

## Appendix 1

### THE LESSON PLANS

#### *LESSON PLAN CYCLE 1*

Subject	: English Reading
Meeting	: 1
Date/Year	: January 15th/2012 -2013
Grade/Semester	: 3/2
Topic	: Report Text – The Invention of The Telephone
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students are capable of identifying the main idea of report text 2. Students are capable of differentiating the facts in report text and its context in the daily use 3. Students are capable using the connectors of sequence in the report text
Activities	:
1. Pre Teaching (20')	: <ul style="list-style-type: none"><li>• Greetings.</li><li>• Teacher distributes the reading pre test and students do it.</li><li>• Teacher introduces the KWL reading and its chart and gives examples to fill the chart.</li><li>• Teacher explains about the features of report text such as factual information and connectors of sequence.</li></ul>
2. Whilst Teaching (30')	: <ul style="list-style-type: none"><li>• Teacher shows the pictures of telephone and holds question and answer session about telephone.</li><li>• Teacher distributes the K chart and asks students to fill it out with their knowledge about telephone and report text features.</li><li>• Teacher distribute W chart and asks students to fill it out with list of questions about everything that they want to know more about telephone, especially the inventor of the telephone.</li><li>• Teacher asks students to read the passage “The Invention of The Telephone” individually.</li><li>• Teacher discusses the connectors of sequence, factual information and the main idea in the paragraph as the features of report text.</li><li>• Teacher distributes the L chart and students fill it out with the answer of their formulated questions in the W chart previously.</li></ul>
3. Post Teaching (10')	: <ul style="list-style-type: none"><li>• Students do the written reading exercise.</li></ul>

Teaching Aids

- : 1. Pictures of telephone  
2. Report text entitled "The Invention of The Telephone"  
3. KWL chart  
4. Reading Pre Test  
5. Reading exercise

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### **LESSON PLAN CYCLE 1**

Subject	: English Reading
Meeting	: 2
Date/Year	: January 22nd/2012 -2013
Grade/Semester	: 3/2
Topic	: Narrative Text – The Sly Fox
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students comprehend the content of the narrative text. 2. Students are able to identify the narrative text features such as past tenses and order of sequence.
Activities	:
1. Pre Teaching (15')	: <ul style="list-style-type: none"><li>• Greetings.</li><li>• Teacher introduces the narrative text's features such as past tenses and the order of sequence.</li><li>• Teacher gives explanation about fable story.</li></ul>
2. Whilst Teaching (35')	: <ul style="list-style-type: none"><li>• Teacher shows the pictures of forest and fox and teacher holds a class discussion about it, especially about the character of fox.</li><li>• Teacher distributes K chart and asks students to fill it out based on their background knowledge about fox and narrative features.</li><li>• Teacher distributes W chart and students fill it out with list of questions about everything that they want to know further about fox or narrative text.</li><li>• Teacher asks students to read the text "The Sly Fox".</li><li>• Teacher asks some students to retell the story of the text.</li><li>• Teacher distributes L chart and students fill it out with the answer of their formulated questions in the W chart.</li></ul>
3. Post Teaching (10')	: <ul style="list-style-type: none"><li>• Students do the reading quiz.</li></ul>
Teaching Aids	: 1. Pictures of fox and forest 2. Narrative text entitled "The Sly Fox" 3. KWL chart 4. Reading quiz

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### LESSON PLAN CYCLE 1

Subject	: English Reading
Meeting	: 3
Date/Year	: January 29th/2012 -2013
Grade/Semester	: 3/2
Topic	: Narrative Text – The Birthday Party
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students comprehend the content of the narrative text. 2. Students are able to comprehend the features of narrative text like past tenses and the order of sequence.
Activities	:
1. Pre Teaching (15')	:
• Greetings.	
• Teacher reviews the previous meeting of narrative text through guessing game.	
2. Whilst Teaching (35')	
• teacher shows some pictures of birthday cake, candles and party hats.	
• Teacher holds question and answer session about birthday party.	
• Teacher distributes K chart and asks students to fill it out based on their knowledge about birthday party.	
• Teacher distributes W chart and asks students to fill it out with everything that they want to know more about birthday party and narrative text in the form of questions.	
• Teacher asks students to read the text “The Birthday Party”.	
• Students find out the answer of their formulated questions from the text and write it down in L chart.	
3. Post Teaching (10')	
• Students do the reading exercise.	
Teaching Aids	: 1. Pictures of birthday cake, candles and party hats 2. Narrative text entitled “The Birthday Party” 3. KWL chart 4. Reading exercise

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### **LESSON PLAN CYCLE 1**

Subject	: English Reading
Meeting	: 4
Date/Year	: February 5th/2012 -2013
Grade/Semester	: 3/2
Topic	: Report Text – Where Does The Milk Come From?
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students are able to understand the connectors of sequence and its examples. 2. Students are able to find the main idea in the text. 3. Students are able to differentiate the factual information in the text.
Activities	:
1. Pre Teaching (10')	:
• Greetings.	
• Teacher reviews the report text and its features through oral pop quiz.	
2. Whilst Teaching (30')	
• Teacher shows pictures of various kinds of milk.	
• Teacher distributes K chart and asks students to fill it out based on their knowledge about milk and report text.	
• Teacher distributes W chart and asks students to fill it out with any kinds of information that they want to know more about milk and its origin and report text in the form of questions.	
• Students read the text “Where Does The Milk Come From?”	
• Teacher addresses some oral questions which students find the answer directly from the text while they read.	
• Teacher distributes L chart and asks students to fill it out with the answer of their formulated questions from the text they had read.	
3. Post Teaching (20')	
• Students do the reading exercise that followed by reading post test.	
Teaching Aids	: 1. Pictures of various kinds of milk 2. Report text entitled “Where Does The Milk Come From?” 3. KWL chart 4. Reading exercise 5. Reading post test

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## **Appendix 2.**

### **THE PASSAGES OF THE FIRST CYCLE**

#### **1. The Invention of The Telephone**

Do you have a telephone in your home? Who uses it? Do you use it? Today, we take the telephone for granted. One hundred and twenty years ago, people were not so lucky.

Did you know that a Scotsman, named Alexander Graham Bell, invented the telephone? He was very interested in how humans make and hear speech, because he was a teacher of the deaf. He was a busy man who taught all day long and worked in the evenings too. He learned about how the human ear hears sound and began to experiment with sending sounds.

First, he looked at the way telegraph messages were sent. He improved the method so that many messages could be sent down one wire at a time. While he was doing this work, he made a discovery. He learned how sound could affect the strength of an electric current in a wire. This was his breakthrough.

He experimented some more by linking his new discovery to what he already knew about speech. He invented a microphone that could send sounds of speech down the wire. Then, he invented a receiver that could collect incoming speech sounds. These became the two main parts of a telephone.

One day, when Bell was in his laboratory, he spilled some acid on his trousers. Over the microphone, he called out to his assistant for help, "Mr. Watson, come here! I want you!"

At that time, Mr. Watson was on a different floor of the building. But he heard Bell's voice clearly over the new device. He raced into Bell's laboratory

and told him the news. Bell had invented the first telephone. It was 10th March, 1876.

### THE READING EXERCISE

Answer the questions based on the passage "The Invention of The Telephone".

1. Who was Alexander Graham Bell?
2. What did Alexander Graham Bell do all day long?
3. How did Bell invent a telephone?
4. When did Bell invent the telephone?
5. Who was Mr. Watson?
6. What did Bell learn about?
7. What is the function of a microphone?
8. Mention one factual information from the text!
9. What are two main parts of a telephone?
10. What is the main idea of the second paragraph?

### Answer Key:

1. Alexander Graham Bell was a Scotsman who invented the telephone.
2. Alexander Graham Bell taught all day long.
3. Bell invented the telephone when he spilled some acid on his trousers and asked help to his assistant on the different floor using the new device he had invented.
4. Bell invented the telephone on March 10, 1876.
5. Mr. Watson was Bell's assistant.
6. Bell learnt how human can make and hear speech.
7. A microphone could send sound of speech down the wire.
8. Alexander Graham Bell was a Scotsman who invented the telephone.
9. The receiver and microphone were two main parts of a telephone.
10. Bell learned about how the human ear hears sound and began to experiment with sending sounds.



## THE PICTURES



## THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**L**

WHAT I **LEARN** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## 2. The Sly Fox

Once upon a time, there lived a fox in a dense forest. Although he had a cozy den to live in, he was not contented. He wished to be the king of the forest. However, the lion was already the king and all the other forest animals loved and respected the lion. They did not want a new king.

The sly fox thought a plan. He went to buy a tin of red paint from a man. Then, he covered himself with the paint. Next, when the forest animals saw him, they were awestruck by the strange creature. They thought that he was strong and powerful. They made the fox their king.

Suddenly, large droplets of water fell from the sky. The downpour washed away all the red paint on the fox's body. The forest animals realized that they had been fooled. Then, they were so furious that they chased the fox away from the forest. They learnt not to be naive again and they promised the lion that they would always be loyal to him.

### THE READING EXERCISE

Answer the questions based on the passage "The Sly Fox"

1. What did the fox wish to be?  
a. a king                      b. a teacher                      c. a winner
2. Where did the fox live?  
a. in a city                      b. in a dense forest                      c. in a cage
3. What did the fox buy from a man?  
a. food                      b. clothes                      c. red paint
4. What tense did the writer use in the text?  
a. future tense                      b. present tense                      c. past tense
5. What does the word "him" in line 13 refer to?  
a. the lion                      b. the fox                      c. the man

6. Mention one example of the order of sequence in the text!
7. Did the forest animals want a new king? Why?
8. What happen when the forest animals saw the red fox?
9. Why did the animals chase the fox away?
10. What did the forest animals learn in this story?

Answer Key:

1. a                      2. b.                      3. c.                      4. c.                      5. a.
6. One example of the order of sequence in the text was "next".
7. The forest animals did not want a new king because they respected the lion as their king.
8. When the forest animals saw the red fox, they were awestruck by the strange creature.
9. The animals chased the fox away because they realised that they had been fooled.
10. The forest animals learnt not to be naive again.

THE PICTURES



THE KWL CHART

**K**

WHAT I KNOW ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**W**

WHAT I WANT TO KNOW ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**L**

WHAT I LEARN ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **3. The Birthday Party**

Gwen was having a birthday party. Her birthday was on March 14<sup>th</sup>. She was turning eight years old. Gwen invited all her friends from school and her grandparents to her birthday party. Nineteen friends from school came to her party. Her grandma and Grandpa also came. They were actually live in Seattle. They flew to Indonesia just to celebrate their lovely granddaughter's birthday party.

Gwen's mom served chocolate cake and vanilla ice cream. There was also pizza and juice to drink. The kids played games at the party. Next, they jumped on a trampoline and played Pin The Tail on The Donkey.

There were a lot of balloons at the birthday party. The girls were trying to pop most of them. After Gwen blew out the candles on her birthday cake, she opened her presents. She got lots of dolls, books and toys from her friends. Her grandparents gave her a pretty new dress. But the present she loved the most was a lovely pink diary from her mom and dad.

### THE READING EXERCISE

Answer the questions based on the passage "The Birthday Party"

1. Who was having a birthday party?  
a. Bobby                      b. Gwen                      c. Jennifer
2. How old was Gwen?  
a. 7 years old              b. 9 years old              c. 8 years old
3. What was the gift that Gwen liked the most?  
a. the blue dress      b. the dolls                      c. the pink diary
4. How many guests came to Gwen's party?  
a. 21 guests              b. 10 guests              c. 20 guests
5. When was Gwen's birthday?  
a. April 20th              b. March 14th              c. March 15th
6. Why did Gwen's grandparents fly to Indonesia?
7. When did Gwen open her presents?
8. Mention 4 presents that Gwen received!
9. What was the main idea of the first paragraph?
10. Mention two examples of the order of sequence in the text!

### Answer Key:

1. b.                      2. c.                      3. c.                      4. a.                      5. b.
6. Gwen's grandparents flew to Indonesia to celebrate their lovely granddaughter's birthday party.
7. Gwen opened her presents after she blew out the candles.
8. Gwen received dolls, books, toys and pretty new dress.



9. The main idea of the first paragraph was Gwen was having a birthday party.

10. the examples of the order of sequence in the text were after and next.

### THE PICTURES



### THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## L

WHAT I LEARN ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 4. Where Does The Milk Come From?

Do you know where milk comes from? Milk comes from cows. Cows live on a farm and they feed on grass. They produce milk for their calves to drink. However, the cow produces much milk that we can enjoy it too! Milk is rich in calcium, which is needed for strong teeth and bones.

A cow can produce at least thirteen liters of milk a day. When you look at the quarter litre pocket of milk that you drink, just imagine there are fifty two of them. That is the amount a cow can produce in a day!

Cows are usually milked twice a day. The milk from the cow is collected in a milk churn, which is a metal container. Every day, a lorry comes to pick up the filled milk churns from the farm. They are then taken to the dairy when the germs are killed by heat. Some of the fat from milk is removed. The milk fat is used to make fresh cream, cheese and butter.

The milk is then poured into packets, bottles, etc and delivered to supermarkets and grocery shops, after it is processed and preserved.

## THE READING EXERCISE

Answer the questions based on the passage “Where Does The Milk Come From?”

1. What is the importance of drinking milk?
2. What is a milk churn?
3. How many liters of milk can a single cow produce in a day?
4. What food do we get from cows?
  - a. milk and beef      b. milk only      c. milk and pork
5. Where is butter obtained from?
  - a. fresh cream      b. milk fat      c. chesse
6. What is rich of milk?
  - a. juice      b. calcium      c. water
7. Why is milk heated?
8. Where is milk sold?
9. What is the main idea of paragraph three?
10. What is removed from the milk?

### Answer Key:

1. The importance of drinking milk is to have strong bone and teeth.
2. A milk churn is a metal container to collect the milk.
3. A single cow can produce milk 13 litres in a day.
4. a.                      5. b.                      6. b.
7. Milk is heated to kill its germs.
8. Milk is sold to the supermarket and grocery shops.
9. The main idea of paragraph three is where the milk is collected.
10. The fat is removed from the milk.

## THE PICTURES





THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**L**

WHAT I **LEARN** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### Appendix 3.

#### READING PRETEST AND POSTTEST OF THE FIRST CYCLE

Choose the correct questions for number 1 to 4.

1. What tense do we use in the narrative text below?

*Gwen's mom served chocolate cake and vanilla ice cream. There was also pizza and juice to drink. The kids played games at the party. Next, they jumped on a trampoline and played Pin The Tail on The Donkey.*

- a. present tense                      b. past tense                      c. future tense

2. What is the factual information of this report text?

*A cow can produce at least thirteen liters of milk a day. When you look at the quarter litre pocket of milk that you drink, just imagine there are fifty two of them.*

- a. A cow can produce at least thirteen litres of milk a day.  
b. Just imagine there are fifty two of them.  
c. When you look at the quarter litre pocket of milk that you drink.

3. What is the main idea of this fable story?

*Once upon a time, there lived a fox in a dense forest. Although he had a cozy den to live in, he was not contented. He wished to be the king of the forest. However, the lion was already the king and all the other forest animals loved and respected the lion. They did not want a new king.*

- a. He wished to be the king of the forest.  
b. Once upon a time, there lived a fox in a dense forest.  
c. They did not want a new king.

4. *Gwen's mom served chocolate cake and vanilla ice cream. There was also pizza and juice to drink. The kids played games at the party. Next, they jumped on a trampoline and played Pin The Tail on The Donkey.*

*There were a lot of balloons at the birthday party. The girls were trying to pop most of them. After Gwen blew out the candles on her birthday cake, she opened her presents.*

These are examples of order of sequences from the story above, except...

- a. after                                      b. next                                      c. usually

Answer the questions correctly.

5. Underline the order of sequences in the recount text below!

*When dusk fell, the puppet show began. I sat in the front row of the audience, facing a large, white screen. Then I watched the moving shadows of puppets on the screen and listened to the stories accompanied by music.*

*After the show, I went behind the screen to find out how the puppets moved and spoke. I found that there was only one master puppeteer and no other performers. The master puppeteer made all the puppets move and produced all the voices. He had a helper who handed him different puppets at the right time in the stories. The master puppeteer also directed a group of musicians who played different musical instruments.*

6. What is the main idea of the report text below?

*Oceans make up nearly three quarters of the earth's surface. In fact, the earth is sometimes called 'the water planet'. There are five oceans in all. The Pacific Ocean is the largest ocean. The other four oceans are the Atlantic Ocean, the Indian Ocean, the Antarctic Ocean and the Arctic Ocean.*

7. What tense the writer use in the report text in number 6?

8. Write one information that you can find from the report text in number 6!

9. Underline two connectors in this paragraph:

*Did you know that a Scotsman, named Alexander Graham Bell, invented the telephone? He was very interested in how humans make and hear speech, because he was a teacher of the deaf. He was a busy man who taught all day long and worked in the evenings too.*

10. Mention two events in the narrative text below!

*Gwen was having a birthday party. Her birthday was on March 14th. She was turning eight years old. Gwen invited all her friends from school and her grandparents to her birthday party. Nineteen friends from school came to her party. Her grandma and Grandpa also came. They were actually live in Seattle. They flew to Indonesia just to celebrate their lovely granddaughter's birthday party.*



#### Appendix 4.

##### **LESSON PLAN CYCLE 2**

Subject	: English Reading
Meeting	: 1
Date/Year	: March 5th/2012 -2013
Grade/Semester	: 3/2
Topic	: Narrative Text – Getting Ready for Christmas With Bobby Bear
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students are able to identify the features of narrative text such as past tenses, chronological order and action verbs. 2. Students are able to comprehend the reading text.
Activities	:
1. Pre Teaching (20')	:
	<ul style="list-style-type: none"><li>• Greetings.</li><li>• Teacher explains the features of narrative text such as past tenses, chronological order and the action verbs and its usage in the narrative text.</li><li>• Teacher holds a class discussion about the features of narrative text.</li></ul>
2. Whilst Teaching (30')	
	<ul style="list-style-type: none"><li>• Teacher shows pictures of christmas tree, christmas decoration and bear.</li><li>• Students guess what kind of text that they are going to read.</li><li>• Teacher distributes K chart and students fill it out based on information that they know about christmas.</li><li>• Teacher distributes W chart and asks students to fill it out with everything they want to know more about christmas and narative features in the form of questions.</li><li>• Students read the text “Getting Ready for Christmas With Bobby Bear” individually.</li><li>• Teacher holds a class discussion by uttering some questions to students.</li><li>• Teacher distributes L chart and ask students to write the answer of their formulated questions previously or wit the new information they gain from the text.</li></ul>
3. Post Teaching (10')	
	<ul style="list-style-type: none"><li>• Students do the reading exercise.</li></ul>
Teaching Aids	: 1. Pictures of christmas tree, christmas decoration, bear 2. Report text entitled “Getting Ready for Christmas With Bobby Bear” 3. KWL chart 4. Reading exercise

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## LESSON PLAN CYCLE 2

Subject	: English Reading
Meeting	: 2
Date/Year	: March 12nd/2012 -2013
Grade/Semester	: 3/2
Topic	: Narrative Text – A Story of Jonathan
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students are able to comprehend the content of narrative text. 2. Students are able to understand the functions of past tenses in narrative text.
Activities	:
1. Pre Teaching (20')	: <ul style="list-style-type: none"><li>• Greetings.</li><li>• Teacher explains students' reading text which is narrative text.</li><li>• Teacher holds a class discussion to review the features of narrative text.</li><li>• Teacher explains the function of past tenses in the narrative text.</li></ul>
2. Whilst Teaching (30')	: <ul style="list-style-type: none"><li>• Teacher shows a picture of a little boy named "Jonathan"</li><li>• Teacher explains the character in the reading text, which is Jonathan who is not a brave boy but likes to read horror stories.</li><li>• Teacher distributes K chart and students fill it out with everything that they know about Jonathan and the narrative text features.</li><li>• Teacher distributes W chart and asks students to fill it out with all information they want to know more about the main character (Jonathan) that they are going to read and the use of past tenses in the text.</li><li>• Students read the text " A Story of Jonathan" individually.</li><li>• Teacher points 5 students to retell the story in front of the class and gives chance for other students to add or to omitt the story retold by their friends, especiallt the details.</li><li>• Students find the answer of their formulated questions previously in the distributed L chart.</li></ul>
3. Post Teaching (10')	: <ul style="list-style-type: none"><li>• Students do the reading exercise.</li></ul>
Teaching Aids	: 1. Pictures of a little boy. 2. Narrative text "A Story of Jonathan" 3. KWL chart 4. Reading exercise

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## LESSON PLAN CYCLE 2

Subject	: English Reading
Meeting	: 3
Date/Year	: March 19th/2012 -2013
Grade/Semester	: 3/2
Topic	: Recount Text – Performing Is Fun
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students are able to comprehend the passage of recount text. 2. Students are able to understand the features of recount text such as events, details of time and place.
Activities	:
1. Pre Teaching (10')	: <ul style="list-style-type: none"><li>• Greetings.</li><li>• Teacher explains what is recount text and its features through a class discussion.</li></ul>
2. Whilst Teaching (35')	: <ul style="list-style-type: none"><li>• Teacher shows some pictures of stage, audience, performance and music.</li><li>• Teacher shows an example of leather puppet/<i>wayang kulit</i>.</li><li>• Teacher distributes K chart and asks students to fill it out with all information they had known about <i>wayang kulit</i>/leather puppet performance and the features of recount text that had been explained by the teacher.</li><li>• Teacher distributes W chart and students fill it out with list of questions of what they want to know more about leather puppet performance.</li><li>• Teacher distributes the recount text “Performing Is Fun” and students read it.</li><li>• Teacher helps students to comprehend the text by giving some oral guiding questions about the recount text and its features.</li><li>• Teacher distribute L chart and asks students fill it out by finding the answer of their formulated questions from the text.</li></ul>
3. Post Teaching (20')	: <ul style="list-style-type: none"><li>• Students do the reading exercise then followed by the reading post test.</li></ul>
Teaching Aids	: 1. Pictures of stage, audience, performance, music and an example of leather puppet. 2. Recount text “Performing Is Fun” 3. KWL chart 4. Reading exercise and reading post test

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## **Appendix 5.**

### **THE PASSAGES OF THE SECOND CYCLE**

#### **1. Getting Ready for Christmas With Bobby Bear.**

It was the day after Thanksgiving and Bobby Bear was so excited. His grandparents were visiting from Florida. They took Bobby Bear for Christmas shopping. They rode the subway from Bobby's house into the city. When they got off the subway, Bobby could see people everywhere. The people were carrying bags, presents and Christmas decorations.

Christmas is Bobby Bear's favorite time of year because he loves the holiday decorations. Bobby Bear's grandparents took him to three stores. He bought his mother a new robe, his father a new shirt and his baby sister a new teddy bear. Next, Bobby Bear's grandparents took him to eat pizza for lunch. Bobby ate pepperoni pizza. For dessert, he had ice cream. After lunch, Bobby Bear and his grandparents went ice skating. The ice skating rink was outside. Bobby had never been ice skating before and he really liked it.

Bobby slept during the subway ride homw. When he got home, there were boxes of Christmas decorations ready to unpack. His family decorated their house for Christmas that night. When they finished the decorating, they built a fire in the fireplace and sang Christmas carols. It was a wonderful day.

#### **THE READING EXERCISE**

**Answer the questions based on the passage "Getting Ready For Christmas With Bobby Bear"**

1. Who went shopping with Bobby Bear?
  - a. his parents
  - b. his grandparents
  - c. his brother

2. What had Bobby never done before?  
a. ice skating      b. skiing      c. dancing
3. What did Bobby eat for lunch?  
a. pepperoni pizza    b. cake      c. ice cream
4. Who did Bobby Bear buy a robe for?  
a. his sister      b. his mother      c. his friend
5. What did Bobby Bear buy for his father?  
a. a trousers      b. a shirt      c. a shoes
6. How did Bobby and his grandparents travel to the city?
7. Mention two examples of chronological order in the text!

Answer Key:

1. b.      2. a.      3. a.      4. b.      5. b.
6. Bobby and his grandparents travelled to the city by the subway train.
7. Two examples of chronological order in the text were after and when.

THE PICTURES





## THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**L**

WHAT I **LEARN** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 2. A Story of Jonathan

Jonathan enjoyed reading all kinds of books, especially horror stories. Even though he was very timid, he still enjoyed reading them every night.

One night, Jonathan was alone at home. His parents had gone out to a party. As usual, he was lying on the bed, reading his horror stories. Soon, he felt asleep.

Suddenly, he felt very hot. He looked around him and found that he was not in his bedroom anymore. He was lost in a wood. He started to panic. He ran as fast as he could but he could not find the way out. He could hear the cries of wolves from a distance. Jonathan started to cry.

“What’s wrong my boy?” a voice asked.

Jonathan opened his eyes and saw his parents. He knew that he had a bad dream. He was so relieved and promised that he would not read horror stories from then on.

### THE READING EXERCISE

Answer the questions based on the passage “A Story of Jonathan”

1. What was Jonathan’s hobby?
2. Where was Jonathan in his dream?
3. What did he hear in that place?  
a. cries of wolves    b. chirp of birds    c. cries of baby
4. What did Jonathan like to read?  
a. comedy stories    b. horror stories    c. action stories
5. Why was Jonathan alone that night?
6. How did Jonathan feel when he knew that he was lost in a place he was not familiar with?
7. Could Jonathan find a way out in his dream?

Answer /key:

1. Jonathan’s hobby was reading horror stories.
2. Jonathan was in the wood in his dream.
3. a.                      4. b.
5. Jonathan was alone that night because his parents had gone out to a party.
6. When Jonathan was lost in a place he was not familiar with, he started to panic.
7. Jonathan could not find a way out in his dream.



THE PICTURE



THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**L**

WHAT I **LEARN** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### **3. Performing Is Fun**

Royal Orchid Hotel  
No 7, Jalan Bunga  
Jakarta 12217  
Indonesia

10th March 2002

Dear Sarah and Ben,

Hope you are well. I am having a great time in Indonesia. Yesterday, I watched *Wayang Kulit* puppet show. I was told that *wayang* means 'shadow' and *kulit* means 'leather'. The puppets are called *Wayang Kulit* puppets because they are made of leather and their shadows are cast on a screen during the show. Light can shine through the puppets since each one has a pattern made up of many holes.

When dusk fell, the puppet show began. I sat in the front row of the audience, facing a large, white screen. Then I watched the moving shadows of puppets on the screen and listened to the stories accompanied by music.

After the show, I went behind the screen to find out how the puppets moved and spoke. I found that there was only one master puppeteer and no other performers. The master puppeteer made all the puppets move and produced all the voices. He had a helper who handed him different puppets at the right time in the stories. The master puppeteer also directed a group of musicians who played different musical instruments.

I asked the puppeteer about the *Wayang Kulit*. He told me that *Wayang Kulit* is usually played overnight from evening to dawn, at celebrations such as weddings. He said that long ago, people were a little afraid of the puppets as they

believed that the puppets were magical and had the souls of their ancestors inside them.

I really enjoyed the *Wayang Kulit* show. I had never seen anything like it before. That's all for now. See you soon in Singapore.

Your friend,

Leo

### THE READING EXERCISE

Answer the questions based on the passage "Performing Is Fun"

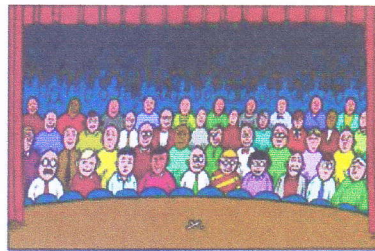
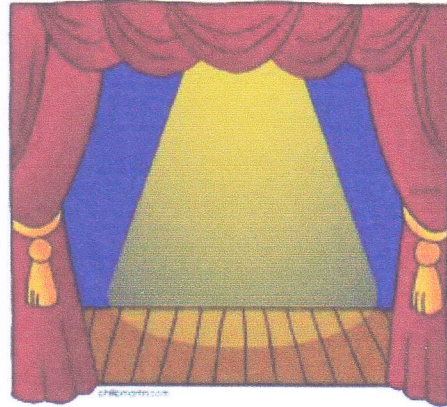
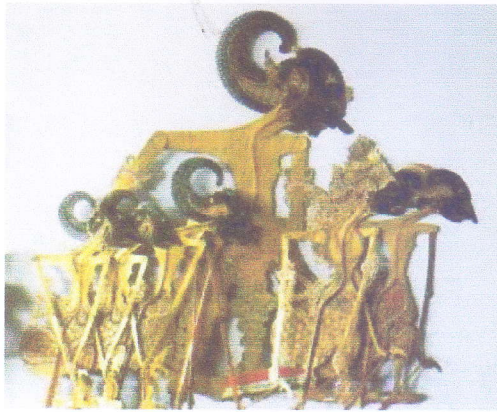
1. Who sent the letter?  
a. Ben                      b. Sarah                      c. Leo
2. What performance did Leo watch?  
a. music show      b. shadow puppet      c. movie
3. When did the puppet show begin?  
a. dusk                      b. morning                      c. afternoon
4. What tense did the writer use in the text?
5. What is the main idea of the second paragraph?
6. What was the puppeteer did?
7. When was the letter sent?

### Answer Key:

1. c.                      2. b.                      3. a.
4. The writer used past tense in the text.
5. The main idea of the second paragraph was when the dusk fell, the puppet show began.
6. The puppeteer made all the puppets move and produced all the voice.
7. The letter was sent on 10th March 2002.



## THE PICTURES



## THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**L**

WHAT I LEARN ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Appendix 6.**

**READING POSTTEST OF THE SECOND CYCLE**

Choose the correct questions for number 1 to 4.

1. What tense do we use in the narrative text below?

*Gwen's mom served chocolate cake and vanilla ice cream. There was also pizza and juice to drink. The kids played games at the party. Next, they jumped on a trampoline and played Pin The Tail on The Donkey.*

- a. present tense                      b. past tense                      c. future tense

2. What is the factual information of this report text?

*A cow can produce at least thirteen liters of milk a day. When you look at the quarter litre pocket of milk that you drink, just imagine there are fifty two of them.*

- a. A cow can produce at least thirteen litres of milk a day.  
b. Just imagine there are fifty two of them.  
c. When you look at the quarter litre pocket of milk that you drink.

3. What is the main idea of this fable story?

*Once upon a time, there lived a fox in a dense forest. Although he had a cozy den to live in, he was not contented. He wished to be the king of the forest. However, the lion was already the king and all the other forest animals loved and respected the lion. They did not want a new king.*

- a. He wished to be the king of the forest.

- b. Once upon a time, there lived a fox in a dense forest.
- c. They did not want a new king.

*4. Gwen's mom served chocolate cake and vanilla ice cream. There was also pizza and juice to drink. The kids played games at the party. Next, they jumped on a trampoline and played Pin The Tail on The Donkey.*

*There were a lot of balloons at the birthday party. The girls were trying to pop most of them. After Gwen blew out the candles on her birthday cake, she opened her presents.*

These are examples of order of sequences from the story above, except...

- a. after
- b. next
- c. usually

Answer the questions correctly.

5. Underline the order of sequences in the recount text below!

*When dusk fell, the puppet show began. I sat in the front row of the audience, facing a large, white screen. Then I watched the moving shadows of puppets on the screen and listened to the stories accompanied by music.*

*After the show, I went behind the screen to find out how the puppets moved and spoke. I found that there was only one master puppeteer and no other performers. The master puppeteer made all the puppets move and produced all the voices. He had a helper who handed him different puppets at the right time in the stories. The master puppeteer also directed a group of musicians who played different musical instruments.*

6. What is the main idea of the report text below?

*Oceans make up nearly three quarters of the earth's surface. In fact, the earth is sometimes called 'the water planet'. There are five oceans in all. The Pacific Ocean is the largest ocean. The other four oceans are the Atlantic Ocean, the Indian Ocean, the Antarctic Ocean and the Arctic Ocean.*

7. What tense the writer use in the report text in number 6?

8. Write one information that you can find from the report text in number 6!

9. Underline two connectors in this paragraph:

*Did you know that a Scotsman, named Alexander Graham Bell, invented the telephone? He was very interested in how humans make and hear speech, because he was a teacher of the deaf. He was a busy man who taught all day long and worked in the evenings too.*

10. Mention two events in the narrative text below!

*Gwen was having a birthday party. Her birthday was on March 14th. She was turning eight years old. Gwen invited all her friends from school and her grandparents to her birthday party. Nineteen friends from school came to her party. Her grandma and Grandpa also came. They were actually live in Seattle. They flew to Indonesia just to celebrate their lovely granddaughter's birthday party.*



## Appendix 7.

### LESSON PLAN CYCLE 3

Subject	: English Reading
Meeting	: 1
Date/Year	: April 2nd/2012 -2013
Grade/Semester	: 3/2
Topic	: Narrative Text – A Story of Jonathan
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students are able to comprehend the narrative text. 2. Students are able to understand the features of narrative text like past tenses, chronological order and events.
Activities	:
1. Pre Teaching (15')	:
	<ul style="list-style-type: none"><li>• Greetings.</li><li>• Teacher gives students a short written quiz about the feature of narrative text with the racing game to answer the teacher's questions.</li></ul>
2. Whilst Teaching (35')	:
	<ul style="list-style-type: none"><li>• Teacher shows a picture of a little girl named Cindy and a supermarket.</li><li>• Teacher holds question and answer session about supermarket and its content to recall students' prior knowledge.</li><li>• Teacher distributes K chart in which students fill it out with all information they had known about supermarket and the feature of narrative text.</li><li>• Teacher distributes the W chart and students fill it out with list of questions about everything they want to know more about the text entitled "Cindy Went To Supermarket" that they about to read.</li><li>• Teacher distributes the text and students read it individually.</li><li>• Teacher gives some oral questions about the text and offers some rewards for students who can answer the teacher's questions correctly and gives singing punishment for those who answer it incorrectly</li><li>• Teacher distributes L chart and students fill it out with the answer of their formulated questions from the text.</li></ul>
3. Post Teaching (10')	:
	<ul style="list-style-type: none"><li>• Students do the reading exercise.</li></ul>
Teaching Aids	: 1. Pictures of a little girl and supermarket. 2. Narrative text "Cindy Went To Supermarket" 3. KWL chart 4. Reading exercise

Surabaya, January 14th, 2013

English Teacher  
(Theresia)

### LESSON PLAN CYCLE 3

Subject	: English Reading
Meeting	: 2
Date/Year	: April 9th/2012 -2013
Grade/Semester	: 3/2
Topic	: Narrative Text – The Lost Princess
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students are able to comprehend the content of narrative text. 2. Students are able to identify the use of narrative text to tell a story about someone.
Activities	:
1. Pre Teaching (15')	: <ul style="list-style-type: none"><li>• Greetings.</li><li>• Teacher holds a question and answer session about narrative text to review last week's material.</li></ul>
2. Whilst Teaching (30')	: <ul style="list-style-type: none"><li>• Teacher shows some pictures of princess characters such as Cinderella, Snow White and Jasmine.</li><li>• Teacher asks students the similarities about those pictures.</li><li>• Teacher holds a short class discussion about the princess who got lost in the jungle, how did she felt, what did she do, e.t.c</li><li>• Teacher distributes the K chart and asks students to fill it out with list of questions about princess, narrative text and about someone's feeling who got lost.</li><li>• Teacher distributes W chart in which students fill it out with list of questions about everything they want to know more about the lost princess and narrative text.</li><li>• Teacher asks students to read the text with several stops in every two paragraphs. In every stop, teacher asks students to retell the paragraph.</li><li>• Teacher asks students to underline all the narrative features in the text.</li><li>• Teacher distributes L chart in which students fill it out with the answer from the text of their formulated questions in the W chart previously.</li></ul>
3. Post Teaching (10')	: <ul style="list-style-type: none"><li>• Students do the reading exercise.</li></ul>
Teaching Aids	: 1. Pictures of Cinderella, Snow White, Jasmine. 2. Narrative text "The Lost Princess" 3. KWL chart 4. Reading exercise

Surabaya, January 14th, 2013

English Teacher  
(Theresia)

### LESSON PLAN CYCLE 3

Subject	: English Reading
Meeting	: 3
Date/Year	: April 16th/2012 -2013
Grade/Semester	: 3/2
Topic	: Report Text – The Oceans
Standard of Competence	: 3. Understanding the simple text based on its context
Basic of Competence	: 3.2. Understanding the features of text that involves simple words, phrases and sentences
Indicators	: 1. Students are able to identify the characteristics of report text. 2. Students are able the information in the report text..
Activities	:
1. Pre Teaching (10')	:
• Greetings.	
• Teacher holds a guessing game to review the report text.	
2. Whilst Teaching (40')	
• Teacher shows some pictures of oceans and its parts.	
• Teacher holds a class discussion about the oceans and its examples.	
• Teacher distributes K chart and students fill it out with all information they had known about oceans the report text.	
• Teacher distributes W chart in which students fill it out with list of questions about everything they want to know more about oceans and report text.	
• Students read the text “The Oceans” individually.	
• Teacher asks students to draw the information about parts of the ocean to check students’ comprehension.	
• Teacher distribute L chart and asks students to find the answer in the text of their formulated questions previously in the W chart.	
• Teacher holds a guessing game oral quiz withput allowing students to open the text. Students have to draw their answers in groups. This activity is done as the reading exercise for students.	
3. Post Teaching (10')	
• Students do the reading post test	
Teaching Aids	: 1. Pictures of the oceans and its parts 2. Narrative text “The Oceans” 3. KWL chart 4. Reading post test

Surabaya, January 14th, 2013

English Teacher  
(Theresia)



## Appendix 8.

### READING PASSAGES OF THE THIRD CYCLE

#### 1. Cindy Went To Supermarket

Cindy was a little girl who really liked to go to shopping. On Sunday morning she went to supermarket with her mother. While her mother was selecting fruits, Cindy played with the trolley. She pushed the trolley very fast many times.

When Cindy pushed the trolley passed the vegetables' stacks, she pushed too fast until it strolled over the groceries stacks. Then, it hit the stacks until all the groceries fell into the floor. Cindy was very surprised. The shop keeper came to her and asked her what had happened. Cindy's mother said sorry many times to the shop keeper. Cindy and her mother helped the shop keeper to put all the groceries back into its stacks. Luckily, there was nothing broken.

Cindy's mother was really angry to her and told her not to play with the trolley anymore. Since then, Cindy promised not to play with the trolley in the supermarket.

#### THE READING EXERCISE

Answer the questions based on the passage "Cindy Went To Supermarket"

1. When did Cindy go to supermarket?
2. With whom did Cindy go to supermarket?
3. What did Cindy do with the trolley?
4. Where did the groceries fall after the trolley hit the stacks?
  - a. into the floor
  - b. into the table
  - c. into the basket
5. What did Cindy's mother say to the shop keeper?
6. What was Cindy's promise?
7. Mention two events that you can find from the text!

Answer Key:

1. Cindy went to supermarket on Sunday morning.
2. Cindy went to supermarket with her mother.
3. Cindy pushed the trolley very fast.
4. a.
5. Cindy's mother said sorry many times to the shop keeper.
6. Cindy promised not to play with the trolley again in the supermarket.

THE PICTURES



THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## L

WHAT I LEARN ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 2. The Lost Princess

One day, a princess was out picking flowers in the woods. As she walked along the path, small birds sang around her. Mice ran and squeaked beside her. The princess picked flowers from bushes and from the around beside the path. As she looked for more flowers, the princess went deeper into the woods and strayed further and further away from the path. Suddenly, she realised she had left the path long ago. The princess was terrified. "Oh! How shall I ever find my way home again?" she cried.

In her amazement, the birds and the mice around her spoke to her "Don't worry, little princess!" chirped the birds as they flapped their wings. "Your father, the king is kind to us. He gives us cake crumbs every day. We will fly ahead and see where the path back to the palace is."

"Don't worry, little princess," squeaked the mice as they scurried ahead of her. "Your mother, the queen, leaves cheese for us everyday. We will run ahead of you and show you the way back." "Thank you, dear friends," said the princess. So, the birds flew ahead and found the way back. Together with the mice, the birds showed the princess the path back to the palace. Finally, the princess waved goodbye to her friends and ran home happily.



## THE READING EXERCISE

Answer the questions based on the passage "The Lost Princess"

1. What did the princess do in the woods?
2. What happened to the princess when she looked for more flowers?
3. How did the birds help the princess to find her way home?
4. What tenses did the writer use in the text?
5. Who help the princess to find her way back?
  - a. snake and squirrel
  - b. birds and mice
  - c. chicken and goose
6. Who left the cake crumbs for the birds?
  - a. the king
  - b. the princess
  - c. the queen
7. What did the queen leave for the mice?
  - a. fruit
  - b. cheese
  - c. meat

### Answer Key:

1. The princess was picking flowers in the wood.
2. When shel looked for more flowers, she strayed further away from the path and got lost.
3. The birds helped the princess by flying ahead.
4. The writer used past tense in the text.
5. b.
6. a.
7. b.

## THE PICTURES



## THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**L**

WHAT I **LEARN** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 3. The Oceans

Oceans make up nearly three quarters of the earth's surface. In fact, the earth is sometimes called 'the water planet'. There are five oceans in all. The Pacific Ocean is the largest ocean. The other four oceans are the Atlantic Ocean, the Indian Ocean, the Antarctic Ocean and the Arctic Ocean.



The oceans are alive with all kinds of life forms. Strange and amazing creatures like giant squids, seahorses and sea cucumbers live in the oceans. There are tiny plants that are so small that you would need a microscope to see them. There are huge animals like the blue whale, which is the largest mammal in the world. There are other intelligent mammals like dolphins, which can talk to one another.

Scientists divide the oceans into layers to study them closely. Most life forms in the oceans are found in the Sunlight Zone. Here, there is enough sunlight for tiny plants to grow. Small animals are fed on these plants. These small animals are food for larger animals.

The second layer down is the Twilight Zone. This layer is colder and darker than the Sunlight Zone. Not enough light reaches this layer for plants to grow. Fewer animals are found here. Many of the animals in this layer have large eyes to help them see well in the dark. Some of them even have eyes that glow in the dark!

Below the Twilight Zone is the Midnight Zone. No sunlight reaches this layer. It is cold. Food is scarce here and there is not much animal life. Some of the creatures that live here have huge mouths and stomachs. They must eat whatever they catch, however big it is. They often go without food for a long time before they catch another meal!

The abyss and trenches are still deeper. The deepest sea trench is the Mariana Trench in the Pacific Ocean. It is more than 11,000 metres below the surface of the ocean!

Scientists have learned much about the oceans. There are, however many mysteries still waiting to be explained.

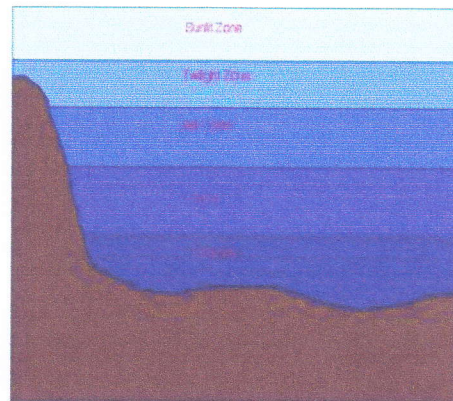


## THE READING EXERCISE

Draw the answer of the questions based on the passage "The Oceans"

1. Draw the layers of the ocean!
2. Draw the intelligent mammal that lives in the ocean!
3. Draw the huge mammal that lives in the ocean!
4. Draw one of the strange creatures that lives in the Twilight Zone!

## THE PICTURES



## THE KWL CHART

**K**

WHAT I **KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**W**

WHAT I **WANT TO KNOW** ABOUT \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**6**

WHAT I LEARN ABOUT \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## Appendix 9.

### READING POSTTEST OF THE THIRD CYCLE

Choose the correct questions for number 1 to 4.

1. What tense do we use in the narrative text below?

*Gwen's mom served chocolate cake and vanilla ice cream. There was also pizza and juice to drink. The kids played games at the party. Next, they jumped on a trampoline and played Pin The Tail on The Donkey.*

- a. present tense                      b. past tense                      c. future tense

2. What is the factual information of this report text?

*A cow can produce at least thirteen liters of milk a day. When you look at the quarter litre pocket of milk that you drink, just imagine there are fifty two of them.*

- a. A cow can produce at least thirteen litres of milk a day.  
b. Just imagine there are fifty two of them.  
c. When you look at the quarter litre pocket of milk that you drink.

3. What is the main idea of this fable story?

*Once upon a time, there lived a fox in a dense forest. Although he had a cozy den to live in, he was not contented. He wished to be the king of the forest. However, the lion was already the king and all the other forest animals loved and respected the lion. They did not want a new king.*

- a. He wished to be the king of the forest.  
b. Once upon a time, there lived a fox in a dense forest.  
c. They did not want a new king.

4. *Gwen's mom served chocolate cake and vanilla ice cream. There was also pizza and juice to drink. The kids played games at the party. Next, they jumped on a trampoline and played Pin The Tail on The Donkey.*

*There were a lot of balloons at the birthday party. The girls were trying to pop most of them. After Gwen blew out the candles on her birthday cake, she opened her presents.*

These are examples of order of sequences from the story above, except...

- a. after                                      b. next                                      c. usually



Answer the questions correctly.

5. Underline the order of sequences in the recount text below!

*When dusk fell, the puppet show began. I sat in the front row of the audience, facing a large, white screen. Then I watched the moving shadows of puppets on the screen and listened to the stories accompanied by music.*

*After the show, I went behind the screen to find out how the puppets moved and spoke. I found that there was only one master puppeteer and no other performers. The master puppeteer made all the puppets move and produced all the voices. He had a helper who handed him different puppets at the right time in the stories. The master puppeteer also directed a group of musicians who played different musical instruments.*

6. What is the main idea of the report text below?

*Oceans make up nearly three quarters of the earth's surface. In fact, the earth is sometimes called 'the water planet'. There are five oceans in all. The Pacific Ocean is the largest ocean. The other four oceans are the Atlantic Ocean, the Indian Ocean, the Antarctic Ocean and the Arctic Ocean.*

7. What tense the writer use in the report text in number 6?

8. Write one information that you can find from the report text in number 6!

9. Underline two connectors in this paragraph:

*Did you know that a Scotsman, named Alexander Graham Bell, invented the telephone? He was very interested in how humans make and hear speech, because he was a teacher of the deaf. He was a busy man who taught all day long and worked in the evenings too.*

10. Mention two events in the narrative text below!

*Gwen was having a birthday party. Her birthday was on March 14th. She was turning eight years old. Gwen invited all her friends from school and her grandparents to her birthday party. Nineteen friends from school came to her party. Her grandma and Grandpa also came. They were actually live in Seattle. They flew to Indonesia just to celebrate their lovely granddaughter's birthday party.*

## Appendix 10.

### The Reading Classroom Observation Sheet Cycle 1

#### READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_ School : MDC  
 Time : \_\_\_\_\_ to \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: 3B  
 Meeting : 1 Topic : The Invention of The Telephone

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	KNOW: - The teacher shows the pictures of telephone - The teacher asks students to fill out the K (know) chart of their knowledge about telephone.	_____ _____ _____ _____	_____ _____ _____ _____
2.	WANT - The teacher asks students to fill out the W (want) chart of what students' want to know more about telephone and its invention. - The teacher helps to arise students' curiosity by giving more pictures and explanation of the telephone and its functions.	_____ _____ _____ _____	_____ _____ _____ _____
3.	LEARN - The teacher asks students to read passage about the Invention of The Telephone. - The teacher asks the students to find the answer of students' questions formulated in the W chart previously.	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

# READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_  
 Time : \_\_\_\_\_ to \_\_\_\_\_  
 Meeting : 2

School : MDC  
 Teacher: \_\_\_\_\_ Grade: 3B  
 Topic : The Sly Fox

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	KNOW: - The teacher shows the pictures of forest and fox. - The teacher discusses the character of fox, which is sly. - The teacher asks students to fill out the K (know) chart of their knowledge about the sly fox.	_____ _____ _____ _____	_____ _____ _____ _____
2.	WANT - The teacher asks students to fill out the W (want) chart of what students' want to know more about the sly fox.	_____ _____ _____ _____	_____ _____ _____ _____
3.	LEARN - The teacher asks students to read passage about The Sly Fox. - The teacher asks the students to find the answer of students' questions formulated in the W chart previously.	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____



# READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_  
 Time : \_\_\_\_\_ to \_\_\_\_\_  
 Meeting : 3

School : MDC  
 Teacher: \_\_\_\_\_ Grade: 3B  
 Topic : The Birthday Party.

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	<p>KNOW:</p> <ul style="list-style-type: none"> <li>- The teacher shows the pictures of birthday cake, candles and the birthday hats.</li> <li>- The teacher asks students to fill out the K (know) chart of their knowledge about birthday party.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
2.	<p>WANT</p> <ul style="list-style-type: none"> <li>- The teacher asks students to fill out the W (want) chart of what students' want to know more about Gwen who celebrates her birthday party. .</li> <li>- The teacher helps to arise students' curiosity by giving explanation of birthday party.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
3.	<p>LEARN</p> <ul style="list-style-type: none"> <li>- The teacher asks students to read passage about The Birthday Party.</li> <li>- The teacher asks the students to find the answer of students' questions formulated in the W chart previously.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

# READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_  
 Time : \_\_\_\_\_ to \_\_\_\_\_  
 Meeting : 4

School : MDC  
 Teacher: \_\_\_\_\_ Grade: 3B  
 Topic : Where Does The Milk Comes From?

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	KNOW: - The teacher shows the pictures of various of milk. - The teacher asks students to fill out the K (know) chart of their knowledge about milk adn its production.	_____ _____ _____ _____	_____ _____ _____ _____
2.	WANT - The teacher asks students to fill out the W (want) chart of what students' want to know more about the production of milk.. - The teacher helps to arise students' curiosity by giving more pictures and explanation of the production of milk.	_____ _____ _____ _____	_____ _____ _____ _____
3.	LEARN - The teacher asks students to read passage entitled "Where Does The Milk Comes From?" - The teacher asks the students to find the answer of students' questions formulated in the W chart previously.	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

# Appendix 11.

## The Reading Classroom Observation Sheet Cycle 2.

### READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_ School : MDC  
 Time : \_\_\_\_\_ to \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: 3B  
 Meeting : 1 Topic : Getting Ready for  
 Christmas With Bobby  
 Bear.

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	<p>KNOW:</p> <ul style="list-style-type: none"> <li>- The teacher shows the pictures of Christmas tree, Christmas decorations and a bear.</li> <li>- The teacher asks students to fill out the K (know) chart of their knowledge about Christmas and its preparation.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
2.	<p>WANT</p> <ul style="list-style-type: none"> <li>- The teacher asks students to fill out the W (want) chart of what students' want to know more about Bobby Bear that celebrates Christmas.</li> <li>- The teacher helps to arise students' curiosity by giving more explanation of Christmas and the preparation that Bobby Bear does before Christmas.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
3.	<p>LEARN</p> <ul style="list-style-type: none"> <li>- The teacher asks students to read passage entitled "Getting Ready for Christmas With Bobby Bear"</li> <li>- The teacher asks the students to find the answer of students' questions formulated in the W chart previously.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



# READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_  
 Time : \_\_\_\_\_ to \_\_\_\_\_  
 Meeting : 2

School : MDC  
 Teacher: \_\_\_\_\_ Grade: 3B  
 Topic : A Story of Jonathan

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	<p>KNOW:</p> <ul style="list-style-type: none"> <li>- The teacher shows the pictures of a little boy named "Jonathan".</li> <li>- The teacher holds a class discussion about Jonathan's hobby which is reading horror stories.</li> <li>- The teacher asks students to fill out the K (know) chart of their knowledge about Jonathan and his hobby of reading horror stories.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
2.	<p>WANT</p> <ul style="list-style-type: none"> <li>- The teacher asks students to fill out the W (want) chart of what students' want to know more about Jonathan.</li> </ul>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
3.	<p>LEARN</p> <ul style="list-style-type: none"> <li>- The teacher asks students to read passage about the story of Jonathan.</li> <li>- The teacher asks the students to find the answer of students' questions formulated in the W chart previously.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_  
 Time : \_\_\_\_\_ to \_\_\_\_\_  
 Meeting : 3

School : MDC  
 Teacher: \_\_\_\_\_ Grade: 3B  
 Topic : Performing Is Fun

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	<p>KNOW:</p> <ul style="list-style-type: none"> <li>- The teacher shows the pictures and realia of leather puppet, stage, music and audiences.</li> <li>- The teacher holds a classroom discussion about the performance of leather puppet.</li> <li>- The teacher asks students to fill out the K (know) chart of their knowledge about leather puppet or <i>wayang kulit</i> performance.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2.	<p>WANT</p> <ul style="list-style-type: none"> <li>- The teacher asks students to fill out the W (want) chart of what students' want to know more about leather puppet performance.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
3.	<p>LEARN</p> <ul style="list-style-type: none"> <li>- The teacher asks students to read passage about the leather puppet performance in the form of letter.</li> <li>- The teacher asks the students to find the answer of students' questions formulated in the W chart previously.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Appendix 12.

### The Reading Classroom Observation Sheet Cycle 3.

#### READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_ School : MDC  
 Time : \_\_\_\_\_ to \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: 3B  
 Meeting : 1 Topic : Cindy Went to Supermarket

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	<p>KNOW:</p> <ul style="list-style-type: none"> <li>- The teacher shows the pictures of a little girl named "Cindy" and a supermarket.</li> <li>- The teacher explains that Cindy went to supermarket with her mom.</li> <li>- The teacher asks students to fill out the K (know) chart of their knowledge Cindy who went to supermarket.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2.	<p>WANT</p> <ul style="list-style-type: none"> <li>- The teacher asks students to fill out the W (want) chart of what students' want to know more about Cindy who went to Supermarket.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
3.	<p>LEARN</p> <ul style="list-style-type: none"> <li>- The teacher asks students to read passage about the Cindy who went to Supermarket.</li> <li>- The teacher asks the students to find the answer of students' questions formulated in the W chart previously.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



# READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_  
 Time : \_\_\_\_\_ to \_\_\_\_\_  
 Meeting : 2

School : MDC  
 Teacher: \_\_\_\_\_ Grade: 3B  
 Topic : The Lost Princess

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	KNOW: - The teacher shows the pictures of some princess, such as Cinderlla, Jasmine and Snowwhite. - The teacher asks students to fill out the K (know) chart of their knowledge the lost princess in the woods.	_____ _____ _____ _____	_____ _____ _____ _____
2.	WANT - The teacher asks students to fill out the W (want) chart of what students' want to know more about the princess who lost in the woods.	_____ _____ _____ _____	_____ _____ _____ _____
3.	LEARN - The teacher asks students to read passage about the lost princess. - The teacher asks the students to find the answer of students' questions formulated in the W chart previously.	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

# READING CLASSROOM OBSERVATION SHEET

Observer : \_\_\_\_\_  
 Time : \_\_\_\_\_ to \_\_\_\_\_  
 Meeting : 3

School : MDC  
 Teacher: \_\_\_\_\_ Grade: 3B  
 Topic : The Oceans

NO	KWL ACTIVITIES	TEACHER ACTIVITIES	STUDENTS' RESPONSES
1.	<p>KNOW:</p> <ul style="list-style-type: none"> <li>- The teacher shows the pictures of the oceans and its parts.</li> <li>- The teacher asks students to fill out the K (know) chart of their knowledge about the oceans.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
2.	<p>WANT</p> <ul style="list-style-type: none"> <li>- The teacher asks students to fill out the W (want) chart of what students' want to know more about the oceans and its parts.</li> <li>- The teacher helps to arise students' curiosity by giving more pictures and examples about the oceans and its parts.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
3.	<p>LEARN</p> <ul style="list-style-type: none"> <li>- The teacher asks students to read passage about the oceans.</li> <li>- The teacher asks the students to find the answer of students' questions formulated in the W chart previously.</li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>