APPENDICES

1. Observation checklist result
2. Result of test item (cycle 1)
3. Result of test item (cycle 2)
4. Questionaire of cycle 2
5. Field notes
6. Lesson Plan (RPP)
7. Reading test cycle 1
8. Reading test cycle 2
9. Surat keterangan penelitian
10. Students’ paper work (cycle 1)
11. Students’ paper work (cycle 2)
OBSERVATION
CHECK LIST
## OBSERVATION CHECK LIST
### IMPROVING READING ABILITY THROUGH CONTEXTUAL GUESSING MEANING TECHNIQUE

<table>
<thead>
<tr>
<th>School Name</th>
<th>MTs Dipo Kerti</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Year</td>
<td>2014/2015</td>
</tr>
<tr>
<td>Class/Year</td>
<td>2/1</td>
</tr>
<tr>
<td>Material Lesson</td>
<td>Narrative Text</td>
</tr>
<tr>
<td>Cycle</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Participation</th>
<th>Attention</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4  3  2  1</td>
<td>4  3  2  1</td>
<td>4  3  2  1</td>
</tr>
<tr>
<td>DYIS</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>AP</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>VK</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>EDK</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>EYS</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SRH</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>A</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>RS</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>LCD</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>MN</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>AR</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>FW</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SA</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SH</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SL</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SPL</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>W</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>AF</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>NH</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>NM</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>DM</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAK</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>DS</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>MW</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>RA</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>RF</td>
<td></td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>YH</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>SN</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

**Note:**
4: Very Good
3: Good
2: Enough
1: Not Enough

Ponorogo, 07-09-2015
Collaborator

Diyah Fauziana, S.Pd.I
**OBSERVATION CHECK LIST**  
**IMPROVING READING ABILITY THROUGH CONTEXTUAL GUESSING MEANING TECHNIQUE**

School Name : MTs Dipo Kerti  
Lesson Year : 2014/2015  
Class/Year : 2/1  
Material Lesson : Narrative Text  
Cycle : 1

<table>
<thead>
<tr>
<th>Name</th>
<th>Participation</th>
<th>Attention</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>DYIS</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>AP</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>VK</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>EDK</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>EYS</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SRH</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>A</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>RS</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>LCD</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>MN</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>AR</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>FW</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SA</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SH</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SL</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SPL</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>W</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>AF</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>NH</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>NM</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>DM</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>NAK</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>DS</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>MW</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>RA</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>RF</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>YH</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>SN</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

Note:
4: Very Good
3: Good
2: Enough
1: Not Enough

Ponorogo, 14-09-2015
Collaborator

Diyah Fauziana, S.Pd.I
# APPENDIX 1

**OBSERVATION CHECKLIST RESULT**

<table>
<thead>
<tr>
<th>NO</th>
<th>Nama</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Participation</td>
</tr>
<tr>
<td>1</td>
<td>DYIS</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>VK</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>EDK</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>EYS</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>SRH</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>RS</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>LCD</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>MN</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>AR</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>FW</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>SA</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>SH</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>SL</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>SPL</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>W</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>AF</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>NH</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>NM</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>DM</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>NAK</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>DS</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>MW</td>
<td>2</td>
</tr>
<tr>
<td>25</td>
<td>RA</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>RF</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>YH</td>
<td>3</td>
</tr>
<tr>
<td>28</td>
<td>SN</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>50%</td>
</tr>
</tbody>
</table>
APPENDIX2

RESULT OF TEST ITEM CYCLE 1

<table>
<thead>
<tr>
<th>NO</th>
<th>Name</th>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AP</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>DYIS</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>EN</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>VK</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>EYS</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>EDK</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>SRH</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>MN</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>9</td>
<td>RS</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>10</td>
<td>LCD</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>12</td>
<td>AR</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>13</td>
<td>SH</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>14</td>
<td>SA</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>15</td>
<td>FW</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>16</td>
<td>SL</td>
<td>65</td>
<td>C</td>
</tr>
<tr>
<td>17</td>
<td>AF</td>
<td>65</td>
<td>C</td>
</tr>
<tr>
<td>18</td>
<td>W</td>
<td>65</td>
<td>C</td>
</tr>
<tr>
<td>19</td>
<td>SPL</td>
<td>60</td>
<td>C</td>
</tr>
<tr>
<td>20</td>
<td>NH</td>
<td>60</td>
<td>C</td>
</tr>
<tr>
<td>21</td>
<td>NAK</td>
<td>60</td>
<td>C</td>
</tr>
<tr>
<td>22</td>
<td>DM</td>
<td>60</td>
<td>C</td>
</tr>
<tr>
<td>23</td>
<td>NM</td>
<td>55</td>
<td>D</td>
</tr>
<tr>
<td>24</td>
<td>DS</td>
<td>55</td>
<td>D</td>
</tr>
<tr>
<td>25</td>
<td>MW</td>
<td>55</td>
<td>D</td>
</tr>
<tr>
<td>26</td>
<td>SN</td>
<td>50</td>
<td>D</td>
</tr>
<tr>
<td>27</td>
<td>RF</td>
<td>50</td>
<td>D</td>
</tr>
<tr>
<td>28</td>
<td>YH</td>
<td>50</td>
<td>D</td>
</tr>
<tr>
<td>29</td>
<td>RA</td>
<td>50</td>
<td>D</td>
</tr>
</tbody>
</table>
APPENDIX 3

RESULT OF TEST ITEM CYCLE 2

<table>
<thead>
<tr>
<th>NO</th>
<th>Name</th>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DYIS</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td>95</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>EN</td>
<td>95</td>
<td>A</td>
</tr>
<tr>
<td>4</td>
<td>VK</td>
<td>90</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>EDK</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>EYS</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>SRH</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>9</td>
<td>RS</td>
<td>85</td>
<td>A</td>
</tr>
<tr>
<td>10</td>
<td>LCD</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>11</td>
<td>MN</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>12</td>
<td>AR</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>13</td>
<td>FW</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>14</td>
<td>SA</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>15</td>
<td>SH</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>16</td>
<td>SL</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>17</td>
<td>SPL</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>18</td>
<td>W</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>19</td>
<td>AF</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>20</td>
<td>NH</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>21</td>
<td>NM</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>22</td>
<td>DM</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>23</td>
<td>NAK</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>24</td>
<td>DS</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>25</td>
<td>MW</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>26</td>
<td>RA</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>27</td>
<td>RF</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>28</td>
<td>YH</td>
<td>70</td>
<td>B</td>
</tr>
<tr>
<td>29</td>
<td>SN</td>
<td>70</td>
<td>B</td>
</tr>
</tbody>
</table>

The number of students who got score based on its classification, the data were presented below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Classification</th>
<th>(\sum) Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>A/Extremely Good</td>
<td>14</td>
<td>48.28%</td>
</tr>
<tr>
<td>70-79</td>
<td>B/Good</td>
<td>15</td>
<td>51.72%</td>
</tr>
<tr>
<td>60-69</td>
<td>C/Fair</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>50-59</td>
<td>D/Low</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0-49</td>
<td>Eextremely low</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
## APPENDIX 4

### QUESTIONNAIRE OF CYCLE 2

<table>
<thead>
<tr>
<th>NO</th>
<th>Nama</th>
<th>Activity</th>
<th>Participation</th>
<th>Attention</th>
<th>Enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DYIS</td>
<td></td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td></td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>VK</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>EDK</td>
<td></td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>EYS</td>
<td></td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>SRH</td>
<td></td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>RS</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>LCD</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>MN</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>AR</td>
<td></td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>FW</td>
<td></td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>SA</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>SH</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>SL</td>
<td></td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>SPL</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>W</td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>AF</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>NH</td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>NM</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>DM</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>22</td>
<td>NAK</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>DS</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>MW</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>RA</td>
<td></td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>RF</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>27</td>
<td>YH</td>
<td></td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>28</td>
<td>SN</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>77</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Maximum</td>
<td></td>
<td>116</td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td></td>
<td>66,04%</td>
<td>65,51%</td>
<td>67,24%</td>
</tr>
</tbody>
</table>

**Note:**

Percentage criteria of score:

- **A**: Very Good
  - >65: Very active
- **B**: Good
  - 51%-65%: Active
- **C**: Enough
  - 36%-50%: Less active
- **D**: Not enough
  - >36%: Not active
Name: Ahmad Panji

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
Name: Dafa Y.I.S

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   e. Sangat tertarik
   f. Tertarik
   g. Kurang tertarik
   h. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
d. Tidak senang

5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
d. Tidak senang

5. Apakah anda setuju jika suatu saat guru mengguanakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
Name: Saiful Arifin

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
Name: Shulendra

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
d. Tidak senang

5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
QUESTIONNAIRE

CYCLE 2
Name: Ahmad Panji

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
Name: Dafa Y.I.S

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
d. Tidak senang

5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
Name: Emilia Yunita Sari

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
d. Tidak senang

5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
Name: Saiful Arifin

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
d. Tidak senang

5. Apakah anda setuju jika suatu saat guru menggunakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
Name: Shulendra

1. Apakah kamu tahu metode Contextual Guessing Meaning?
   a. Sangat tahu
   b. Tahu
   c. Kurang tahu
   d. Tidak tahu

2. Apakah Contextual Guessing Meaning dapat membuat anda termotivasi untuk memahami bacaan di saat pelajaran membaca?
   a. Sangat termotivasi
   b. Termotivasi
   c. Kurang termotivasi
   d. Tidak termotivasi

3. Apakah Contextual Guessing Meaning membuat anda tertarik mengikuti pelajaran bahasa Inggris khususnya reading?
   a. Sangat tertarik
   b. Tertarik
   c. Kurang tertarik
   d. Tidak tertarik

4. Apakah anda senang mengikuti kegiatan membaca melalui Contextual Guessing Meaning?
   a. Sangat senang
   b. Senang
   c. Kurang senang
d. Tidak senang

5. Apakah anda setuju jika suatu saat guru mengguanakan Contextual Guessing Meaning lagi?
   a. Sangat setuju
   b. Setuju
   c. Kurang setuju
   d. Tidak setuju

6. Apakah Contextual Guessing Meaning memudahkan anda dalam memahami bacaan?
   a. Sangat memudahkan
   b. Mudah
   c. Kurang mudah
   d. Tidak mudah

7. Apakah Contextual Guessing Meaning membantu anda merasa nyaman dalam membaca?
   a. Sangat nyaman
   b. Nyaman
   c. Kurang nyaman
   d. Tidak nyaman
APPENDIX 5
FIELD NOTE

1. Cycle 1

<table>
<thead>
<tr>
<th>First Meeting</th>
<th>1. Most of students look enthusiastic when the researcher taught their class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 07th of September 2015</td>
<td>2. Some of students do not understand about narrative text.</td>
</tr>
<tr>
<td></td>
<td>3. Most of students are wondering about contextual guessing meaning technique.</td>
</tr>
<tr>
<td></td>
<td>4. The students are quite in the first meeting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Meeting</th>
<th>1. Enthusiastic to do the activities are low.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, 11th of September 2015</td>
<td>2. The students look still confused to find information in the text because they do not know the meaning of word in text.</td>
</tr>
<tr>
<td></td>
<td>3. The students are noisy. Mainly it was caused by questions to the researcher about vocabulary in text and they throw dictionary one another so they made noisy in the class.</td>
</tr>
<tr>
<td></td>
<td>4. The students look still confused to find the difficult words using contextual guessing meaning technique.</td>
</tr>
</tbody>
</table>
2. Cycle 2

| Third Meeting | 1. Enthusiastic to do the activities are increasing.  
|               | 2. The students do not confuse to do the activities (step  
|               |   or procedure of contextual guessing meaning  
|               |   technique) anymore.  
|               | 3. The students do not confuse about the difficult words  
|               |   because the researcher have made a series of picture  
|               |   in contextual guessing meaning technique.  
|               | 4. Most of students are very enthusiastic and glad with  
|               |   the activity of guessing the demo of the picture card.  
| Monday, 14th of September 2015 |  

| Fourth Meeting | 1. The class is eager to do the test, and they do not  
|                |   make a noise and ask to the other students about the  
|                |   verb which is used for the sentence anymore.  
|                | 2. The students are glad with the reward given.  
|                | 3. Parting with students  
| Friday, 18th of September 2015 |  

Collaborator

DIYAH FAUZIANA, S.Pd I
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Dipo Kerti

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/I

Aspek/Skill : Reading

Alokasi Waktu : 2 x 45 Menit

Standar Kompetensi : 5. Memahami makna teks fungsional pendek dan essei sederhana berbentuk report, narrative and analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar : 5.2. Merespon makna dan langkah retorika dalam essei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

Indikator

1) Menentukan gagasan pokok dari teks narrative yang dibaca

2) Menceritakan kembali makna kata dalam teks narrative yang dibaca

3) Menyebutkan tokoh-tokoh dalam teks narrative yang dibaca

A. Tujuan Pembelajaran

   Peserta didik dapat:

   1) Menentukan gagasan pokok dari teks narrative yang dibaca

   2) Menceritakan kembali makna kata dalam teks narrative yang dibaca
3) Menyebutkan tokoh-tokoh dalam teks narrative yang dibaca

B. Materi Pembelajaran

Narrative teks adalah suatu cerita di masa lampau

Struktur teks:-  Orientasi adalah pengenalan tokoh

- Komplikasi adalah pengembangan konflik
- Resolusi adalah penyelesaian konflik

Tujuan komunikatif teks adalah menghibur pendengar atau pembaca dengan pengalaman nyata dan khayal. Ciri narrative adalah adanya unsur konflik dan resolusi jumlah masalah atau penyelesaiannya mungkin hanya satu atau lebih.

Contoh teks tulis berbentuk Narrative

**The Legend of Toba Lake**

Once upon a time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughters. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise, the mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth
formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba Lake.

C. Metode Pembelajaran

1. Metode: Contextual Guessing Meaning

D. Langkah-Langkah Kegiatan

a. Kegiatan Awal

1. Memberi Salam
2. Apersepsi dan Motivasi

b. Kegiatan Inti

1. Guru menjelaskan metode membaca Contextual Guessing Meaning Technique
2. Siswa diberi teks yang berbentuk narrative satu persatu
3. Siswa membaca teks narrative dengan menggunakan metode Contextual Guessing Meaning Technique
4. Siswa menentukan gagasan pokok dari teks narrative yang dibaca
5. Siswa menceritakan kembali makna kata dalam teks narrative yang dibaca
6. Siswa menjawab pertanyaan berdasarkan teks narrative yang diberikan
7. Selesai mengerjakan siswa mengumpulkan jawabannya kepada guru
8. Siswa beserta guru membahas bersama-sama berdasarkan jawaban yang benar

c. Kegiatan Akhir
How Do Hawks Hunt Chicks

Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked the hen, “will you marry me?”

The hen loved the bravestrong hawk and wished to marry him. But she said, “I cannot fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together.”

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me, “said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen is so frightened at the rooster’s anger that she threw away the ring immediately.
When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be lying above to catch your children, “said the hawk.

1. What is the story about?
2. Which of these two creatures did the hen like more, the hawk or the rooster? Why?
3. What did the hawk ask the hen after flew down the sky?
4. Why was the hawk angry with hen?
5. Did the hen throw the ring away? Why?
6. Why did the hawk curse the hen?
7. What was his curse?
8. “He became very angry”. The word “He” refers to?
9. Does the story happen in the past time or in the present tense?
10. Does the story end in happy or sad? Why?

b. Kunci Jawaban

1. How do hawks hunt chick
2. The hawk, because the hawk brave and strong
3. The hawk asked the hen “Will you marry me?”
4. because the hen told him the truth
5. Yes, she did, because the hen is so frightened at the rooster’s angry
6. Because the hen didn’t tell hawk earlier
7. The hen always be scratching the earth, and I’ll always be flying above to catch your children.

8. The word ‘he’ refers to Rooster.

9. The story happened in the past time.

10. Sad ending, because the hawk cursed the hen.

b. Pedoman Penilaian

   a. Benar berdasarkan content (10)
   b. Kurang berdasarkan content (5)
   c. Tidak menjawab (0)

c. Rubrik Penilaian

<table>
<thead>
<tr>
<th>NO</th>
<th>URAIAN</th>
<th>SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Setiap jawaban yang benar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Setiap jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Setiap jawaban salah/tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

Ket: Nilai siswa = Skor perolehan x 10
    Skor Maksimal

Ponorogo, 02-08-2010

Mengetahui,

Guru Bahasa Inggris                               Mahasiswa Peneliti

Diyah Fauziana, S.Pd.I                             Arini Zakiyah
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTs Dipo Kerti
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/I
Aspek/Skill : Reading
Alokasi Waktu : 2 x 45 Menit

Standar Kompetensi : 5. Memahami makna teks fungsional pendek dan essei sederhana berbentuk report, narrative and analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar : 5.2. Merespon makna dan langkah retorika dalam essei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

Indikator

4) Menentukan gagasan pokok dari teks narrative yang dibaca
5) Menceritakan kembali makna kata dalam teks narrative yang dibaca
6) Menyebutkan tokoh-tokoh dalam teks narrative yang dibaca

A. Tujuan Pembelajaran

Peserta didik dapat:

4) Menentukan gagasan pokok dari teks narrative yang dibaca
5) Menceritakan kembali makna kata dalam teks narrative yang dibaca
6) Menyebutkan tokoh-tokoh dalam teks narrative yang dibaca

B. Materi Pembelajaran

Narrative teks adalah suatu cerita di masa lampau

Struktur teks:
- Orientasi adalah pengenalan tokoh
- Komplikasi adalah pengembangan konflik
- Resolusi adalah penyelesaian konflik

Tujuan komunikatif teks adalah menghibur pendengar atau pembaca dengan pengalaman nyata dan khayal. Ciri narrative adalah adanya unsur konflik dan resolusi jumlah masalah atau penyelesaiannya mungkin hanya satu atau lebih.

Contoh teks tulis berbentuk Narrative

CINDERELLA

Once upon a time there was a girl called Cinderella. She lived with her step sisters, they were bossy. She had to do all the housework.

Once a day an invitation to the ball came to the family. Her step sisters would not let her go. Cinderella was sad. The step sisters went to the ball without her.

Fortunately, the fairy Godmother came and helped her go to the ball. The prince felt in love with her and then he married her. They lived happily ever after.

C. Metode Pembelajaran

1. Metode: Contextual Guessing Meaning

D. Langkah-Langkah Kegiatan

a. Kegiatan Awal

1. Memberi Salam

2. Apersepsi dan Motivasi
b. Kegiatan Inti

1. Guru menjelaskan metode membaca Contextual Guessing Meaning Technique
2. Siswa diberi teks yang berbentuk narrative satu persatu
3. Siswa membaca teks narrative dengan menggunakan metode Contextual Guessing Meaning Technique
4. Siswa menentukan gagasan pokok dari teks narrative yang dibaca
5. Siswa menceritakan kembali makna kata dalam teks narrative yang dibaca
6. Siswa menjawab pertanyaan berdasarkan teks narrative yang diberikan
7. Selesai mengerjakan siswa mengumpulkan jawabannya kepada guru
8. Siswa beserta guru membahas bersama-sama berdasarkan jawaban yang benar

c. Kegiatan Akhir

4. Menanyakan kesulitan kepada siswa selama KBM
5. Menyimpulkan materi pembelajaran

G. Media dan Sumber Pembelajaran

3. Media Pembelajaran : Teks narrative
4. Sumber Belajar : - English for a better life
                  - www.loccallegend.com

H. Penilaian
I. Read the text, answer the question

WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stolen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat liked the idea. They set off on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quietly into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more.

Then they started home together. Since the cat could scamper straight across the roof-tops, she arrived home well before the dog. She gave her master the ring.

“What a good cat she is!” the man told his wife: “we shall give her plenty to eat and care for her like our own child.”

When, at last, the dog arrived, they were angry with him for not helping. While the dog was cashed out to live outside, the cat just sat there purring and said nothing. The dog was angry with the cat for cheating him out of his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

a. Answer the question based on the text above

1. What is the title of the text above?

2. What is the purpose of the text?
3. How do you know if the text is a narrative?

4. How many actors are the text? Who are they?

5. What is generic structure of the text?

6. Why was the dog angry with the cat?

7. Why did they became poorer and poorer?

8. Who helped the man and his wife solve the problem?

9. Who gave the ring back to the family?

10. What did the cat do to cross the river?

b. Kunci Jawaban

1. The title text above is why the dog and the cat enemis

2. The purpose of the text to entertain the reader and to get information

3. Because the text use past tense

4. Four actors: dog, cat, a man and his wife

5. Orientation, complication1, complication2 and resolution

6. Because the cat just set there purring when the dog was chased out to live outside

7. Because the ring was stolen

8. The cat and the dog

9. Gave the ring back to the family is the cat

10. The dog took her on his back an swam across the river

c. Pedoman Penilaian

a. Benar berdasarkan content (10)

b. Kurang berdasarkan content
c. Tidak menjawab (0)

d. Rubrik Penilaian

<table>
<thead>
<tr>
<th>NO</th>
<th>URAIAN</th>
<th>SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Setiap jawaban yang benar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Setiap jawaban kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Setiap jawaban salah/tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

Ket: Nilai siswa = Skor perolehan \( \times 10 \)

______________________________

Skor Maksimal

Ponorogo, 02-08-2010

Mengetahui,

Guru Bahasa Inggris                  Mahasiswa Peneliti

Diyah Fauziana, S.Pd.I               Arini Zakiyah
READING TEST
CYCLE 1
How Do Hawks Hunt Chicks

Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked the hen, “will you marry me?”

The hen loved the bravestrong hawk and wished to marry him. But she said, “I cannot fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together.”

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me,” said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen is so frightened at the rooster’s anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be lying above to catch your children,” said the hawk.

11. What is the story about?
12. Which of these two creatures did the hen like more, the hawk or the rooster? Why?
13. What did the hawk ask the hen after flew down the sky?
14. Why was the hawk angry with hen?
15. Did the hen throw the ring away? Why?
16. Why did the hawk curse the hen?
17. What was his curse?
18. “He became very angry”. The word “He” refers to?
19. Does the story happen in the past time or in the present tense?
20. Does the story end in happy or sad? Why?
How Do Hawks Hunt Chicks

Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked the hen, “will you marry me?”

The hen loved the bravestrong hawk and wished to marry him. But she said, “I cannot fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together.”

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me, “said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen is so frightened at the rooster’s anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be lying above to catch your children, “said the hawk.

1. What is the story about?
2. Which of these two creatures did the hen like more, the hawk or the rooster? why?
3. What did the hawk ask the hen after flew down the sky?
4. Why was the hawk angry with hen?
5. Did the hen throw the ring away? Why?
6. Why did the hawk curse the hen?
7. What was his curse?
8. “He became very angry”. The word “He” refers to?
9. Does the story happen in the past time or in the present tense?
10. Does the story end in happy or sad? Why?
How Do Hawks Hunt Chicks

Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked the hen, “will you marry me?”

The hen loved the bravestrong hawk and wished to marry him. But she said, “I cannot fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together.”

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me, “said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when he rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen is so frightened at the rooster’s anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be lying above to catch your children, “said the hawk.

1. What is the story about?
2. Which of these two creatures did the hen like more, the hawk or the rooster? Why?
3. What did the hawk ask the hen after flew down the sky?
4. Why was the hawk angry with hen?
5. Did the hen throw the ring away? Why?
6. Why did the hawk curse the hen?
7. What was his curse?
8. “He became very angry”. The word “He” refers to?
9. Does the story happen in the past time or in the present tense?
10. Does the story end in happy or sad? Why?
How Do Hawks Hunt Chicks

Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked the hen, “will you marry me?”

The hen loved the bravestrong hawk and wished to marry him. But she said, “I cannot fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me, “said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen is so frightened at the rooster’s anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be lying above to catch your children, “said the hawk.

1. What is the story about?
2. Which of these two creatures did the hen like more, the hawk or the rooster? why?
3. What did the hawk ask the hen after flying down the sky?
4. Why was the hawk angry with the hen?
5. Did the hen throw the ring away? Why?
6. Why did the hawk curse the hen?
7. What was his curse?
8. “He became very angry”. The word “He” refers to?
9. Does the story happen in the past time or in the present tense?
10. Does the story end in happy or sad? Why?
How Do Hawks Hunt Chicks

Once upon a time, a hawk fell in love with hen. The hawk flew down from the sky and asked the hen, “will you marry me?”

The hen loved the bravestrong hawk and wished to marry him. But she said, “I cannot fly as high as you can. If you give me a time, I may learn to fly as high as you. Then we can fly together.”

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me, “said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. “Throw that ring away at once!” shouted the rooster. The hen is so frightened at the rooster’s anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be lying above to catch your children, “said the hawk.

1. What is the story about?
2. Which of these two creatures did the hen like more, the hawk or the rooster? Why?
3. What did the hawk ask the hen after fly down the sky?
4. Why was the hawk angry with hen?
5. Did the hen throw the ring away? Why?
6. Why did the hawk curse the hen?
7. What was his curse?
8. “He became very angry”. The word “He” refers to?
9. Does the story happen in the past time or in the present tense?
10. Does the story end in happy or sad? Why?
READING TEST

CYCLE 2
WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stollen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat like idea. They set oh on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quitey into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more. Than they started home together. Since the cat could scamper saight across the roof-tops, she arrived home well before the dog. She gave her master the ring.

“What a good cat she is!” the man told his wife: “we shall give her planty to eat and care or her like our own child.”

When, at last, the dog arrived, they were-angry with him for not helping. While the dog was cashed out to live outside, the cat just set there purring and said nothing. The dog was angry with the cat for cheating him out o his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

Answer the question based text above

11. What is the title of the text above?
12. What is the purpose of the text?
13. How do you know if the text is a narrative?
14. How many actors are the text? Who are they?
15. What is generic structure of the text?
16. Why was the dog angry with the cat?
17. Why did they became poorer and poorer?
18. Who helped the man and his wife solve the problem?
19. Who gave the ring back to the family?
20. What did the cat do to cross the river?
WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stolen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat like idea. They set oh on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quitely into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more. Than they started home together. Since the cat could scamper sraight across the roof-tops, she arrived home well before the dog. She gave her master the ring.

“What a good cat she is!” the man told his wife: “we shall give her planty to eat and care or her like our own child.”

When, at last, the dog arrived, they were-angry with him for not helping. While the dog was cashed out to live outside, the cat just set there purring and said nothing. The dog was angry with the cat for cheating him out o his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

Answer the question based text above

1. What is the title of the text above?
2. What is the purpose of the text?
3. How do you know if the text is a narrative?
4. How many actors are the text? Who are they?
5. What is generic structure of the text?
6. Why was the dog angry with the cat?
7. Why did they become poorer and poorer?
8. Who helped the man and his wife solve the problem?
9. Who gave the ring back to the family?
10. What did the cat do to cross the river?
WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stolen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat liked the idea. They set off on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quietly into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more. Then they started home together. Since the cat could scamper straight across the rooftops, she arrived home well before the dog. She gave her master the ring.

“What a good cat she is!” the man told his wife: “we shall give her plenty to eat and care her like our own child.” When, at last, the dog arrived, they were angry with him for not helping. While the dog was cashed out to live outside, the cat just sat there purring and said nothing. The dog was angry with the cat for cheating him out of his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

Answer the question based on the text above:

1. What is the title of the text above?
2. What is the purpose of the text?
3. How do you know if the text is a narrative?
4. How many actors are the text? Who are they?
5. What is the generic structure of the text?
6. Why was the dog angry with the cat?
7. Why did they become poorer and poorer?
8. Who helped the man and his wife solve the problem?
9. Who gave the ring back to the family?
10. What did the cat do to cross the river?
WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stolen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat liked the idea. They set off on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quietly into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more. Then they started home together. Since the cat could scamper straight across the rooftops, she arrived home well before the dog. She gave her master the ring.

“What a good cat she is!” the man told his wife: “we shall give her plenty to eat and care for her like our own child.”

When, at last, the dog arrived, they were angry with him for not helping. While the dog was cashed out to live outside, the cat just sat there purring and said nothing. The dog was angry with the cat for cheating him out of his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

Answer the question based text above

1. What is the title of the text above?
2. What is the purpose of the text?
3. How do you know if the text is a narrative?
4. How many actors are the text? Who are they?
5. What is generic structure of the text?
6. Why was the dog angry with the cat?
7. Why did they become poorer and poorer?
8. Who helped the man and his wife solve the problem?
9. Who gave the ring back to the family?
10. What did the cat do to cross the river?
WHY THE DOG AND CAT ENEMIES

A man and his wife once had a golden ring. This ring had special powers and whoever owned it would always have enough to live in.

One night, the ring was stolen. As soon as it was out of the house, they became poorer and poorer, until they began to starve. Their dog and their cat wondered how they could help. At last, the dog decided to try to get the ring back.

The cat liked the idea. They set off on their journey immediately. The two animals came to a great river, and since the cat could not swim, the dog took her on his back and swam across the river. The cat crept quietly into the house and retrieved the ring. Quickly, the cat returned to the river where the dog was waiting. He carried her across once more. Then they started home together. Since the cat could scamper straight across the rooftop, she arrived home well before the dog. She gave her master the ring.

“What a good cat she is!” the man told his wife: “we shall give her plenty to eat and care for her like our own child.”

When, at last, the dog arrived, they were angry with him for not helping. While the dog was cashed out to live outside, the cat just sat there purring and said nothing. The dog was angry with the cat for cheating him out of his reward. Since then, whenever he saw the cat, he would chase her.

From that day, the dog and the cat have been enemies.

Answer the question based text above

1. What is the title of the text above?
2. What is the purpose of the text?
3. How do you know if the text is a narrative?
4. How many actors are the text? Who are they?
5. What is the generic structure of the text?
6. Why was the dog angry with the cat?
7. Why did they become poorer and poorer?
8. Who helped the man and his wife solve the problem?
9. Who gave the ring back to the family?
10. What did the cat do to cross the river?
PEMERINTAH KABUPATEN PONOROGO  
DINAS PENDIDIKAN  
MTs DIPO KERTI  
Jl. Manggis no. 24 Coper Jetis Ponorogo

SURAT KETERANGAN  
NO: 422/     /405.43.06 / MTs /2015

Berdasarkan surat izin penelitian dari Universitas Muhammadiyah Ponorogonomor 175 / IV-3 / J-3 / III / 2015, kami menerangkan bahwa:

Nama : Arini Zakiyah
Nomor Induk : 13331852
Angkatan : 2006
Jurusan : Pendidikan Bahasa Inggris

Telah melakukan kegiatan pengumpulan data di MTs Dipo Kerti Coper Jetis Ponorogo dan telah dilaksanakan dalam 3 kali pertemuan.

Demikian surat keterangan ini dibuat dan semoga dapat digunakan dengan sebaik-baiknya.

Dikeluarkan di: Coper  
Pada Tanggal : 25 September 2015

Kepala Sekolah

Mahfudz Bonari S.Pd.I