Menjawab salam	

### Kegiatan Pembelajaran Pertemuan II

N O	TAHAPAN	AKTIVITAS		WAKTU
		GURU	SISWA	
1	Kegiatan Awal	18. Salam dan mengecek kehadiran peserta didik 19. Melakukan perkenalan 20. Menyampaikan tujuan pembelajaran	16. Menjawab salam dari guru 17. Melakukan perkenalan singkat 18. Mendengarkan penjelasan guru dengan seksama	10 menit
2	Kegiatan Inti  E X P L O R A T I O N	19. Menyampaikan fokus pembelajaran tentang teks narrative 20. Memberi pertanyaan siswa sejauh mana pengetahuan mereka tentang materi yang akan diajarkan. 21. Membagikan teks narrative dan siswa membaca	21. Memperhatikan penjelasan guru 22. Menjawab pertanyaan guru 23. Siswa membaca teks	25 menit

			<p>teks yang telah diberikan</p> <p>22. Siswa membentuk beberapa kelompok</p>	<p>narrative.</p> <p>24. Siswa membentuk kelompok</p>	
	E L A B O R A T I O N		<p>25. Siswa di dalam kelompok bersamam-sama menemukan kata-kata sulit yang ada di dalam teks sesuai waktu yang telah ditentukan</p> <p>26. Siswa menyusun kata-kata sulit tadi menjadi daftar kosakata .</p> <p>27. Setiap kelompok mencari arti, sinonim, dan antonim dari kata-kata sulit tadi didalam kamus atau sumber lain</p> <p>28. Setiap siswa dikelompok menghafalkan kosakata yang telah dibuat dengan menuliskan setiap kosakata diselembar kertas dan menghafalkannya secara bergantian</p> <p>29. Siswa memahami dan mengidentifikasi teks narrative berdasrkan strategi yang</p>	<p>23. Siswa menemukan kata-kata sulit di dalam teks</p> <p>24. Siswa menyusun daftar kosakata</p> <p>25. Siswa mencari arti, sinonim, dan antonym dari kata sulit tersebut</p> <p>26. Siswa menghafal kosakata</p> <p>27. Siswa memahami teks</p>	



			diterapkan 30. Siswa menjawab pertanyaan-pertanyaan yang berdasarkan teks	28. Siswa menjawab soal	
	C O N F I R M A T I O N		29. Memberikan kesempatan kepada siswa untuk bertanya tentang hal – hal yang belum di pahami 30. Menyimpulkan materi yang telah dibahas	31. Bertanya tentang hal – hal yang belum dipahami  32. Memperhatikan penjelasan guru	10 menit
3		Kegiatan Akhir	33. Test 34. Menutup dengan salam	18 Menjawab soal 19 Menjawab salam	45 menit

#### Sumber Belajar

- LKS kelas VIII
- Buku paket Bahasa Inggris
- [www.belajarbahasainggris.us](http://www.belajarbahasainggris.us)

#### Media

- Print Out materi pembelajaran
- Print Out teks

#### PEDOMAN PENILAIAN

3. Teknik Penilaian : Tes
  4. Bentuk Instrument: Penilaian tes tulis berbentuk essay
- Untuk rubrik penilaian reading teks narrative sebagai berikut:

Skor maksimal = 10

Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$

Skor maksimal  
=  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$

Tes penilaian essay:

KRITERIA	SKOR
Jawaban benar , tata bahasa benar	5
Jawaban benar, tata Bahasa kurang benar	4
Jawaban kurang benar , tata Bahasa benar	3
Jawaban kurang benar, tata Bahasa kuarng benar	2
Jawaban salah, tata Bahasa salah	1

Skor maksimal =  $10 \times 5 = 50$

Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$

Skor maksimal  
=  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$

50

## LAMPIRAN

2. Instrumen penilaian lengkap dengan soal dan jawaban.

Mengetahui,  
Guru Bahasa Inggris

Ponorogo, Agustus 2015

Peneliti

Haryono, S.Pd, M.Pd

Taufik Pribadi

## LAMPIRAN

### Instrumen Penilaian

#### Test

#### Romeo and Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then went to Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was sad. She asked friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her "dead" in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so shocked that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

#### Answer the questions below based on the text above!

1. Who was Tybalt?
2. Where did Romeo and Juliet live?
3. Where did they meet?
4. Why were they not able to see in the open?
5. Who was Mercutio?
6. Why did Romeo kill himself?
7. Why did Juliet killed herself too?
8. What happened to the two families after this tragedy?
9. "They married in secret with the help of a priest, Friar Laurence, and Juliet's maid." (paragraph 1 line 2). What does the word 'they' refer to?

10. What moral value can you take from the story?

**The Answer Key**

1. Tybalt is Juliet's cousin
2. Romeo and Juliet live in Verona
3. They meet at party
4. They not able to see in the open because their families were enemies
5. Marcuito is friend of Romeo
6. Romeo kill himself ecause he thought Juliet was dead.
7. Juliet kill herself because she saw Romeo lying dead beside her
8. The Copulets and the Montagues agreed to stop fighting and live in peace together
9. Romeo and Juliet
10. Contoh jawaban: miscommunication can lead to tragedy.

**Kriteria Penilaian**

KRITERIA	SKOR
Jawaban benar , tata bahasa benar	5
Jawaban benar, tata Bahasa kurang benar	4
Jawaban kurang benar , tata Bahasa benar	3
Jawaban kurang benar, tata Bahasa kuarng benar	2
Jawaban salah, tata Bahasa salah	1

$$\text{Skor maksimal} = 10 \times 5 = 50$$

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$$

$$\begin{aligned} &= \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots \end{aligned}$$

50

## OBSERVATION CHECKLIST 2

No	Indicators	Category/Score			
		R/1	S/2	O/3	A/4
1	The students' interaction with the teacher.				
2	The students are active in teaching reading process.				
3	The students ask the teacher about the lesson material.				
4	The students pay attention when the teacher explains lesson material.				
5	The students are interested in teaching reading using Context Clues Strategy.				
6	The students can finish task on time.				
	<b>Total</b>			<b>5</b>	<b>1</b>
	<b>Score</b>			<b>15</b>	<b>4</b>

## DATA OF QUESTIONNAIRE IN CYCLE 2

NO	STUDENTS' CODE	QUESTIONNAIRE						
		1	2	3	4	5	6	7
1	AMA	S	S	SS	SS	SS	S	SS
2	AEA	SS	S	S	SS	SS	S	SS
3	AS	S	SS	S	SS	SS	SS	SS
4	APT	S	S	TS	TS	S	TS	S
5	ABP	TS	TS	TS	TS	TS	S	S
6	AP	S	S	S	S	S	S	S
7	ARP	S	S	S	TS	S	TS	TS
8	BSV	SS	S	SS	SS	S	SS	SS
9	BP	S	S	TS	TS	TS	TS	S
10	DAE	S	S	S	S	S	S	S
11	DMA	S	S	TS	TS	TS	TS	S
12	DN	S	SS	S	SS	SS	SS	SS
13	FA	S	S	S	TS	S	TS	S
14	FFF	SS	SS	SS	SS	SS	SS	SS
15	FWA	TS	S	TS	S	TS	S	TS
16	IPM	S	S	S	SS	SS	S	SS
17	KRDR	S	S	S	S	S	S	S
18	NAS	S	S	S	SS	SS	S	SS
19	NMC	S	S	S	S	S	S	S
20	RA	S	S	S	SS	SS	S	SS
21	RAS	S	SS	S	SS	S	S	S
22	RN	S	S	S	SS	SS	SS	SS
23	RH	S	S	SS	S	SS	SS	SS
24	SA	S	SS	S	SS	SS	SS	SS
25	YP	S	S	TS	S	TS	TS	S
26	RS	S	S	TS	TS	TS	TS	S
27	DNF	S	S	SS	S	S	S	S
	<b>TOTAL</b>							
	<b>SS</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>12</b>	<b>11</b>	<b>7</b>	<b>12</b>
	<b>S</b>	<b>22</b>	<b>21</b>	<b>15</b>	<b>8</b>	<b>10</b>	<b>13</b>	<b>13</b>
	<b>TS</b>	<b>2</b>	<b>1</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>2</b>
	<b>STS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### THE RESULT OF QUESTIONAIRE IN CYCLE 2

QUESTIONAIRE	ANSWER								TOTAL	MAX	%
	SS	4	S	3	TS	2	STS	1			
1	2	8	23	69	2	4	0	0	81	108	75
2	6	24	19	57	2	4	0	0	85	108	78.7
3	6	24	19	57	2	4	0	0	85	108	78.7
4	8	32	13	39	6	12	0	0	83	108	76.8
5	9	36	16	48	2	4	0	0	88	108	81.4
6	6	24	17	51	4	8	0	0	89	108	82.4
7	10	40	15	45	2	4	0	0	89	108	82.4
TOTAL PERCENTAGE									600	756	79.4

### DATA OF READING TEST RESULT IN CYCLE 2

NO	STUDENTS' CODE	SCORE	CLASIFICATION	NOTE
1	AMA	94	A	Tuntas
2	AEA	86	A	Tuntas
3	AS	90	A	Tuntas
4	APT	80	B	Tuntas
5	ABP	80	B	Tuntas
6	AP	80	B	Tuntas
7	ARP	90	A	Tuntas
8	BSV	98	A	Tuntas
9	BP	80	B	Tuntas
10	DAE	80	B	Tuntas
11	DMA	90	A	Tuntas
12	DN	92	A	Tuntas
13	FA	80	B	Tuntas
14	FFF	90	A	Tuntas
15	FWA	80	B	Tuntas
16	IPM	92	A	Tuntas
17	KRDR	80	B	Tuntas
18	NAS	84	B	Tuntas
19	NMC	80	B	Tuntas
20	RA	84	B	Tuntas
21	RAS	80	B	Tuntas
22	RN	80	B	Tuntas
23	RH			
24	SA	84	B	Tuntas
25	YP	80	B	Tuntas
26	RS	80	B	Tuntas
27	DNF	94	A	Tuntas
	<b>Total</b>	2208		
	<b>Average</b>	84.92		



## THE RESULT OF STUDENTS' SCORE IN CYCLE 2

SCORE	CLASIFICATION	SUM OF STUDENTS	PERCENTAGE
85-100	A	10	37.04
75-84	B	16	59.26
65-74	C	0	0.00
50-64	D	0	0.00
0-49	E	0	0

$$\begin{aligned}\text{Average} &= \frac{\text{amount of students which reach of KKM}}{\text{all of students}} \times 100\% \\ &= \frac{26 \times 100\%}{26} \\ &= 100\%\end{aligned}$$

# APPENDICES

## III

Documentation

## DOCUMENTATION

The researcher and the students discuss about the material



The students discuss the material with their group



The researcher and the students make a conclusion after the teaching process

