

**IMPROVING READING COMPREHENSION THROUGH
SUMMARIZING ACTIVITIES TO THE EIGHTH GRADE STUDENTS
OF SMP MUHAMMADIYAH 8 YOGYAKARTA IN THE ACADEMIC
YEAR OF 2013/2014**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment
of a *Sarjana Pendidikan* Degree in English Language Education**



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A THESIS

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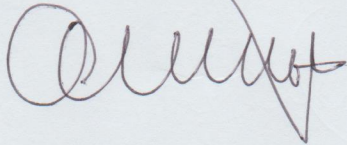
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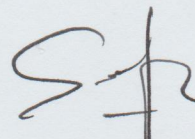
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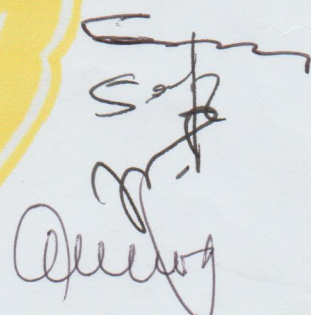
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Penulis,

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MOTTOS

“IF YOU KEEP ON BELIEVING, THE DREAMS YOU WISH WILL COME TRUE. HAVE COURAGE AND BE KIND.” (CINDERELLA-WALT DISNEY)

*“SETELAH KESULITAN PASTI ADA KEMUDAHAN.”
(Q.S.Al-Insyirah, 6-7)*

“DO NOT COMPARE YOURSELF TO OTHERS. IF YOU DO SO, YOU ARE INSULTING YOURSELF.” (ADOLF HITLER)

“IN ORDER TO BE IRREPLACABLE, ONE MUST ALWAYS BE DIFFERENT.” (COCO CHANEL)

DEDICATION

I lovingly dedicate my thesis to:

my best mommy around the world, Dra. Purwani Sudi Rahayu, and my great father, Alm. Mudji Purnomo, my big brother, Reza Dwi Hadiano, my superb husband, Muhammad Syaqiqul Muhib, my little sunshine, Febresa Evania Risqi Ramadhani, my everything Mamah Noor Wandari and Ayah Anton, my parents in-law, H.Asrori and Hj.Mudrikah, and all of my families also friends who cannot be mentioned one by one. Thanks for your loves, tears, supports, prayers, laughs, and the wonderful life experiences.

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At last, I realize that this thesis is still far from being perfect. Thus, any critics and suggestions for the improvement of this thesis are highly appreciated. Hopefully, this thesis can give contribution for the readers and be useful for the English teaching and learning process.

Yogyakarta, 27 Maret 2015

Mita Eka Purwandani

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By: Mita Eka Purwandani

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ABSTRACT

The objective of this study is to improve reading comprehension through summarizing activities to the eighth grade students of SMP Muhammadiyah 8 Yogyakarta in the academic year of 2013/2014.

The study is action research. The steps of this research were reconnaissance, planning, conducting action and observation, and reflection. The subjects of the research were 20 students of grade VIII at SMP Muhammadiyah 8 Yogyakarta. There were two types of data. They were qualitative data and quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the students and the teacher. The data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were collected through assessing the students' reading comprehension by means of the pre-test and post-test. The data were the students' reading comprehension scores. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied the time triangulation and the investigator triangulation to get trustworthiness.

In reference to the actions conducted in two cycles, it is evident that summarizing activities could improve students' reading comprehension as justified in the following results. First, there is an improvement on students' reading comprehension. Most of students are active in making sense of texts (18 out of 20 students actively participate in reading comprehension activities). Second, most students of grade VIIC have high enthusiasm to share their reading comprehension. Third, there is an improvement on students' reading comprehension as it is displayed in the increase of the mean score (the result of the post-test 78.70 is compared to the result of the pre-test 67.05). In conclusion, summarizing activities could improve students' reading comprehension.

Keywords: reading comprehension, summarizing activities

CHAPTER I

INTRODUCTION

A. Background of The Problem

English is one of the compulsory subjects in junior high school. According to the Standard Competence and Basic Competence for junior high school, the objectives of learning English are to develop communication skills in spoken and written forms to attain a functional literacy level (the language is used to communicate and deal with daily matters, such as reading newspapers, manuals, or instructions), to build students' awareness of the importance of English to compete in the global area, and to improve students' insight in connection between a language and culture.

Based on the curriculum for junior high school, there are four language skills which need to be learnt by the students, i.e listening, reading, speaking, and writing. In addition, Johnson (2008:278) mentions 2 conventional ways of dividing these four skills up. The first way is by dividing these skills into the medium: the spoken medium (listening and speaking) and the written medium (reading and writing). The second way is by dividing them into receptive skills (listening and reading) and productive skills (speaking and writing).

Reading is one of the receptive skills that needs to be acquired by students of junior high schools. Students may have many purposes of reading. First, students need to read for academic purposes. There are many learning sources written in English so it is important for students to have a good reading skill. Thus, students also need a reading skill in daily life to get up-to-date information from mass media such as newspapers, magazines, televisions, and internet.

Besides, reading is one important way to improve students' general language skills in English. Reading can also enlarge their vocabulary. Furthermore, it helps them to improve their productive skills, including speaking and writing. Through reading, students can obtain many inspirations so that they will be more creative. Reading is a good way to find out about new ideas, facts, and experiences.

In junior high schools, the standard of reading skills is that the students are able to understand the meaning of simple short essay, such as narrative and recount text (BSNP 2006). In order to obtain a good output of learning English, the students should be prepared with sufficient language inputs. These inputs can be obtained from the reading process. The reading activities are supposed to help the students in learning English since they can gain a lot of language inputs from reading.

Considering the importance of reading skills, the teaching of reading in the classroom is very influential. The reading activities in the classroom should be meaningful for the students. It means that the reading activities in the classroom should not merely read the texts, but there should be a variation of learning activities. The classroom reading activities can influence the students' motivation of reading. When they find that reading is enjoyable and it can give benefits for them, their reading motivation will increase. In fact, some problems related to the teaching of reading were encountered during the classroom teaching and learning activities. The problems were related to the teaching strategy that the teacher used for teaching reading. Next, the problem was about the learning media used by the teacher. The use of media was important to help the students understand the

material. Another problem was about the role of the teacher. The teacher was applied the teacher-centered classroom. She controlled the whole session of the teaching and learning activities. Based on the preliminary observation at Class VIIIC of SMP Muhammadiyah 8 Yogyakarta, the similar problems related to the teaching of reading were identified. The teaching of reading was not yet effective. As a result, the problems related to the students' reading skills arose. The students still had poor vocabulary. When they read an English text, they got difficulties in understanding the meanings of the words and the content of the text.

In relation to the problems above, it is essential to use particular learning activity in teaching reading. There are many kinds of learning activities which can be applied for teaching reading. The selection of learning activity is adjusted to the students' characteristics and needs. The learning activity should provide the students with meaningful activities combined with the variation of learning media.

Realizing the facts above, the researcher believes that the problems related to the teaching of reading need to be solved. Therefore, the researcher intends to solve the problems by using classroom action research.

B. Identification of The Problem

The researcher found some information about the problems of English in teaching and learning process at SMP Muhammadiyah 8 Yogyakarta. Focusing on the eighth grade students; the researcher identified the existing problems and classified them into three problems related to the students' reading comprehension.

The first problem came from the teacher. The teacher did not give attention to what the students needed in reading. She just gave the materials based on student's textbook or LKS (*Lembar Kerja Siswa*) and asked the students to answer the questions without guiding them to comprehend the text. The teacher also dominated the whole session and did not try to build interaction with the students. It made the students feel bored and did not enjoy the lesson. The students did not listen to the teacher's explanation and they were lack of motivation to read.

The second problem was derived from the students. The students had poor vocabulary mastery. As a result, they got difficulty in interpreting the meanings of the difficulty words. The students also found difficulties in determining the main idea of the text. They were not able to find the detail information of a text. It was reflected by their behavior in the class. The students were passive during the English teaching and learning process and they often laid their head down on the table. When the teacher asked them to read a text, they just looked at the text and did other activities like having a chat with their friends or playing with their peers. They were very noisy in the classroom and did not pay attention toward the teacher's explanation. Obviously, those could be obstacles for their reading comprehension in reading activity.

The last problem was the strategy used by the teacher. The strategy used by teacher was often boring and inappropriate with the situation and the condition of the students at that time. Testing students' competence was prior activity in that class. Reading activity given by the teacher could not make the students being more active, enthusiastic, and independent. Moreover, the use of interested

learning media was limited. This limited the students in comprehending their text independently.

These three problems were results to the students' ability in comprehending the text and motivation in reading activities. These are important cases that commonly happen in the EFL educational context, especially in Indonesia.

C. Delimitation of The Problem

Due to the problems happen to the eighth grade students at SMP Muhammadiyah 8 Yogyakarta, the researcher focused the study on the efforts to improve their comprehension in reading. The effort taken by the researcher was choosing some activities that are appropriate with the students' needs and characteristics. In this case, the researcher had chosen summarizing as the activities of teaching reading.

D. Formulation of The Problem

In reference to the background, identification, and delimitation of the problems, the problem of this study is formulated as follows: "How could the implementation of summarizing activities improve reading comprehension to the eighth grade students of SMP Muhammadiyah 8 Yogyakarta in the academic year 2013/2014?"

E. Objective of The Study

With regard to the formulation of the problem above, the objective of this research is to improve reading comprehension using summarizing activities to the eighth grade students of SMP Muhammadiyah 8 Yogyakarta in the academic year of 2013/2014.

F. Significance of The Study

Significance of the study gives us both theoretical and practical significance. Theoretically, this study can support the current theory about the significance of the summarizing activities in language teaching and learning, especially on reading.

There are four practical significance of the research, that is, for English teachers, for students, for other researchers, and for the researcher herself. This study is expected to motivate the English teachers to apply various activities which can enhance students learning motivation and involvement during the English teaching and learning process. In practical, the use of summarizing activities enables students to get new experience in improving their reading comprehension.

So, the implementation of the activities could develop the teaching and learning process in the future. For other researchers and the researcher herself, the result of this study is expected to give an inspiration to conduct other studies related to the problems by applying summarizing activities and also to develop her mind through the problem – solving process and be a valuable experience related to her knowledge in research education, her life, and experience.

CHAPTER II

LITERATURE REVIEW

The discussion of this section is divided into three main parts, (1) a theoretical review which discusses theories related to this research, (2) reviews of related studies which comprise relevant research to this study, and (2) a conceptual framework which relates the theories in the theoretical review to this research.

a. Theoretical Review

This part discusses theories related to this research. The discussion is divided into four main topics, i.e. the nature of reading, the nature of reading comprehension, teaching reading comprehension in junior high school, and the summarizing activities. This study focuses on the implementation of summarizing activities to improve students' reading comprehension ability. To strengthen the conceptual framework of the study, this section presents underpinning theories related to this research.

1. Nature of Reading

a. Definitions of Reading

Reading is an activity to get information presented in the text. It is an activity to interpret the text. According to Murcia and Olshtain (2002:119), reading is a process of trying to understand a written text by readers through decoding, interpreting the message and eventually understanding the writer's intention.

Celce-Muria (2001:154) states that reading is a complex, interactive process. Reading involves a text, a reader and a social context in which reading takes place. In reading, meaning is constructed through interpretation of written symbols that represent language. The interpretation is influenced by the reader's past experience, language background, cultural framework and purpose for reading.

Meanwhile, Anderson (2003) defines reading as an interaction between the reader and the text. In the process of reading, the reader also thinks about what it means to him, how it relates to things he knows and to what expects to come next in the texts.

According to Brown (2007:357), reading is a process of a negotiation of a meaning. It means that readers combine information from text and their background knowledge to build meaning. Readers have to employ all knowledge in their brain to make sense of text and they pay attention to the text itself for the words, phrases, clauses, sentences, and the connection between sentences to comprehend the text.

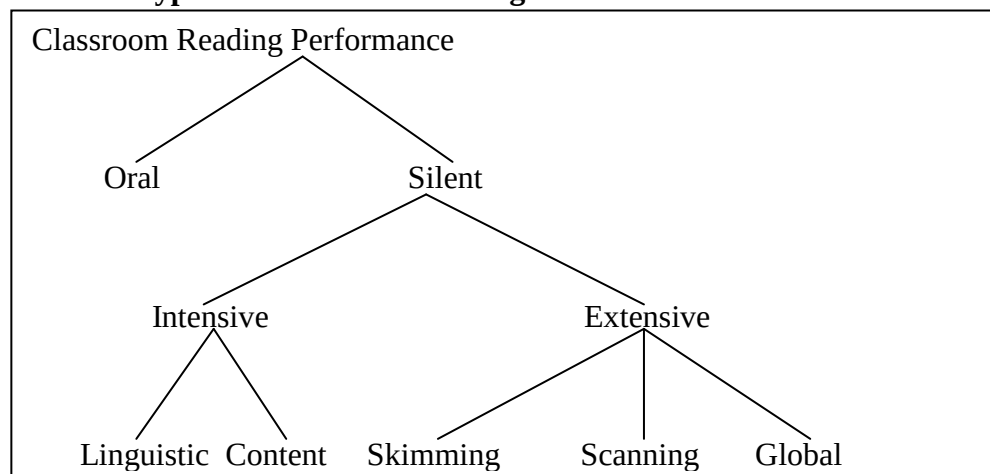
Furthermore, Johnson in Mickulecky (1990:2) defines the reading as more than interaction between the reader and the text. He defines reading as a complex behavior that involves conscious and unconscious use of various strategies including problem solving strategies to build the meaning which the writer intended. Problem solving strategies are useful for the resolution of many difficulties in reading.

Based on the above definitions about reading, it can be concluded that reading is an active cognitive process of getting the author's idea through interpreting the written symbols. In the process of reading, the reader is influenced by his past experiences, language background, cultural framework and the purpose for reading.

b. Types of Classroom Reading Performance

Brown (2001:312) asserts that there are two types of classroom reading performance, namely oral and silent reading. Oral reading is suitable for beginning and intermediate levels. Oral reading in the beginning and intermediate levels are used as an evaluative bottom up skills and examination of pronunciation. Thus, oral reading is not the real authentic language activity. Moreover, other students will lose attention while a student is reading orally.

Table 1: Types of Classroom Reading Performance



Silent reading is divided into intensive and extensive reading (Grellet, 1983:10). Intensive reading is a classroom oriented activity in which the students focus on the linguistic or semantic details of the passage. The students are

required to pay attention on the grammatical forms, discourse markers and structures in order to understand the meaning, implication, rhetorical relationship and the like. Meanwhile, extensive reading is usually takes place when the students are on their mind. Extensive reading is done to get the general understanding of a longer text such as book, long article, essay, etc. technical, scientific and professional kinds of reading belong to extensive reading since they are aimed to find general or global meaning of the purpose.

Grellet, Spratt, Pulverness, and Williams (2005:22) state that extensive reading is done to get general understanding of the longer passages. It emphasizes reading for pleasure and it can be done outside of classroom. The advantages of extensive reading are not only for affective but also for cognitive skills. Students enjoy reading with their own way. They can find something new such knowledge while they are reading the text.

Day and Bamford in Harmer (2001:204) note that extensive reading improves the students' comprehension skills and develops automatic recognition of words since the more language by acquire, the better they get at reading activities. Thus, extensive silent reading is the best way to improve the students' reading ability.

c. Types of Reading

The categorization of reading types aims for readers to know what the purpose of reading is. The reading types make it easier for students to apply certain background information and cultural experience which assist them in getting the meaning. In this regard, Brown (2004:186-187) proposes three types of

reading, namely academic reading, job-related reading, and personal reading. Genres of reading that belong to academic reading are textbooks, theses, essays, papers, reference, material, editorials and the like. Types of reading which are job-related reading are such as memos, applications, schedules, letters/emails, reports, and so forth. Genres of reading that belong to personal reading are such as newspapers, magazines, invitations, novels, short stories, etc.

d. Skills of Reading

Reading is not easy as people thought. There are two big elements that should be mastered to be a good reader. Brown (2004:187-188) explicates reading skills consist of two big elements, that is, micro skills and macro skills. Below is the list of micro and macro skills of reading.

Being able to read and comprehend English texts easily readers need some micro and macro skills. Brown (2004: 187-188) proposes fourteen reading skills which are divided into micro skills and macro skills. They are as follows.

Micro skills:

- 1) Discriminating among the distinctive graphemes and or the graphic patterns of English
- 2) Retaining chunks of language of different lengths in short-term memory
- 3) Processing writing at an efficient rate speed to suit the purpose
- 4) Recognizing a core of words and interpreting word order patterns and their significance
- 5) Recognizing grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, pluralization), patterns, rules and elliptical forms
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills:

- 8) Recognizing the rhetorical forms of written discourse and their significance for interpretation
- 9) Recognizing the communicative function of written texts, according to form and purpose
- 10) Inferring context that is not explicit by using background knowledge
- 11) Describing events, ideas, etc., inferring link and connection between events, deducing cause and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification
- 12) Distinguishing between literal and implied meanings
- 13) Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata
- 14) Developing and using battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation.

To have those kinds of reading skills, a reading activity can help the reader more easily understand any kinds of texts.

Besides, Mickulecky and Jeffries (1996:150-167) also add some of reading skills, namely making inferences and summarizing. Making inferences is the process of looking for clues and guessing what the text is about because the topic may not be stated in the text directly. Summarizing is the retelling of important parts in the text with shorter form. There are several reasons why summarizing is done. First, it is to make sure that readers understand the message of the text. Second, it is also to explain the sense of a passage to others. Third, it is to review texts for examination. Because of their utilities, making inferences and summarizing are skills that should be developed in reading.

2. Nature of Reading Comprehension

a. Definitions of Reading Comprehension

To know further about comprehension, it is important to understand the definition first. There are many definitions suggested by the experts. Klingner (2007:2) defines reading comprehension as “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and word knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

In line with Klingner, Lenz (2005:1) says “Reading comprehension is the process of constructing meaning from text”. In his theory, Lenz explains that the aim of all reading instruction is ultimately targeted at helping a reader comprehends a text. Reading comprehension involves at least two people that are the reader and the writer. The process of comprehension involves decoding the writer’s words and then using background knowledge to construct an approximate understanding of the writer message.

Furthermore, Alderson (2000:28) states that reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. Pang (2003:14) also explains that comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the process of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical

knowledge, experience with a text and other strategies to help them understand the written texts.

In support of the definition of Alderson and Pang, Brown (2001:306) says that reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies. They are bottom-up and the top-down processing.

According to Richards and Schmidt (2002) as well as Johnson (2008:3), readers read a text to understand its content (comprehension). Moreover, Spratt, Pulverness and Williams (2005) explain that comprehending a text involves understanding the language of the text at word level, sentence level, and whole-text level. In addition, Brown (2004) inserts that in attempt to comprehend texts, readers are a set of schemata or their knowledge about the world while they are reading. In short, it can be concluded that readers try to understand a text when they read it. To do that, they do not only interact with the text itself but also activate their background knowledge about the text. This comprehension can be achieved after they manage to understand words and sentences composing the text so as to make them understand the whole text.

Nevertheless, there is a type of reading which does not require readers to understand the text. Richards and Schmidt (2002) affirm that oral reading, saying a written text aloud, can be done with or without an understanding upon its contents. This is consistent with Brown (2001) stating that reading does not always lead to comprehension. Hence, there is a gap between reading and comprehending.

Corresponding to the previous explanation by Spratt, Pulverness, and Williams (2005) that reader should understand the words and sentences composing the text in order to comprehend a text, Neufeld (2005) explains that this process is intentional in nature and therefore, to comprehend a text, readers should have a reading purpose first. Likewise, Jacobson and Ianaro (2007) emphasize that whatever the purpose or reading is, understanding is always a part of the reading purpose. In short, to comprehend a text is what makes one reads.

Based on some definitions above, we can sum briefly that reading comprehension is the ability of the readers construct the meaning from a text. The readers also can find the stated or unstated writer's idea in the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

b. Strategies in Reading Comprehension

To help readers construct the meaning of the text easily, Brown (2004:188) offers ten strategies enabling students to comprehend a text.

1) Identifying the purpose in reading

When the readers firstly understand the purpose of reading a text, they can predict the meanings of the text. They are more engaged and enjoy the activities of reading texts.

2) Using graphemic rules and patterns to aid in bottom-up decoding

This is suitable for beginners. They comprehend a text from the smallest parts of the text. In this occasion, they connect the written and oral language.

3) Using efficient silent reading techniques for relatively rapid comprehension

This is suitable for intermediate level readers. Different with the graphemic rules, the readers will read a text silently. They concentrate more to and have more comprehension from the text.

4) Skimming the text for main ideas

This strategy is aimed at finding the purpose of a text. Skimming the text, the readers find the main ideas and finally get the purpose of the text. This strategy really helps the first strategy.

5) Scanning the text for specific information

In this strategy, the readers have to find more specific information stated in the text. The goal of scanning the text is to help the readers correlate the information to bear a general topic.

6) Using semantic mapping or clustering

Brown (2001: 308), states that the strategy of semantic mapping or grouping ideas into meaningful clusters helps the readers to provide some order to the chaos.

7) Guessing when the students are not certain

The readers should use this strategy to find out the meanings of the text. Guessing the meaning of a word increases the readers' reading comprehension.

8) Analyzing vocabulary

In guessing the meaning of a word, the readers should understand first about linguistic knowledge. Analyzing the words helps the readers in guessing the meaning.

9) Distinguishing between literal and implied meanings

To comprehend a text, the readers should find the suitable discourse. This leads the readers to understand the implied meanings of a text since they are not directly stated in the text. Constructing implied meanings is more difficult than constructing literal meanings.

10) Capitalizing on discourse markers to process relationships

To find the discourse text, the readers firstly need to find the discourse markers. Having the discourse markers, the readers can comprehend the text logically.

c. Types of Reading Comprehension

Experts categorize reading comprehension into different types. This part presents the categorizations of reading comprehension by Richards and Schmidt (2002) and Westwood (2008). They will be further explained as follows.

Westwood (2008) divides reading comprehension into three different levels, i.e. literal, inferential, and critical comprehension. The literal comprehension is the most basic one. It is where readers are able to understand the factual information presented in a text because that information in the text is stated explicitly. The next level, the inferential comprehension, is where readers are able to go beyond the words on the page in order to draw inferences related to the text. At this stage, readers use information effectively to deduce cause and effect, and to anticipate what may come next. The last level, the critical comprehension, is where readers are able to evaluate what they are reading.

Another categorization of reading comprehension by Richards and Schmidt (2002) approves that comprehension involves concluding both the explicitly-stated information and implicitly-stated information as well as criticizing the information contained in the text. In addition, they see another type of reading comprehension, which is appreciate comprehension read a text in order to gain an emotional or other kind of valued response from the text.

In summary, there are four types of reading comprehension suggested by experts, namely literal, inferential, critical and appreciate comprehension. Readers perform literal comprehension to conclude explicitly-stated information. Unlike literal comprehension, inferential comprehension is performed to infer implicitly-stated information. As the names imply, readers perform critical comprehension to criticize the text they read and they perform appreciative comprehension to gain emotional response. However, this research will focus on literal and inferential comprehension.

d. Process of Reading Comprehension

In order to get the maximal benefit from reading, the reader should understand the approaches in reading. There are three approaches in the reading process, namely the top-down processing, the bottom-up processing, and the interactive process. Spratt et al (2205, 21) define reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' prior knowledge will make readers memorize the

new knowledge longer. Therefore, a reading activity is an interaction between readers' mind and the text.

In lieu with Spratt et al, the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers (Pang et,al, 2003:14). The readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in readers' mind. Brown (2007, 358) stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.

In relation to comprehension, the process of reading involves bottom-up, top-down, and interactive process. Johnson (2008:280) notes in bottom-up processing, the starting point is the text itself. The readers first identify each letter in a text, and then they identify the words. Words are linked together to form sentences. After that, sentences are linked to form paragraphs which will form a complete text. Students identify the components of a text from smaller components up to bigger ones.

In line with Johnson's statement, Harmer (2001:201) notes in bottom-up processing, the readers focus on words and phrases, and they achieve understanding by stringing those detailed elements to establish the whole. Similarly, Tindale (2003:7) defines that bottom-up approaches to reading are based on the view that readers learn to read by decoding the text itself. Bottom-up

generally sees reading skills as developing at the level of word recognition, with little connection to context or to the readers' background knowledge.

On the contrary, top-down is the process used by the readers to understand a text through their background knowledge. They utilize their background knowledge to get the ideas in the text. It is an opposite of bottom-up process. Nunan (1993:82) notes that top-down can be taught to young readers by using background knowledge, scanning, skimming, identifying the genre of the text, and discriminating between more and less important information.

Moreover, Tindale (2003:7) states that top-down approaches place less emphasis on the role of decoding, seeing reading as a process of guessing meaning from context with the support of background knowledge. It can be said that in top-down process, readers analyze from the highest or largest to the lowest parts of a text.

Another process is the combination of bottom-up and top-down. It is usually called as an interactive processing. Interactive sees reading as a process of interaction between top-down and bottom-up skills, supporting a combination of language development, decoding and strategy development. Murcia and Olshtain (2002:135) explain that interactive view of reading process requires an integration and combination of top-down and bottom-up approaches. It combines the ability when reading the text itself and utilizes the background knowledge in mind to understand what a text is about.

In short, the reading process is a mind process in which readers' mind engages to the text. In engaging their mind to the text, the readers employ their

background knowledge to make sense the ideas presented in the text. In the way of making sense of the ideas, the readers go through some processes. Those processes in reading are namely, top-down, bottom-up, and interactive process.

3. Teaching Reading

a. Principles of Teaching Reading

Teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching of reading, the teacher is expected to give opportunity for students to read the texts comprehensively. It means that the teacher should create the situation where students can read the text silently and after that discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well with the texts. So, the teaching of reading is not a simple matter but teacher can create a lot of activities which can raise students' motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading in more interactive way has positive efforts on the students' reading comprehension. By applying the right strategy in reading class, it is believed that students will have high enthusiasm in joining the lesson.

Harmer (1998:70-71) formulates six principles in teaching reading. They are mentioned as follows:

- 1) The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When students read a text, they must do other activities not just read a text at glance. Students do not only catch the surface

structure of the text content. It means that the teacher does not merely ask the students to read the text, but she/he has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, students need to draw the context of the text, the writer's arguments, and works which agree with them.

2) The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the readers are not interested or enjoy reading, they will get nothing from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. It is different when they are interested in what they are reading. They will get more benefits. They can get more knowledge and new information from the text they are reading.

3) The teacher needs to encourage the students in responding the context of a reading text; not just to the language used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

4) The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text about. By doing this, the

students will actively start the process of reading. This can be an exciting task for the students who have imagination. Indeed, the teacher should give clues to make the students comprehend the text easily.

5) The teacher has to match the task to the topic.

Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, teachers are exposed to choose good reading tasks which can be interactive for the students. The interactive texts may be minimized by asking boring and inappropriate questions.

6) Good teachers exploit reading text to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences. Teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study language, and give additional tasks to the students.

b. Teaching Reading as a Foreign Language

Reading is a complex process which involves linguistic and cultural background, knowledge and the reader's purpose for reading. Thus, there are differences in reading comprehension abilities between the first and the second language readers. Teaching reading in a foreign language aims at teaching how the language is used for conveying the message and develop the skills to understand the content of the expressed language (Nuttal, 1996:3).

In addition, Brown (2007:7) states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting condition for learning. Teaching reading then is guiding and facilitating learner to read. Thus, there are many components involved in teaching of reading.

c. Teaching Reading in Junior High School

Brown (2001: 7) states that teaching is guiding and facilitating learning, enabling the learners to learn and setting condition for learning. Moreover, teaching defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand (Kimble and Garnezy in Brown, 2001: 7).

Related to teaching high school students, Brown (2001: 92) states that teaching high school students is challenging for teachers since young adults are an age of transition, confusion, self-consciousness, growing and changing bodies and minds.

Klingner et al. (2007: 4) proposes four ways the English teachers have to do to improve their students' reading comprehension.

- a. Implementing teaching strategies that have been documented as an effective way in promoting reading comprehension
- b. Designing instructions that incorporate effective principles of direct instruction and strategy instruction
- c. Providing modeling, support, guided instruction, practice, attribution feedback and opportunities to practice across text types

d. Monitoring students' progress and making adjustments accordingly.

Below are keys ideas in reading comprehension that are presented by Klingner et al. (2007: 5). Direct instruction, strategy instruction or combination of both brings a great effect in reading comprehension for students. Both of the direct instruction and strategy instruction have these following components:

- (a) Assessing and evaluating the learning objectives, including orienting students to what they will be learning.
- (b) Reviewing daily material taught to assure mastery.
- (c) Presenting new material, including giving examples and demonstrating what students need to do.
- (d) Guiding instruction, including asking questions to determine understanding.
- (e) Giving feedback and correction.

To provide independent practice and review, Brown (2001:7) states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting condition for learning. Moreover, teaching defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand (Kimble and Garnezy in Brown, 2001: 7).

In relation to the eighth grade students of junior high school, they study three kinds of genres, namely descriptive, recount, and narrative. Students have to comprehend those text types to access knowledge from their environment. For that reason, the process of teaching reading should facilitate students to comprehend descriptive, recount, and narrative.

Teaching reading in junior high schools should be managed interestingly. It is done to get students attention and to involve them in the process of teaching reading. By doing so, the process of teaching reading will be much more meaningful. However, teaching reading still encounters many problems.

One of the problems in the process of teaching reading in junior high schools is the activities used. The activities should actively involve students in the process of teaching reading. The teacher should apply appropriate activities in order to avoid students' boredom. Various activities can be applied to catch students' attention. With students' involvement, the process of teaching reading can easily run well. Therefore, the activities of teaching reading for junior high schools should be interesting.

4. Summarizing Activities

a. Definitions of Summarizing

According to Randall VanderMey, et al (2007), summarizing is condenses in your own words the main points in a passage. There are two important things in summarizing a text, rereading the passage and jotting down a few keywords. The first point is aimed at comprehending the text first before summarizing the passage itself. The second is stating the main point in your own words. It means that in summarizing a text we should be objective. The reader is not permitted to mix the reactions with the summary. Then, after summarizing the text, the reader asks to check the summary and against the original. The reader should make sure that he uses quotation marks around any exact phrases that he borrows.

In line with Randall VanderMey, Senemoğlu (2001:569) stated that “Summarizing helps students make meaning out of information and store it in his long term memory efficiently. Summarizing causes students to; (a) read for comprehension (b) discriminate the important ideas (c) put the information in his own words”. These allow students to make meaning of the text. Obtaining the meaning of words in a simple way is inadequate to the task of summarizing a text. In order to summarize a text, one of the prerequisites is to read it carefully. This requires a student to employ various mental skills efficiently. “In order to make a good summary, a student must be able to relate new ideas with old ones and put unique ideas forward (Friend, 2001:320). From their ideas, we know that summarizing can make students independent and creative in their reading comprehension.

Summarizing is a difficult skill for students as it requires that; (a) a summary must be short, (b) a summary must include the writer’s most important ideas, (c) a summary must be written in students’ own words, and (d) a summary must include the information that students need to study (Friend, 2001:320). Teachers may need to be given training on summary writing in order to teach students how to summarize a text as well as to improve the quality of students’ summaries. When learning how to write a summary, a student must follow these steps; (1) to spot the major idea and the supporting ideas of each paragraph in the text, (2) to spot the most important paragraph in the text, (3) to spot the main idea of the text in general, (4) to use his own words by referring to the concepts and

ideas in the text while writing a summary (Wormeli 2004; Garcia & Michaelis, 2001).

Brown, Day and Jones cited in Moghaddam (2007) declared that summarization involves additional and deliberate processing strategies than what are required in comprehension. Palmer (2003) also stated that summarizing is based on a learning process, and the perfect comprehension of a text will be a necessary step in order to teach students to condense information in a new piece of discourse.

Another opinion comes from J. E. Brophy and T. L. Good (1986), they state that summarizing and reviewing integrate and reinforce the learning of major points. These structuring elements not only facilitate memory for the information but allow for its apprehension as an integrative whole with recognition of the relationships between parts. It is why summarizing can be used as a technique in teaching and learning process in the classroom. The reasons are summarizing allows both students and teachers to monitor comprehension of material. Summarizing also helps students understand the organizational structure of lessons or texts. Therefore, summarizing is categorized as a skill at which most adults must be proficient to be successful.

In addition, summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire

passage. Doolittle et al. (2006) asserts that summarizing provides the impetus to create a context for understanding the specifics of a text.

Summarizing involves identifying the main idea in a paragraph or composing a concise statement of the central concepts from a longer passage, either orally or in writing. As an activity performed either during or after reading, summarizing helps the readers focus on main ideas or other key concepts that have been taught and to disregard less relevant ones. It may encourage deeper engagement with a text and encourage students to reread as they construct a summary (Kamil, 2004). Summarizing taught either alone (e.g., Armbruster et al., 1987) or as one of several strategies (e.g., Palincsar & Brown, 1984) has been shown to improve comprehension and memory for what was read (National Reading Panel, 2000). Summarizing is a complex activity that involves paraphrasing and reorganizing text information. Research indicates that children, particularly struggling readers, benefit from explicit instruction on identifying main ideas as a step in the process of constructing a summary (Weisberg and Balajthy, 1990).

Summarizing is a shortened version of written or spoken materials, stating the main points and leaving out everything that is not important. Summarizing is more than retelling; it involves analyzing information, differentiating important from unimportant parts and translating large chunks of information into short sentences. Fiction and nonfiction texts, media, conversations, meetings, and events can be summarized. Furthermore, summarizing also teaches students how to take a large text and reduce it to the main points for more understanding. Upon

reading a passage, summarizing helps students learn to determine important ideas and reduce important details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text.

b. Principles of Summarizing

According to Kissner (2006), summarizing involves taking the main ideas from a piece of text in different forms and explaining it in your own words. A summary is significantly shorter than the original text and to give an overview of what you may have experienced, read, heard or watched. It is an important skill that is often used when gathering and presenting information.

In summarizing, there are some principles that should be considered. Kissner (2006) explains some of the important characteristics of a summary. She argues that in summarizing a text, a reader should understand its principles. They are as follows.

1) A summary should be shorter than the original text.

How much shorter? It depends. A fifteen-page article could be summarized in one page, two pages, or even a single paragraph, depending on the purpose of the summary and the needs of the audience.

2) A summary should include the main ideas of the text.

Although this sounds easy enough, it's where most students, and most adults, have trouble. Stating the main ideas of a text is easy when the author comes out and states them. The task becomes much more difficult when the main ideas are implicit, or unstated, as is usually the case in fiction.

3) A summary should reflect the structure and order of the original text.

This can become another stumbling block. Fiction text written in chronological order is easiest for students to summarize. When it comes to nonfiction, however, authors use a variety of structures. Most students are used to the form of text that states a main point and then supports that point with details. (That's the structure I've used in most of this book.) However, if a text is written in compare-and-contrast order, the summary should follow suit.

4) A summary should include important details.

"But how do I know which details are important?" students ask, and research shows that adolescents don't always agree with adults on the importance of specific ideas (Garner et al. 1989). However, summaries do need to include the details that support an author's main points.

A summary, therefore, is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original.

c. Strategies in Using Summarizing Activities

In reading comprehension, summarizing can be a good activity to make the students mastering the passage that he is reading. Why summarizing? It is because summarizing leads to an increase in student learning. Actually, the activity is not only increasing the students' learning, but also it helps students to comprehend what they read. Below are some strategies in doing summarizing activity.

1) Read the text several times, and check the meaning terms you do not understand in a dictionary.

- 2) Identify and underline the key words and main ideas in the text, and write these ideas down.
- 3) Consider these points as a whole and your purpose for using this information in relation to the structure of your assignment. You may be able to group the ideas under your own headings, and arrange them in a different sequence to the original text.
- 4) Think about the attitude of the author, i.e. critical, supportive, certain, uncertain. Think about appropriate reporting verbs you could use to describe this attitude.
- 5) Think of words or phrases which mean roughly the same as those in the original text. Remember, if the key words are specialized vocabulary for the subject, they do not need to be changed.
- 6) Using your notes from the above steps, draft your summary or paraphrase.
- 7) When you have finished your draft reread the original text and compare it to your paraphrase or summary. You can check that you have retained the meaning and attitude of the original text.

In line with points above, Stephen Reid argues that there are some strategies that should be focused in doing summarization activities.

- 1) Cite the author and title of the text. In some cases, the place of publication or the context for the essay may also be included.
- 2) Indicate the main ideas of the text. Accurately representing the main ideas (while omitting the less important details) is the major goal of the summary.

- 3) Use direct quotations of key words, phrases, or sentences. *Quote* the text directly for a few key ideas; *paraphrase* the other important ideas (that is, express the ideas in your own words.)
- 4) Include author tags. ("According to Ehrenreich" or "as Ehrenreich explains") to remind the reader that you are summarizing the author and the text, not giving your own ideas.
- 5) Avoid summarizing specific examples or data unless they help illustrate the thesis or main idea of the text.
- 6) Report the main ideas as objectively as possible. Do not include your reactions; save them for your response.

As mentioned above, we know that in summarizing activity the reader should focus on some important strategies. Students have to reread the passage while identifying the main ideas and detailed information. Then, making draft and checking to the original text. The last activity in summarizing a passage is comparing the students' summary with the original passage.

d. Steps of Summarizing Activities

To enable students in summarizing a passage, *The-Somebody-Wanted-But-So* strategy (MacOn, Bewell & Vogt, 1991, Beers, 2003) can be used during or after reading. It provides a framework to use when summarizing the action of a story or historical event by identifying key elements. The activity also helps students identify the main ideas, recognize cause and effect relationships, make generalizations, identify differences between characters and look at various points

of view. It is more often used with narrative text but can also be used with expository text.

For example SWBS can be used to summarize the goal/motivation, conflict, event or barrier of a historic or contemporary character or group of people. SWBS adds ‘*Then*’ to the strategy to further challenge students or expand the summary. Through these strategies, students’ interest in summarizing the passage is expected able to increase.

Below is the example how to use *Somebody-Wanted-But-So-Then* explicitly.

1) Step 1: I Do

Model the ‘*Somebody Wanted But So Then*’ strategy by reading a selection of text aloud or retelling an event – this could be a story, film or real life event.

Below is the example of SWBST five column charts from Cinderella Story.

Table 3: Somebody, Wanted, But, So, Then Chart

Somebody (main character)	Wanted (what)	But (Problem)	So (solution)	Then (ending)

Table 2: Text of Cinderella Story

CINDERELLA STORY Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear. One day, the two step sister received an invitation to the ball that the

king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

<http://ofebryax5.blogspot.com/2011/02/short-story-cinderella.html>
Accessed on 11/3/2014

2) Step 2: We Do

Read aloud a second selection text or retell an event. Ask students to identify the *Somebody* from the event. Write down the name of the person in the first column. Explain that the *Wanted* represents the plot and complete the second column. Explain that the *But* is the conflict or challenge the person/people faced and record the student responses in the third column. Finally, explain that the *So* column is to record how the character solved the problem and the *Then* column

is to record the ending or outcome of the story. Then read aloud the summary statement.

Table 4: The Information of Somebody, Wanted, But, So, Then

Somebody (main character)	Wanted (what)	But (problem)	So (solution)	Then (ending)
Cinderella	To go to the ball	her stepmother wouldn't allow her to go	her fairy godmother showed up and used magic to give her a dress, shoes, and a carriage so she could go	Cinderella went to the ball, met the Prince, they fell in love, and lived happily ever after.

After determining the detailed information, rewrite the summary based on it.

Table 5: The Summary of Cinderella Story

Cinderella wanted to go to the ball, but her stepmother wouldn't allow her to go, so her fairy godmother showed up and used magic to give her a dress, shoes, and a carriage so she could go. Then...she met the Prince, they fell in love, and lived happily ever after.

The two steps above will make the summarizing process easier.

3) Step 3: You Do

Assign another selection of text or retell an event and in groups/pairs/individually students complete a SWBST chart. Then, continue to guide students until they can practice the steps independently.

- a) Collaboration Idea: Share SWBST statements in small groups and discuss the similarities and differences in the statements, as well as evidence in the text used to support each statement.

- b) Extension Idea: Point out that there can be more than one ‘Somebody-Wanted-But-So-Then’ in a text selection/chapter and show how a second SWBST statement can be generated, if applicable.
- c) Retention Idea: Until students remember the strategy by heart, create an anchor chart to display in the classroom. See the sample on the next page. Creating it together increases the chances that students will refer back to the chart when they need to use it independently.

Through these kinds of steps in summarizing a text, the students’ summarization can be well-organized. They know what they want to summarize. What, who, when, why, how question can be answered easily based on its rule.

e. The Advantages of Summarizing Activities

The summarizing activities by using *Somebody-Wanted-But-So-Then* technique help students understand the various plot elements of conflict and resolution. Either during reading or after reading, students complete a chart that identifies a character, the character’s goal or motivation, problems that character faced, and how the character resolved (or failed to resolve) those problems. The activity helps students generalize, recognize cause and effect relationships, and find main ideas.

According to Boushey and Moser (2009), summarizing is an important comprehension strategy that helps the students identify and keep track of a text’s main ideas. It also helps the students remember what is important and make for a satisfying reading experience. Moreover, summarizing provides opportunity to communicate what is important, assists the students in finding the main ideas

expressed through the text, and allows the students to express how they interpreted what is happening in the text in their own words.

Not only for the students, had summarizing activities benefits to the teacher. It provides evidence of the students' ability to select important information and reveals a students' ability to priorities and sequence.

B. Review of Relevant Research Studies

The researcher presents the research dealing with the teaching of reading in junior high schools. There have been other researchers who studied about teaching reading and using summarizing. The first research entitled Summarizing Techniques: The Effective Indicators of Reading Comprehension (2011). The writers of this research are Panlapa Kathayut and Premin Karavi. In their research, the findings revealed that summarizing techniques have obvious effects to the subjects' reading comprehension and their summaries especially in cases of finding the main ideas, committing plagiarism and committing distortion. If learners have opportunity to practice more about summarizing, they will better improve their reading comprehension and summary writing ability. Therefore, so junior high schools should include the use of summarizing techniques or summary writing in teaching reading the students. This is also supported by the fact that the scores on finding main idea in the post-test of the experimental group are better than the post-test scores of the controlled group at the level 0.01.

The second fact comes from Fatma Susar Kirmizi and Nevin Akkaya's research (2011). Their research entitled A Qualitative Study on The Use of Summarizing Strategies in Elementary Education. The findings showed that using

summarizing strategies could effectively encourage students in comprehending the text well. The most important point in using summarizing activities is that students must understand the text very well in order to summarize it. Using summarizing activities, which is at the same time a reading comprehension strategy, would increase students' academic achievement.

C. Conceptual Framework

The study is aimed at improving reading comprehension of English for the eighth grade students at SMP Muhammadiyah 8 Yogyakarta. Based on the standard of contents of junior high school, the aim of learning English is to make the students be able to understand the English text related to their social environment. Therefore, good reading comprehension by using summarizing activities should be used in the teaching and learning process to achieve that goal.

The realization of summarizing activities that can create an independent, challenging and motivating learning in the classroom is important. Through summarizing activities the students have the advantages for reading for its pleasure, widening experiences, discovering moral truths, and sharing genuine fun.

For those reasons, students' reading comprehension can be enhanced by using summarizing activities. It is because summarizing activities can build on prior knowledge, help to improve reading comprehension, and strengthen vocabulary skills. Moreover, summarization is not only one of the most effective ways to improve student learning, it's also one of the most flexible, responsive, and engaged. When formed in an educated, research-proven strategic manner,

summarizing activities can be used as a powerful, innovative tool to foster learning experiences for students to grow and strengthen their reading comprehension. The innovation of the activity really helped the students reach the targeted objectives of the learning. The students' English proficiency levels also improved and they were able to use English effectively.

CHAPTER III

RESEARCH METHODS

This chapter presents the methods used in this research. It consists of the type of the research, the setting of the research, the subjects of the research, the time of the research, the techniques of the data collection, the procedures of the research, the techniques of the data analysis, and the validity and reliability of the data. Each of them is presented in the following discussion.

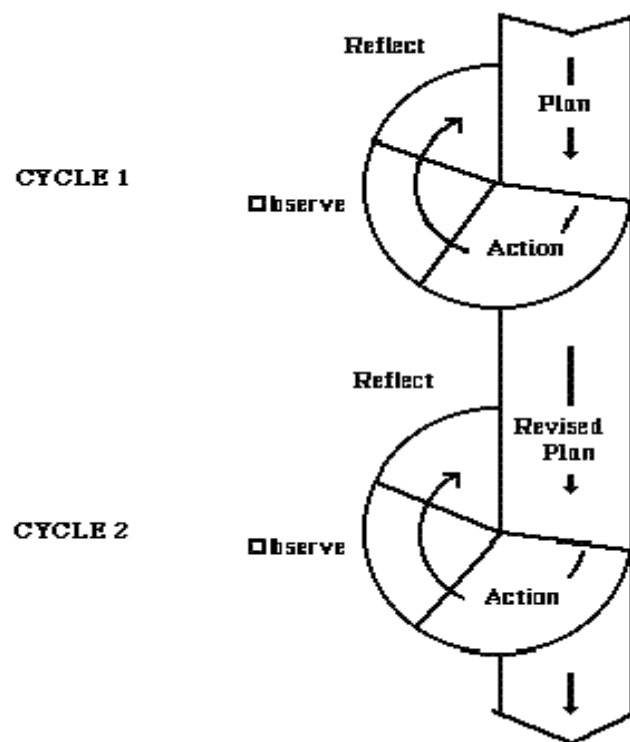
A. Type of The Research

This research is aimed at improving students' reading comprehension at SMP Muhammadiyah 8 Yogyakarta the eighth grade. Therefore, it is categorized into Action Research (AR).

According to Burns (2010:2), one of the main aims of Action Research is "to identify a 'problematic' situation or issue that the participants who may include teachers, students, managers, administrators, or even parents - consider worth looking into more deeply and systematically.

In addition, Kemmis and McTaggart (1988:5) propose that action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group members. In addition, action research is also designed to bridge

the gap between research and practice (Somekh, 1995: 340). In action research that is five phases that should be implemented by the researcher, including reconnaissance, planning the action, action and observation, reflection and developing, new plan and cycle (Angwin, et.al, 1997).



Kemmis, S. and McTaggart, R., eds. (1988)

B. Setting of The Research

This research was conducted in the second semester of academic year 2013/2014 of the eighth grade students of SMP Muhammadiyah 8 Yogyakarta. SMP Muhammadiyah 8 Yogyakarta is located on Jl. Kenari, Timoho, Yogyakarta. This school was selected for the research settings because of the researcher's interest in

solving the problems related to students' reading comprehension found in the school.

C. Subjects of the Research

This research involved the English teacher, the researcher, and the students of class VIIIC which consists of 20 students who worked cooperatively as a team in conducting this research.

The choice of the grade is based on some reasons. First, it was impossible for the researcher to conduct the research in the seventh grade because students were still in the process of adaptation at school and they had not understood yet about text types such as narrative. Second, it was also impossible for the researcher to take research in the ninth grade because students were in the preparation for national examination. They had a particular schedule if the researcher involves them. Therefore, the eighth grade students were taken as the best choice to conduct the research because they had got much input into how to comprehend texts such as narrative texts.

In particular, the researcher only took one class (Class VIIIC) to be the subjects of the research. In reference to the interview with the English teacher, the class selected was the class with the most complicated problems that needed to be solved.

D. Time of The Research

The study was conducted in the second semester of the academic year of 2013/2014. Then, the action was conducted from February to April 2014. The researcher carried out the actions based on the school schedule, especially the

English schedule of VIIIC class of SMP Muhammadiyah 8 Yogyakarta. The English lessons in VIIIC class SMP Muhammadiyah 8 Yogyakarta were on Tuesday at 08.20-09.40, Thursday at 10.00-11.40, and Saturday at 10.00-11.40.

E. Procedures of The Research

This research procedure used the structural steps of action research suggested by Kemmis and McTaggart in Burns (1999:32). They explained that action research occurs through dynamic and complementary process which involves four essentials 'moments' including reconnaissance, planning, action, observation, and reflection. The explanation of each follow is as follow:

1. Reconnaissance

The reconnaissance steps were done by doing an observation about the teaching-learning process of reading in SMP Muhammadiyah 8 Yogyakarta. The steps were started by doing classroom observation, and by interviewing some students and an English teacher related to obstacles and difficulties in teaching learning process of reading. From the result of the reconnaissance steps, it was found a lot of problems in the implementation of teaching-learning process of reading that needed to be solved.

2. Planning

In this phase the researchers identified problems or issues and developed a plan of action inorder to bring about improvements in a specific area of the research context. Some considered suitable techniques were selected to improve students' reading comprehension. The actions planned to be carried out include implementing summarizing activities, implementing various interesting reading

tasks, giving interesting media and handout for the students, and giving reward to the students.

3. Action and Observation

The action plans were agreed by the members of the research to be implemented. They were implemented in two cycles. The first cycle was done in three meetings and the second cycle was done in two meetings. In the first cycle, the meetings were held three times a week. The English teacher and the research member were discussed the implemented actions and analyzed the result. The result of the discussion was used as an evaluation that would be used to improve the next meeting.

4. Reflection

The reflection was done every time after the implementation of the actions. The members in the research made the reflection. Each member contributed to the reflection on the taken actions. The successful actions were continued in the next teaching and learning process but the unsuccessful actions were modified into the ones that were most suitable.

F. Techniques of The Data Collection

The data of this research were qualitative in nature. The researcher collected the opinions, suggestion, comments, and expectations from the research members. The qualitative data was collected by conducting observations and interviews.

Instrument used in the interviews was interview guideline. It was used to guide the researcher in conducting the interview to get the data related to the teacher's behavior and also the students' behavior before, while, and after the

action. The interview was conducted during the research by interviewing the English teacher and the eighth grade students. This interview process was aimed to get the responses and feedbacks from the English teacher and students who directly involved being research process and to get the responses of the result of implementing the action. The forms of the data were interview transcripts.

Meanwhile, the observations used observation checklist to guide the researcher and the collaborator in writing down any information and the process of the running of the teaching and learning process in this research. The observation process was conducted before and during the implementation of the action. The data of observation was collected by observing the teaching and learning process in the classroom. The forms of the data were field notes.

Besides, the quantitative data was in the form of reading test. The instruments used in the reading were test pre-test and post-test (in the form of multiple choices). The reading test was conducted as a part of the monitoring sequences in the research. To measure the improvement of students' reading comprehension, the researcher conducted post-test of reading. The result was compared with the result of the pre-test of reading if the students' reading comprehension is improved or not. The result of the test was used as supporting data. The data scores were in the form of score transcripts.

G. Techniques of The Data Analysis

There were two types of data in this research, namely qualitative and quantitative. To analyze the qualitative data, the researcher refers to the stages of

data analysis suggested by Burns (1999:157-160). They are presented in the following.

1. Assembling the data

In this step, researcher collected all the data to see what really occurred over period of the research. The data were collected in the form of field notes, interview transcripts, and reading scores transcript.

2. Coding the data

Burns (1999:157) says that coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types. Then, the researcher divided the data that could be decoded qualitatively i.e the field notes and the interview transcripts, and quantitatively i.e the pre-test and the post-test.

3. Comparing the data

After categorizing the data, the researcher needed to compare the data from different sources of data, for example the interviews compared with the observations and the pre-test and the post-test scores. This aimed to see whether the data showed the same conclusion or the contrasts.

4. Building interpretation

In this stage, the researcher dealt with a great amount of creative thinking about what the data were saying by reflecting beyond the immediate surface details. The researcher discussed with the English teacher to pose questions, to identify connections, and to develop explanations about the meanings of the research.

5. Reporting outcomes

The last stage of data analysis presented an account of research for others. The researcher considered some aspects in reporting the results of this study such as discussing the issues or questions that prompted the study, describing the context of the research, analyzing the findings by providing the samples of the data and interpreting how the project lead to the other areas for research.

Meanwhile, the quantitative data (the students' reading scores) were analyzed by calculating the mean scores of the pre-test and the post-test. The mean scores of each test were compared. The increase of the mean scores indicated that the students' reading comprehension was improved. The improvement of students' reading comprehension became one of the indicators for the improvement of the teaching process.

H. Validity and Reliability of The Data

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity as cited Anderson in Burns, (1999:161). The researcher applied those five of validity to validate the data in this research.

1. The democratic validity concerns to the extent in which the research is truly conducted collaboratively and includes multiple choice. According to Burns (1999), democratic validity is related to the participants' opportunity to give their opinions, ideas, and comments about the teaching and learning process. The first discussion was held to plan the action. During the research, some discussions were held to discuss the progress of the research. In the end of

every meeting, the English teacher and the researcher had a discussion to reflect the actions of that day. In the end of every cycle, the discussion was held to evaluate the actions that had been implemented and to plan the actions in the next cycle.

2. The outcomes validity relates to notions of actions leading to the outcomes that are successful within research context.

To fulfill the outcome validity, some indicators that show improvements of the students' reading comprehension were formulated together. The indicators were as follows:

- a. The students identified the main idea of the text, determined the detail of information, and made a summary by using the students' own words;
 - b. The teacher focused on the teaching and learning of reading with the use of summarizing activities;
 - c. The students enjoyed the classroom activities;
 - d. There were interesting media in the teaching and learning process; and
 - e. The students participated actively during the English teaching and learning process.
3. The process validity as cited in Burns (1999) relates to the reliability and competency of the research itself. It is related to the students' ability in following the process of the research. To know the subjects' competency, in this research, the researcher did an observation during the implementation by using observation checklists and interviews after the implementation. The

actions were done by regarding the classroom learning process during the research.

4. The catalytic validity is related to the extent in which the research can make the subjects understand more about the social context and make change in the research. The researcher allowed the subjects to get deeper understanding of the materials and how they can create changes about their understanding of their actions. It was done by making the reflection of students' attitudes toward the actions and also interviewing the subjects.
5. The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research finding with collaborators and some students of English Education Department of UNY. During that period of time, the researcher conducted the research in implementing summarizing strategy to improve students' reading comprehension.

To obtain the trustworthiness, the researcher used the triangulation technique. There were two forms of triangulations used by the researcher (Burns 1999: 164).

a. Time triangulation

Time triangulation means that the data were collected over period of time. In this study, the data were collected from February to April 2014. During that period of time, the researcher conducted the research in implementing summarizing activities to improve students' reading comprehension.

b. Investigator triangulation

In this form, more than one observer was involved in the same research setting. It was done by the researcher to avoid the bias observations. There were two observers in this study, i.e. the researcher herself and the English teacher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings of the implementation of the Summarizing Activities to improve the eighth grade students' reading comprehension at SMP Muhammadiyah 8 Yogyakarta. The implementation was divided into two cycles, namely cycle I and II. Each cycle consists of planning, action and observation, and reflection. This chapter also presents the quantitative data in the form of the mean of the students' score during the research process.

As stated in the previous chapter, the research methods used in this study was action research, with the following framework: determining the thematic concern of the reconnaissance, planning, acting, observing, and reflecting. In the reconnaissance step, the researcher identified the field problems concerning the teaching and learning process of reading. On March, 11th, 2014, the researcher did a class observation and interviewed VIII C students of SMP Muhammadiyah 8 Yogyakarta. The researcher also had discussion with the English teacher of SMP Muhammadiyah 8 Yogyakarta about the problems that occurred in the class.

After finding the general problems, the English teacher and the researcher decided to solve the field problems concerning the improvement of reading comprehension in the teaching and learning process of reading. Then, the English teacher and the researcher planned some actions that would be implemented to solve the field problems using summarizing activities. After that, the researcher moved on to the next level, which were doing actions and observations. The planned actions were implemented and observed to evaluate whether the use of

summarizing activities effective or not to improve students' reading comprehension of the VIIIC students of SMP Muhammadiyah 8 Yogyakarta. The final step was reflection of the actions done before making better improvements in the next cycle.

Below were the steps of this action research study that the researcher conducted in the VIIIC of SMP Muhammadiyah 8 Yogyakarta.

A. Reconnaissance

On 11th March, 2014, the researcher did a class observation to find the problems concerning the English teaching and learning process of class VIIIC of SMP Muhammadiyah 8 Yogyakarta. In this step, the researcher also interviewed the English teacher and the students to get some information related to the English teaching learning process there.

1. Identification of the Field Problems

After doing the class observation and the interview, the English teacher and the researcher identified the problems related to the English teaching and learning process in VIIIC of SMP Muhammadiyah 8 Yogyakarta. Based on these results, there were several problems found before and during the teaching and learning process.

*Pada waktu itu, suasana di kelas masih sangat ramai, dikarenakan masih banyaknya siswa yang menghabiskan makanan dan minuman mereka sehabis berolah raga. Ada beberapa siswa yang terlihat masih di luar kelas dan masih ada yang berganti baju di kamar mandi. (At that time, the situation in the class was crowded because the lesson before was sport. **There were some students outside the class.** They ate their foods and cleaned themselves away.)*

GBI pun membuka pelajaran pada hari itu, yaitu mengenai narrative teks. GBI meminta siswa untuk membuka LKS mereka halaman 27. Kemudian menanyakan kepada siswa, pengertian narrative teks, bagian – bagian dari narrative teks, dan setelah itu meminta siswa untuk membaca teks tersebut.

(The lesson the day was about narrative text. She asked the students to open the LKS and turn to the page 27. The teacher asked the students the definition and the parts of the narrative text. After that, she asked the students to read aloud.)

Setelah satu per satu siswa selesai membaca, GBI melanjutkan dengan menanyakan pada siswa apakah ada kata-kata sulit dari teks, dan meminta mereka mencari di kamus. (After reading aloud, the teacher continued asking the students to mention the difficult words from the text and to check the words in the dictionary.)

GBI lebih banyak membahas mengenai grammar. Siswa pun terlihat malas-malasan mencatat penjelasan GBI. (**Discussing the grammar was the teacher's activity at that time. Students seemed bored and lazy in noting teacher's explanation.**)

GBI meminta siswa untuk mengerjakan soal-soal yang ada di dalam LKS. (**The teacher asked the students to finish the task in LKS.**)

Beberapa siswa ada yang mengerjakan, dan siswa lainnya ada yang mengobrol dengan teman sebangku, ada yang mengganggu teman yang lain, suasana di kelas mendadak riuh. (**While few students did the tasks, the other students chatted and joked with their friends. The class was crowded.**)

Appendix/FN01

Table 5 shows that some problems concerning the teaching and learning process of English of grade VIIIC of SMP Muhammadiyah 8 Yogyakarta were related to the teacher, the students, and the teaching strategy. The problems are presented in the following table.

Table 5: The Identification of the Field Problems

No.	Problems	Code
1.	When the teacher came into the classroom, the students were still busy about something else.	S
2.	When the teacher started lesson, some students still talked about another topic with their friends.	S
3.	When the teacher gave them some eliciting questions about the material, some students gave unserious responses and some others only remained silent.	S
4.	Some students did not like reading English text. It was seen when they were asked to read the text, they could not concentrate on the text. They often stopped reading and chatting with their friends.	S
5.	The students took longer time to understand the text and to	S

	work on the comprehension questions.	
6.	Some students could not understand the text well so they could not answer the comprehension questions accurately.	S
7.	The students had poor vocabulary mastery.	S
8.	The students did not bring dictionaries to help them understand the text.	S
9.	The students' motivation dropped if they found too many difficult words.	S
10.	Some students found the difficulties in memorizing the new English words.	S
11.	In the discussion section, some students did not participate well. They just remained silent and wrote down the answers.	TS
12.	There was limited interaction among the students in the classroom activities.	TS
13.	The teaching process of reading comprehension mainly focused on translating and testing.	TS
14.	Some students easily got bored of the teaching and learning process, it was seen that the students responded to the teacher's instructions unenthusiastically.	TS
15.	The teacher dominated the class.	T
16.	The teacher rarely had interaction with the students.	T

Note:

S: Students

TS: Teaching Strategy

T: Teacher

By interviewing the English teacher and some students, the researcher could identify some problems related to teaching of reading in the class. The interview transcripts were in the following.

Interview 1

Hari/Tanggal : 12 Februari 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	<i>Begini bu, saya mau bertanya-tanya sedikit mengenai pembelajaran bahasa Inggris di kelas VIII C yang besok akan saya ampu untuk sementara. Jadi begini, menurut ibu, bagaimana sih pembelajaran bahasa Inggris terutama reading di kelas tersebut? (I wanted to ask you about the teaching and learning process in VIII C Class. Could you explain to me about the teaching and learning in the class, especially reading?)</i>
GBI	<i>Kalau saya sih mbak seringnya menggunakan LKS. Kalau tidak ya</i>

	<i>mengacu pada buku paketnya saja. Saya juga cuma mengambil teks yang ada di LKS itu. (I often used students' textbook and LKS as the materials in teaching English. The texts used were from the LKS or textbook.)</i>
P	<i>Kira-kira kesulitan siswa dalam memahami teks bahasa Inggris itu apa ya bu? (What are the students' difficulties in comprehending an English text?)</i>
GBI	<i>Hmm..ya masih di penguasaan vocabulary itu lho mbak. Masih sangat belum memenuhi harapan anak-anak disini. Kalau ada teks bahasa Inggris gitu, disuruh mbaca, kalo udah ketemu kata-kata sulit ya sudah mbak.(The students' difficulty is about the vocabulary mastery. It did not meet with the teacher's expectation. If I asked the students to read the text then they found the difficult words, they left the text and started to joke or chat the other friends.)</i>
P	<i>Trus apakah setelah mereka selesai membaca teks tersebut ibu mengeksplor pemahaman mereka tentang teks terkait? (After reading aloud the text, did you ask them about the content of the text?)</i>
GBI	<i>Yo kadang-kadang saya review mbak. Tapi kalau tidak ya langsung saya suruh saja mengerjakan latihan-latihan yang ada di LKS. Kalau tidak ya saya kasih soal terkait dengan teks dan pembelajaran pada waktu itu. (Sometimes, I reviewed their comprehension or directly asked the students to do some tasks from LKS or questions related to the text.)</i>

At the same time, I also interviewed the students related to the teaching and learning process in the class. The interview transcripts were in the following.

Interview 2

Hari/Tanggal : 12 Februari 2014

Responden : P (Peneliti), S1,S2, S3 (Siswa)

P	<i>Kalian bertiga paham nggak kalau diajar reading sama Bu Puji?(Did you understand about the teaching of reading by the English teacher?)</i>
S1	<i>Ya gitu deh mbak. Paling ya disuruh ngerjain soal di LKS. Kalau nggak ya disuruh membaca sama menjawab pertanyaan.(No, I did not think so. She only asked the students to do the task in LKS, read aloud the text, and answer the questions related to the text.)</i>
P	<i>Diajarin nggak sama Bu Puji bagaimana caranya menentukan ide pokok dan informasi terkait bacaan?(Did the teacher teach how to identify the main idea of a paragraph and the detail information from the text?)</i>
S2	<i>Nggak mbak. Habis membaca mengerjakan soal, trus habis itu membahas soal yang sudah dikerjakan. Kalau waktunya cukup, kalau nggak ya dilanjutkan di rumah.(No, she did not. After reading the text,</i>

	she discussed the students' answers. If the time was up, she asked the students to continue the task at home.)
P	<i>Selain memakai buku pegangan siswa dan LKS, Bu Puji pernah nggak menggunakan gambar untuk memudahkan kalian memahami isi teks yang kalian baca? (Except the textbook and LKS, did your teacher use another media, such as pictures to enable you in comprehending the text?)</i>
S3	<i>Ya mana pernah mbak. Wong biasane Ibu cuma mengambil materi dari buku, kita membaca, mencari kata-kata sulit, mengartikan, kadang belajar grammar, kadang membahas soal. (No, she did not. The teacher usually provided the materials only from our textbook or LKS. Then, she asked the students to read, find the difficult words, translate it, and sometimes studied about grammar and discussed the tasks.)</i>

From the interview transcripts above, we could see that the learning materials used by the teacher were monotonous. She never let the students study by themselves. Textbook and LKS were her primary sources in teaching of reading. Through these kinds of activities, the teacher could not make the students being active and independent. So, their reading comprehension became limited.

2. Determining the Actions to Solve the Problems

As stated in the beginning of Chapter I, the researcher only focused the study on improving students' reading comprehension by using Summarizing Activities in the reading teaching and learning process. Therefore, the students could enjoy the teaching and learning process. Then, it could make the students comprehend reading texts easily. Because of this, the team members decided to overcome the field problems based on the urgency level and feasibility to solve.

Table 6: The field problems that would be solved

No.	Field Problems	Code
1.	The students were passive during the English teaching and learning process.	S
2.	The students got bored with the classroom activities.	S
3.	The teacher rarely used interesting media to engage students	TS

	with the lesson.	
4.	The teaching process mostly focused the class on the translating and testing activity.	TS
5.	Teacher rarely had interaction with the students.	T
6.	The teacher dominated the class.	T

After determining the field problems that would be solved, the English teacher and the researcher analyzed the problems to find the main causes. This step was needed to recognize the obstacles and weakness in relation to the field problems found.

Table 7: Field problems and Causes

No.	Field Problems	Causes
1.	The students were passive during the English teaching and learning process.	The teacher very rarely gave motivation to the students. The teacher did not give students the opportunity to involve more in the teaching and learning process. It was because most of the activities in the class were controlled by the teacher.
2.	The students got bored with the classroom activities.	The teaching and learning activities in the reading class were monotonous. The activities mostly were reading aloud, answering reading comprehension, and translating the text.
3.	The teacher rarely used interesting media to engage students with the lesson.	The teaching process only focused on the need of finishing the materials from the textbook and LKS (<i>LembarKerjaSiswa</i>). The teacher did not try to make the students interested with the lesson. So, the teaching and learning process did not conducive.
4.	The teaching process mostly focused the class on the testing activity.	
5.	The teacher dominated the class.	

After the problems were identified and noted, the English teacher and the researcher made some plans to determine the possible actions to solve the field problems. The actions are presented in the following table.

Table 8: Field Problems, Main Causes, and Actions

No.	Field Problems	Causes	Action
1.	The students were passive during the English teaching and learning process.	The teacher rarely gave motivation to the students. The teacher did not give students the opportunity to get involved more in the teaching and learning process. It was because most of the activities at class were controlled by the teacher.	Giving reward to the best reader, in pairs and in group.
2.	The students got bored with the classroom activities.	The teaching and learning activities in the reading class were monotonous. The activities mostly were reading aloud, finishing the students' LKS (<i>Lembar Kerja Siswa</i>), and translating the text.	
3.	The teacher is rare to use interesting media to engage students with the lesson.	The students were not interested in reading activities.	Using pictures and various media
4.	The teaching process mostly focused the class on testing activity.	The students had low reading comprehension, so their vocabulary mastery was poor.	Applying summarizing activities
5.	The teacher dominated the class.	The interaction between the teacher and the students, the students with other students was low.	Applying summarizing activities and using various reading tasks

To solve the problem 1, the researcher applied reward strategy in order to increase students' motivation in teaching and learning process. Next, 4 and 5 problems, the researcher used summarizing activities. It was aimed at facilitating the students to learn English in an interactive experience. They would read a text which could be done individually, in pairs, and the whole group member together.

Besides, the researcher could implement many reading activities, not just give students testing and translating. The researcher used various and interesting reading tasks to assess the students' reading comprehension ability. The researcher needed to design the tasks which were not in the form of question only. By using the interesting reading task, the students would enjoy doing the task. There, students found that the activities in the task promoted them to be active learners. They easily comprehended the text and did their tasks.

To solve problems 2 and 3, the researcher used interesting media to attract the students with the lesson. Since the teacher only focused on the need of finishing the materials from the textbook, the teacher did not try to make the students interested with the lesson. The researcher used pictures that related to the text, series of pictures and various tasks.

To make students easy in understanding the material, the researcher used handout. The researcher made handout about the materials for the students that could be taken from internet or books. In taking the texts, the researcher chose the appropriate materials such as reading texts that were relevant to the students of junior high schools, especially for the students of grade VIIIC SMP Muhammadiyah 8 Yogyakarta. The reason were helped them to understand the lesson and catching their attention so that they were interested in the materials. Before doing the actions, the researcher made lesson plans of the actions and discussed the lesson plans and the material with the English teacher.

B. The Implementation of Cycle I

1. Planning

Considering the problems identified above some efforts were planned to solve them. The efforts were through summarizing activities, the use of various tasks and interesting media, and the use of handout of the materials. In this phase, there would be three meetings, on Thursday, 3 April 2014, Saturday, 5 April 2014, and Tuesday, 8 April 2014. The text used was a narrative text. Based on the results of the discussion with the collaborator in a democratic and dialogic atmosphere on March 11th, 2014, the action plans of the first cycle are presented below.

a. Applying summarizing activities

Summarizing activities were selected to be applied in Cycle 1 through 2 steps. The first step was determining the Somebody-Wanted-But-So-Then to find the detailed information from a text. The next step was rewriting the detailed information to be a good summary. The students were encouraged to work in pairs, groups and individual to finish the tasks given. Sometimes, the researcher asked the students to mention the part of SWBST based on the text, so they did not only comprehend the text in writing but also they had the comprehension in their mind.

b. Using interesting media and completing various reading tasks

The researcher planned to give several interesting media to the students. It was given during the teaching and learning process. She would give the students pictures or a series of pictures which related to the text and various reading tasks to improve students' vocabulary mastery and interesting of the students.

c. Using handout of the materials

Each student got a handout during the English classroom to help his or her learning. The handout would be distributed whenever they learnt new materials. It consisted of the explanation of materials and tasks. So, through the handout, the students did not need to make note from teacher's explanation and they could focus on the teaching and learning process.

2. Actions and Observations of Cycle I

The implementation of the actions in the first cycle was done in 3 meetings. The first meeting was conducted on Thursday, 3 April 2014, and the second was on Saturday, 5 April 2014, and the last meeting in Cycle 1 was on Tuesday, 8 April 2014. The researcher acted as the teacher and the English teacher became the observer. The complete description is provided in the following.

a. Applying summarizing activities

During cycle 1, summarizing activities was used in every meeting. The researcher always inserted the summary activities in every task so that the students could practice in every meeting, not only in the form of individual task but also short summary orally after finishing their reading.

In the first meeting, the researcher discussed about narrative text with various themes, such as Indonesian Legend, Fairy tale, and Fable. It aimed at increasing students' motivation in reading comprehension. The application of summarizing activities also ran well, although in the first meeting, there were some students who did not interested in this activity. She started the strategy through telling the students that there would be a way to make them easy in

comprehending a text. The researcher used Indonesian Legend in the first meeting.

Firstly, the researcher explained the students the definition of SWBST, the trick how to find each part easily, its advantages, and how to connect the detailed information being an understandable paragraph for the other readers. In my first explanation they remained silent and only made some notes about my explanation on their handout. Sometimes, they seemed bored and did other activities, such as chatting with their friends or laying their head on the table.

Furthermore, the students felt nervous in joining their first class, so the researcher tended to apply teacher-centered in teaching reading. She explained about the use of SWBST steps in reading comprehension repeatedly through the text. In relation to the time management, in the first meeting the researcher could not manage the time well, so the time was up and the researcher did not yet finish my teaching. Unluckily, she asked the students to continue the tasks at home.

5 menit sebelum waktu habis, P menyampaikan kepada para siswa untuk melanjutkan pekerjaan mereka yang belum selesai di rumah dan mengumpulkannya di pertemuan berikutnya.

(5 minutes before the time was up, the researcher asked the students to continue their task at home and submit it next meeting.)

Appendix/FN 06

Time goes by, when the researcher met the students in the second meeting, they looked more confident than the meeting before. When she asked the students to submit the last task, only few of them did not submit the task, as presented in the following field note.

Kemudian P menagih tugas yang mereka kerjakan di rumah. Mereka pun mengumpulkan tugas tersebut dan ada beberapa siswa yang tidak mengumpulkan dengan alasan belum selesai, banyak tugas dari mata pelajaran yang lain, dan berbagai macam alasan lagi.

(Then, the researcher asked the students to submit the last task. **Few students did not submit their task with some reasons**, such as, they did not finish the task yet, there were homework from the other subjects, and many reasons told.)

Appendix/Field Note 07

The researcher told them that in this meeting they would still discuss about the use of SWBST in comprehending text. She started the lesson by asking them some questions related to the theme that day. After asking them orally some questions, she showed a piece of pictures related to the text would be discussed. The researcher asked the students to make a group consisting 3 persons in one group and there would be 6 groups. Each group must have their representative to represent the other friends in one group. Then, she asked the representative to read the paragraph. After that, the researcher divided the group in determining the Somebody, Wanted, But, So, Then and there was one group summarizing the text based on the other group's information.

P meminta mereka untuk duduk berkelompok 3 orang. Kemudian setelah semua mendapatkan kelompoknya, P meminta kelompok perwakilan dari kelompok Dwi untuk membaca paragraph pertama, sambil P menunjukkan gambar yang sesuai dengan paragrafnya. Kemudian ada beberapa perwakilan kelompok yang menunjukkan jarinya. P pun memilih kelompok Novida untuk membaca paragraph terakhir.

(The researcher asked the students to make a group consisting 3 persons in one group. After students joined to their group, she asked the representative from Dwi's group to read the first paragraph while showing the picture. **Then, there were group's representative who raised his/her hand to read the next paragraph** and finally the researcher chose Novida's group to read the last paragraph.)

Appendix/Field Note 07

Next, in the third meeting, because the text was fairly long the researcher asked the students to make a group consisting three persons in one group. The group's representative read the paragraph and the other groups' member determined the SWBST and its summary. Each group wanted to be better than the other groups.

From the piece of field note above, in grouping activity, the students could work cooperatively with their members. Every student shared their opinion to the other members or the member's representative. The students really divided the part of the paragraph to find the information asked. This situation made all of students active in every activity. All of them tried to share their opinion and all of them had a chance to be heard the other students. It looked that they were very interested in the teaching technique. It is described in the following interview transcript.

Interview 4

Hari/Tanggal : Kamis, 3 April 2014

Responden: P (Peneliti), S1, S2 (Siswa)

P	<i>Hai..namanya siapa?</i> (Hi. What's your name?)
S	<i>Nur Afni Miss.</i> (NurAfni, Miss.)
P	<i>Gimana tadi pelajarannya?</i> (What do you think about the lesson?)
S	<i>Enak. Nyenengin Miss.</i> (It was so fun and relaxed.)
P	<i>Ok, kalau kerja kelompok gitu kamu suka gak?</i> (What do you think about group work?)
S	<i>Suka Miss, soale kan sebelumny agak pernah kelompok-kelompok gitu.</i> (I liked it very much, because I never did it before.)
P	<i>Ok, lebih mudah ngerjain sendiri apa kelompok dek?</i> (Which one was easy, working in a group or individual?)
S	<i>Mudah kalau ngerjain bareng, Miss.</i> (I thought that group work was easier than individual work.)

1) Determining Somebody-Wanted-But-So-Then

When the researcher applied the activities in the first meeting, the students were still confused. They also were not interested in the lesson. The students thought that this strategy was too difficult because the activities asked them to work individually and they never did it before. Their attention to the lesson was also still low. Moreover, my explanation about the strategy was too long and made the students boring.

Sementara P menjelaskan, terlihat siswa ikut mencatat poin-poin dan penjelasan tambahan dari P di handout mereka masing-masing dan ada beberapa siswa yang berbincang dengan temannya atau bermalas-malasan di atas meja.

(While explaining the materials, some students seemed to make additional note based on my explanation on their handout. **There were some students who spoke with their friends, bored, and laid their head on the table.**)

Appendix/FN 06

In the first meeting, after the researcher explained them repeatedly, they had a better understanding and tried to determine the SWBST in a text. Sometimes, they asked their friends and asked me to ensure that their answer was right or false. They mentioned who is Somebody, what is Wanted, what is the problems (But), how the character solves the problems (So), and what is the resolution (Then). The researcher told them, in determining the Somebody, they should look on the subject of the story. Somebody is who of the story and it can be more than one subjects. She asked them to look at the model of the text, entitled The Story of Sangkuriang and TangkubanPerahu Mountain.

Then, the researcher asked the students to mention Somebody in the text. She told them that the Somebody was usually in the first paragraph. They scanned

the text and some of them said, Tumang, DayangSumbi, Sangkuriang, and his dog. She guessed that determining the Somebody would be the easier part than the other parts. Then, giving them reward with saying that their answers were perfect and the researcher wrote their answers on the board. Next part was determining the Wanted. Wanted represents the plot. Most of the students seemed confused. The researcher gave them some clues. *“Looked at the next paragraph! It would give you a clue.”* They still looked confused and there was a student saying *“Wanted nya Dayang Sumbi asked her son to go hunting with his lovely dog bukan Miss?”* *“That’s right, the Wanted was Dayang Sumbi asked her son to go hunting with his dog.”*

The researcher wrote the all answer on the board. The next was But. She asked the students, whether they heard about The Story of Sangkuriang? Some students said that they have heard about that story before. However, the same student answered my question, *“But nya di paragraph ketiga, Miss.”*, and the researcher asked her to mention the But. However, her answer was still false. The researcher told them that the problem was Dayang Sumbi hit Sangkuriang’s head and his son ran away from their home. They wrote the answer on their handout.

Then, there was a student who rose his hand and tried to answer the part So. He told that the meeting between Dayang Sumbi and Sangkuriang caused the forbidden marriage, so to fail the marriage Dayang Sumbi asked Sangkuriang to make a boat and a lake to celebrate their wedding. Then, one of the students raised her hand; she told that Sangkuriang knew that Dayang Sumbi failed his effort and

he was very angry and kicked the boat. The researcher told the students that Then must be in the last paragraph and the last sentence.

My first meeting did not finish well, because the researcher should teach the students about the SWBST steps patiently. She came to them one by one, just making sure that they understood about the strategy. Because the time was up, the third task from the first meeting could be done at that time. So, the researcher asked the students to finish it at home.

Nampak dari kegiatan tersebut siswa lebih antusias dan semangat dibandingkan pada pertemuan pertama kemarin.

(From the activity, apparently, **the students became more enthusiastic and attractivethan the first meeting.**)

Appendix/FN/09

After the class was up, she interviewed some students about the teaching and learning process in that day. They told that they were still confused about determining the SWBST. From the part, only the Somebody and Then could be determined easily. It exemplified in the following interview transcript.

Interview 2

Hari/Tanggal : Kamis, 3 April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Hai nduk..namanya siapa? Miss Mita boleh tanya-tanya sedikit nggak? (Hi. What's your name? May I ask you about the teaching – learning process today?)</i>
S	<i>Dwi, Miss. Boleh Miss, tanya-tanya apa e?(Of course.)</i>
P	<i>Bagaimana nduk tadi? Diajarin cara menentukan ide pokok dan informasi yang detail pake SWBST itu bisa nggak? (How's about your learning process today? Do you understand using SWBST as strategy in finding the detail information and the main idea?)</i>
S	<i>Bisa, Miss. Paling mudah menentukan somebody nya. Masih bingung di wanted nya, Miss.(Yes, I did Miss. The easier part was finding the somebody and I was still confused finding the wanted, etc.)</i>

In the second meeting, the researcher discussed about the Fairy Tale text. She decided to break the students down into six groups. Each group consisted of three students in order to make the teaching and learning that day running well. Now, in determining the SWBST, they looked easier than before. Every group determined the part and the group's discussion ran quickly. From one group to another groups answered correctly. The situation in the class became crowded. Some students, who were passive, participated well in the activity.

5 menit sebelum waktu habis, P menyampaikan kepada para siswa untuk melanjutkan pekerjaan mereka yang belum selesai di rumah dan mengumpulkannya di pertemuan berikutnya.

(5 minutes before the time was up, the researcher asked the students to continue their task at home and submit it next meeting.)

Appendix/FN 06

The other tasks from this meeting could finish well on time. The researcher acted as observer and gave guidance to them. She looked around them to check whether they could do the task or not. If the researcher found the group who had difficulties, she helped them by giving clues.

Ketika menemui kesulitan tak segan mereka bertanya pada P, namun ada juga yang langsung membuka kamus dan mencari kata tersebut di kamus, dan ada juga yang bertanya kepada teman yang dianggap mengerti. P pun tak hanya duduk di meja guru, tapi juga berkeliling dan mengamati mereka dari belakang. P pun terkadang membantu mereka dengan memberikan clue-clue yang bisa membantu mereka menyelesaikan kesulitan-kesulitan yang mereka hadapi.

(If the students found difficulties they asked to me, but there were some students who opened their dictionary or asked to their friends without asking me. The researcher also looked around them and observed them from surrounding class. She helped them by giving clues towards their difficulties.)

Appendix/FN/09

During this activity, the students were very enthusiastic because it was something new for them. As the researcher mentioned in the field problems, the teaching and learning activities of reading were monotonous. The students usually were asked to read aloud the text, to translate the text and then answer the questions. Consequently, they did not enjoy reading. By implementing this activity, most of the students liked it. Furthermore, the researcher could interact well with the students, so making the teaching and learning process run well. It is reflected in the following interview transcript.

Interview 12

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Hai Lula, bagaimana pelajaran hari ini? Masih bingung dengan penggunaan SWBST nggak? (Hi Lula, what do you think about the lesson? Do you still confused with the use of SWBST?)</i>
S	<i>Asyik kok, Miss. Udah agak ngerti juga. (It was fun and I rather understand in using SWBST steps.)</i>
P	<i>Senang nggak kalau ada tugas terus Miss Mita suruh ngerjainnya berkelompok? (Do you like if I ask you to work in group?)</i>
S	<i>Ya senang Miss. Jadi tugasnya kan lebih mudah, bisa dibagi-bagi sama teman 1 kelompok. (Yes, I liked it very much. The task would be easier to work in group than to work individually.)</i>

Then, in the third meeting of Cycle 1, the researcher divided the students into six groups consisting of three members in one group. The strategy used was still the same as the second meeting. Every group's representative represented their member to read the text. Surprisingly, in the third meeting themed Fable, as the representative read the paragraph by paragraph, the members was busy to determine the SWBST whereas the researcher did not ask them to determine it.

After finishing reading the text, the students automatically mentioned who is Somebody, what is Wanted, what is the Problem, how the somebody solves the problems, and how the story ends.

Sementara perwakilan kelompok membaca, siswa yang lain secara otomatis langsung menentukan SWBST dari bacaan tersebut.

While the group's representative read the paragraph, **the other members automatically determined the SWBST from the text.**

Appendix/FN.08

The researcher guessed that the students had accustomed to determine the SWBST. They also mentioned some difficult words from the text, such as starvation, spendthrift, greedy, slaughtered, entire, etc. To find the meaning, the researcher asked them to guess it from the text and there were students opening their dictionary. Moreover their answers in determining the SWBST were right. It showed that the students had mastering the use of SWBST.

Setelah selesai membaca, P meminta setiap perwakilan kelompok secara singkat saja menyebutkan SWBST dari teks tersebut dan ada 1 kelompok yang bertugas merangkum berdasarkan informasi dari kelompok yang lain. P menuliskan setiap jawaban mereka di papan tulis. Rangkuman mereka pun sudah lebih baik dibanding 2 pertemuan yang kemarin.

(After reading the text, the researcher asked the group's representative briefly to mention the SWBST and there was one group summarizing the text based on the given information. She wrote their answers on the board. **Generally, their summary was better than the meetings before.**)

Appendix/FN.08

2) Making a summary

In this part, the researcher asked the students not only to rewrite but also to mention the detail information into a good paragraph. They should combine the detail information using some connective words, such as one day, then, so, etc. In the first meeting, they did want to make a summary, because they thought that

making a summary was still difficult. Although they have already determined the detail information, they were still lazy and confused in doing the tasks.

Interview 13

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Edo, bagaimana pelajaran hari ini? Masih bingung nggak kalau disuruh merangkum? (Edo, what do you think about the lesson today? Do you still confuse in making a summary?)</i>
S	<i>Lumayan, Miss. (I could do little bit of it.)</i>
P	<i>Lah..kok lumayan Do? Emang yang bikin bingung apanya Do? (What makes you confused?)</i>
S	<i>Gabung-gabungin informasinya itu, Miss. Banyak yang nggak tau bahasa Inggrisnya. (Combining the detail information made me confused. There were many connective words that I don't know.)</i>

Moreover, in this meeting the researcher acted as a controller and took the whole class fully with my explanation about the use of SWBST and how to arrange it becoming a good paragraph. The researcher guessed that the students got bored towards my long explanation about the use of SWBST and how to make a good summary. When the researcher asked the students to make a summary based on the detail information given, few students did not do that. Below was the field note from that situation.

Setelah siswa menyelesaikan tahap pertama, yaitu menentukan SWBST, kemudian P meminta mereka untuk melanjutkan ketahap berikutnya, yaitu merangkum cerita Sangkuriang tersebut menjadi suatu paragraph berdasarkan informasi-informasi yang sudah ditentukan terlebih dulu. Beberapa terlihat mengerjakan, namun ada juga yang tidak mengerjakan.

*(After finishing the first step, namely determining the SWBST, I asked them to continue to the next step, namely summarizing the detail information becoming a good paragraph. Some of students worked on it, **but few students were lazy in doing their task.**)*

Appendix/FN 06

Interview 5

Hari/Tanggal : Kamis, 3 April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Loh Dit, kok nggak dikerjain tugasnya? (Why didn't you do the task?)</i>
S	<i>Susah e, Miss. (It was difficult.)</i>
P	<i>Mana Dit yang susah? (Which was the difficult part?)</i>
S	<i>Gabung-gabunginnya ini lho, Miss. Pake kata-kata sendiri. (Combining the detail information and using our own words were too difficult.)</i>

The two students said that they got difficulties in combining the detail information to be a paragraph. It was because they had poor vocabulary mastery, so they still found difficulties in making a summary. In the first meeting there was one task which did not finish yet. The task was about the use of SWBST and its summary. Then, the researcher asked them to continue the task at home and submit it in next meeting.

In the second meeting, she taught them Fairy Tale theme. The researcher told them that we would still discuss about the use of SWBST steps in creating a good summary. To increase students' motivation, she started the lesson by dividing them into some groups. Based on their groups, there would be a representative who represented the group's idea/opinion. Every group got one part of SWBST steps and its summary, so there would be six groups to finish the first text. In the first meeting they still got difficulties, in the second meeting they were more confident. A group which made a summary did it well. The researcher asked them to mention their summary based on other groups' information and only gave the students 3 minutes to finish it.

Next in the third meeting, the theme was about Fable. The researcher inserted SWBST steps in the second task. She asked the students to work

individually in order that the researcher could see the students' comprehension about the strategy used. Surprisingly, their comprehension about the activities was increased. Although there were few mistakes in that task, but there were also many right answers. The summary part was done by combining the information using some connective words, such as then, next, so, and then, etc. To minimize the difficulty in combining the information, the researcher remembered them every meeting about the connective words they could be used.

Interview 17

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Oliv, tadi bagaimana merangkum teks narrative nya, bisakan? (Oliv, can you finish your summary?)</i>
S	<i>Bisa kok Miss. Tapi kadang-kadang bingung juga. (Yes, I can. Sometimes, I fairly confused in summarizing the text.)</i>
P	<i>Bingung di bagian mananya Liv? (Which part makes you confused?)</i>
S	<i>Jadiin satu informasi-informasi yang sudah ada itu Miss. (In combining the detail information to be a good summary.)</i>
P	<i>Tapi kalau ngerjainnya kelompok atau bersama teman sebangku gitu, apa masih sulit? (Do you still confused if you do your task in a group or in pairs?)</i>
S	<i>Nggak Miss. Kalau bareng-bareng gitu rasanya lebih mudah. (No, I don't. I do it easily if I worked in a group or in pairs.)</i>

Indeed in this part was the hardest part, but from times to times, their summary was better than the meeting before. The students' confused had been discussed in every meeting and it has been repaired in the next meeting. Every meeting, their ability to make a summary based on the SWBST information was also increasing.

b. Using interesting media and completing various reading tasks

The researcher gave several interesting media to the students in the forms of pictures and series of pictures. She used pictures to help the students in bringing their background knowledge to the text and chose some pictures which were relevant with the topic. Since the topic was about narrative text, the researcher used some pictures related to the theme. There were three themes conducted in Cycle 1, such as Indonesian Legend, Fairy Tale, and Fable. By showing the pictures, the students' attention towards the lesson increased. They learned the theme easily.

In Cycle 1, the researcher also used a series of pictures to encourage and facilitate students in understanding the lesson. The students learned the connecting words to combine the information and the part of narrative text with the use of series of pictures. They also learned how the story of narrative text is recognized.

Interview 3

Hari/Tanggal : Selasa, 1 April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Oia Liv, tadi menurut Oliv, gimana pelajarannya?(What did you think about the lesson?)</i>
S	<i>Nyenengin Miss, asik kok. Gak bikin ngantuk. (It was attractive, Miss. I didn't feel sleepy during the learning process.)</i>
P	<i>Bagianmana yang paling nyenengin pas pelajaran tadi?(Which part did you like most?)</i>
S	<i>Pas disuruh ngerangkum tapi nyari informasinya dulu, Miss. Ada gambarnya juga kan, jadi gampang terus suka deh lihat-lihat gambarnya.(I liked the part when I asked to summarize the text. Moreover, there were series of pictures related to the text. It very helped me in summarizing the text.)</i>

The series of pictures was also aimed at promoting the students to determine the SWBST. The students could understand the text easily through the pictures.

The researcher started the activity by showing a series of pictures of the story. The students' task was about the Legend of Sangkuriang. She asked them to answer the SWBST questions and its summary and then in the second task asked them to answer the comprehension questions. The third task for the first meeting did not finish yet because the researcher took the long time to explain the use of SWBST strategy. Below is the example of series picture used in the first meeting.

Figure 2: The Legend of Sangkuriang and Mount Tangkuban Perahu



The tasks in the second meeting were about the comprehension questions related to the model of text, then the jumbled paragraph, and the last was the use of SWBST strategy in the form of star through text entitled “The Flowers from the Moon”. The students were enthusiastic in doing their new form tasks. They looked confused in doing the true/false questions, because the researcher also asked the correction from the false statement. They sometimes asked me or their other friends to ensure their answer was false or true.

The true and false questions and the use of SWBST were repeated in the third meeting. To make the students more comprehend the text the researcher used the same text in the next meeting. Generally, it could increase their ability to comprehend the text.

In Cycle 1, there was the use of various reading tasks. Jumbled sentence was used to make the students understand the sequences of events in the narrative text, true/false question to check their comprehension about the text, the SWBST strategy to make the students comprehend the text through the detail information and fluent in summarizing a text.

c. Using handouts of the materials

Before the researcher taught the class, the students prepared the English book on their table. Because the teacher mostly explained the material on the board, the students spent more time in copying them in their book. So, she gave all students handout when they faced new materials. The handouts were given before the lesson started. It helped them learn the materials given and saved the time for writing. The following interview transcript describes the students' feeling towards the use of handout during the teaching and learning process.

Interview 9

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Kalau dengan penggunaan handout itu membantu nggak Man? (Did the handout help you in learning process?)</i>
S	<i>Miss. Gak perlu nyatet banyak-banyak Miss. (It was helpful. I should not make some notes from the teacher's explanation.)</i>

3. Reflection

After conducting the actions in Cycle 1, the collaborator and the researcher conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, we analyzed the data from the observations and the interview transcripts to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following was the results of the reflection.

a. Applying summarizing activities

Even though the summarizing activities could not make the students understand yet, however, generally the summarizing activities could improve their involvement in teaching and learning process time by time. These activities helped them understand the materials given since they could share what they know. Although in the first meeting few students still found some difficulties, but in the next meeting they seemed to be more confident than that. They shared their ideas confidently, interacted with the other students and the researcher, and asked if they did not know. Students often asked the difficult words from the text and the researcher told them how to translate the words contextually.

Interview 6

Hari/Tanggal : Sabtu, 5 April 2014

Responden : P (Peneliti), S1, S2 (Siswa)

P	<i>Trus kalo ngerangkumnya, gimana nduk? Udah bisa mandirikan? (What do you think about the summarization, can you do it independently?)</i>
S1	<i>Iya Miss, bisa kok. Kan udah ada petunjuknya, jadi lebih mudahlah kita ngerangkumnya. Gak bingung-bingung lagi. (I thought it was easy because there was instruction to finish it. So, I was not confused in doing the tasks.)</i>

P	<i>Kalau kamu gimana Devina? Masih bingung apa udah ada perkembangan? (What's about you, Devina? Did you still feel confused in doing the tasks?)</i>
S2	<i>Bisa kok Miss. Tapi kalau disuruh pake kata-kata sendiri itu yang masih agak sulit. Maklum Miss, vocab nya masih sedikit (sambil tertawa). (No, I did not. Summarizing by using my own words was still difficult because I missed English vocabularies.)</i>
P	<i>Trus, pelajaran hari ini, menurut kalian menyenangkan nggak ya? (What do you think about the lesson? Is it fun?)</i>
S1 dan S2	<i>Menyenangkan sekali Miss. Miss lucu ngomongnya, kadang pakai bahasa Jawa. Pokoknya gak seperti Bu Puji Miss, galak (sambil tertawa). (It was so fun. You are humorous. Sometimes, you spoke in Javanese.)</i>

In line with the students, the collaborator or the English teacher also gave positive feedbacks to the teaching and learning process of reading using summarizing strategy. The English teacher also said that the summarizing activities helped the students be independent to comprehend the text. The other advantages were the students could know who is the character of the story, what is the problem, how the story ends, etc.

Interview 11

Hari/Tanggal : April 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	<i>Bu, bagaimana ya saya tadi mengajarnya? Masih kurang banyak ya bu? (How do you think about my teaching process?)</i>
GBI	<i>Iya e Mbak, kok sepertinya anak-anak itu masih bingung ya sama aktifitas merangkumnya Mbak Mita. (I thought that your activities was still confusing for the students.)</i>
P	<i>Iya bu. Memang agak susah sih Bu awalnya. Soalnya kan menuntut anak untuk kerja mandiri itu. Apalagi kosakata mereka juga masih kurang ya Bu. (That's right, Mam. This activity was difficult for the students, because it asked students to work independently. Moreover, they still had poor vocabulary mastery.)</i>
GBI	<i>Ya nggak apa-apa Mbak, kan masih ada 4 pertemuan. Pasti bisalah anak-anak kalau diajarin. Apalagi kalau sama Mbak Mita itu anak-anak mau berbicara gitu lho, nggak malu untuk menyampaikan pendapat mereka. (It's okay, Miss, there would be next four meetings. (The</i>

	students also enjoyed during the teaching and learning process. They shared their ideas confidently.)
P	<i>Kalau dari langkah-langkah pengerjaan Summarizing itu tadi, menurut ibu bagian mana yang paling mudah dikerjakan oleh siswa? (In your opinion, which part was the easiest from summarizing strategy?)</i>
GBI	<i>Yang bagian menentukan informasinya itu lho. Mana Somebody, Wanted, But, So. Kalau menulis lagi mereka masih agak kesulitan saya lihat. (The easiest part was when they asked to determine the detail information, such as SWBST. On the contrary, the rewriting part was still difficult for the students.)</i>

b. Using interesting media and completing various reading tasks

The students were interested in the material. The researcher chose materials which were appropriate with their background knowledge such as The Legend of Sangkuriang, The Golden Eggs, and The Little Red Riding Hood. Then, the researcher used some pictures related to the text. These pictures helped them in bringing their background knowledge to the text. It was also aimed at promoting the students to finish their tasks.

The researcher started the activity by showing series of pictures of story. The students' tasks enabled the students in determining the detail information. She also used a series of pictures to attract the students with the lesson. These media attracted the students' attention toward the lesson. The use of various and interesting reading tasks also helped the students to improve their vocabulary mastery, grammar knowledge, and students' reading comprehension ability. The students were not lazy and reluctant do the tasks.

In Cycle 1, there were some various reading tasks, such as, jumbled paragraphs of events in the narrative text, true/false question, comprehension questions, and various kind of SWBST strategy. The students enjoyed the class

because the teaching and learning process was fun. It can be reflected through the following interview transcript.

Interview 11

Hari/Tanggal : April 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	<i>Tapi kalau untuk materi yang saya gunakan, menurut ibu apakah sudah cukup menarik apa masih biasa saja? (What's about the materials? Did you think that the materials were interested for the students?)</i>
GBI	<i>Udah sangat menarik kok Mbak. Kan sebelum masuk ke materi ada gambar-gambarnya untuk menarik minat siswa terlebih dulu. Jadi siswa juga sudah tertarik begitu mbak. (The materials were interested I guessed. Before entering the main materials, you built students' knowledge through series of pictures. It interested the students.)</i>

c. Using a handout of the materials

The handout given to the students helped them in learning the materials. The students did not need to write all of my explanation since the explanation had been in the handout given. As a result, the students could focus on my explanation instead of making notes.

Interview 11

Hari/Tanggal : April 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	<i>Bagaimana dengan penggunaan handout di tiap-tiap pertemuan Bu? Apakah bisa membantu siswa untuk fokus selama KBM? (What do you think about the use of handout in every meeting? Does the handout help the students in their learning process?)</i>
GBI	<i>Ya sangat membantu mbak. Jadi siswa tidak perlu mencatat terlalu banyak di buku catatan mereka. Dengan handout tersebut juga catatan mereka akan lebih lengkap mbak. Teksnya ada, gambarnya ada, penjelasan mengenai teks juga ada. (It was very helpful. The students did not need to make notes too much in their notebook. Through the handout, their note would be more complete. There were texts, pictures, explanations about the related text.)</i>

The collaborator said that the use of handout also could help students in their learning process. They did not need to make note too much in their notebook. The explanation in the handout was also complete, so the students could easily study by themselves. It exemplified in the interview transcript below.

Interview 21

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Hai Yudi, menurut kamu kalau belajarnya pakai handout seperti ini bagaimana? Apakah membantu kamu selama proses belajar tadi? (Hi Yudi. How's about the using of handout? Did the handout help you in the teaching and learning process?)</i>
S	<i>Iya Miss. Enak kalau pake kaya gini. Jadi nggak usah nyatet banyak-banyak. Semuanya sudah ada di sini. (Using handout in the learning process was very helpful. I didn't need to make many notes about teacher's explanation. Everything related to the materials were in the handout.)</i>

C. The Implementation of Cycle II

1. Planning

Considering the reflection of Cycle 1, the researcher and the collaborator planned the next actions in Cycle 2. The researcher and the collaborator considered both the weakness and strengths of the three meetings in Cycle 1. There were some aspects in Cycle 1 that needed to be improved. Considering the improvement of reading comprehension ability, the researcher still implemented the same actions in Cycle 2. Deciding to implement the same activities and some new actions, she hoped that the teaching and learning process would be more enjoyable and the students reading skills would be significantly improve. The time management also should be more organized in this cycle. The researcher and the collaborator changed the text into the recount text in order to train the students to

use their summarizing strategy not only for the narrative text but also for other texts. The action plans of Cycle 2 reveal the following points.

a. Applying summarizing activities

There were some technical problems during the teaching and learning process in Cycle 1 that needed to be fixed. The researcher found few students still made a noise and did not want to work their tasks. So, in the Cycle 2, the quantity of the tasks were reduced and made the tasks more attractive so that they did not make noises and could be more concentrated with their tasks.

To maximize my role as a controller during the teaching and learning process was important in the second cycle. The researcher continued monitoring them and guided them if there were any difficulties during the lesson.

b. Using interesting media and completing various reading tasks

As in the Cycle 1, interesting media was applied to the students. It was given during the teaching and learning process.

The researcher also gave the students some reading tasks to improve students' reading comprehension. The reading tasks were in the form of true/false questions, comprehension questions, multiple choice questions, and making a summary based on the points determined related to the materials. The texts used in the Cycle 2 were short texts so that the students could finish their tasks on time.

c. Using handouts of the materials

As found in Cycle 1, the handouts were helpful the students during their learning process. It consisted of the explanation of materials and tasks. The researcher planned to keep providing it until the last meeting.

d. Giving rewards to the best group, the best pair, and best reader

In Cycle 2, the researcher planned to give rewards to the best group and student in the class in order that they would be more excited. It could be seen from the finding of Cycle 1 that the students were enthusiastic in competing with others and becoming the winner. It was expected that rewards could encourage everybody to be active the class.

2. Actions and Observations of Cycle II

Cycle 2 consisted of 2 meetings. The first meeting was on 10th April and the second meeting was on 17th April. As in the previous cycle, the English teacher acted as the observer and the researcher taught the students as usual using planned actions. The genre of the text was only Recount text. The media used was still pictures.

a. Applying summarizing activities

In the Cycle 2, recount text was used as the genre. There were 2 lesson plans themed Holiday. The first lesson plan in the Cycle 2 was about Holiday in Borobudur Temple. There would be three tasks here. The researcher only asked them directly to determine SWBST based on the text. Some of students could do the task by themselves, but the other students still felt confused because the text changed into the recount text. Repeatedly, the researcher explained to them that the use of SWBST was same as the use in narrative text.

In the first lesson plan, the researcher asked the students to read the text and orally asked them the SWBST. Many students could answer orally, but few students still confused and remained silent. After that, in pairs, the researcher asked them to do the multiple comprehension questions. They could do the task

easily. When did the second task, the students were more confident to do it in pairs. Both of the students shared their ideas or opinions together related to the task. If they found the difficulties, they asked to me. The students became more enthusiastic because they wanted to be the best reader's group and got reward from me.

Kemudian mereka beralih ke tugas yang kedua. P meminta mereka berpasangan dengan teman sebangku. Setelah itu secara berpasangan para siswa menyelesaikan tugas kedua. Ada di antara mereka yang masih bertanya kepada P. P pun berkeliling untuk mengecek pekerjaan mereka satu per satu.

(Then, they moved to the second task. The researcher asked the students to do the task in pairs. **There are some students who asked to me if they found the difficulties. So, she could not only sat in front of them, but also looking around them to check their work.**)

Appendix/FN/10

In the third task, an individual task was about making a summary based on the recount text. The researcher asked the students to choose one of the texts, determine the SWBST from the text, and make it summary based on it. Some of students chose the first text, because after scanning the text, they guessed that the first text was easier than the other texts.

The last meeting in the Cycle 2 was still about the recount text themed Holiday. In this meeting, there were three tasks about students' comprehension, such as multiple choices related to the text, true/false question, and comprehension questions. When the students finished reading the first text, there were some difficult words they found, such as, volunteer, woven, *ikat*, dawn, coast, and memorable. The researcher gave them clues through my body language and giving them some examples related to the words. After reading the model of

the text entitled Holiday in *Kupang*, they directly mentioned the SWBST and its summary. It made me so surprise. Moving to the first task which was about some multiple choice questions, the researcher asked the students to finish it individually, because the task was too easy to be worked in pairs or group.

1) Determining Somebody-Wanted-But-So-Then

Then, the next task was the task asking the students to work individually. The task was about summarizing. In process, without guidance the students determined the SWBST first. They still asked me in determining the part of SWBST, but overall they finished the other parts by themselves. In second cycle, the researcher also promised the students to give a reward for the best reader and the best group in finishing the task correctly. It made the students being motivated.

From the students' opinion, the writer, some friends, and a foreigner lady and her daughter were the Somebody. The students felt easy in determining the Somebody. Next was Wanted. Wanted represents the plot. The story was told about the writer's holiday to the Borobudur Temple with her friends. The third part is problem. The part But states conflict or challenge the person or people faced. Their meeting with the foreigner lady and her daughter was a problem because from their meeting, the writer and her friend knew about cross-cultural understanding. Every story or text should not have the solution, but in this text, the students could find how to solve the problem above. Finally, they say sorry to the foreigner of being not respectful. The students have finished the first text well. Then they moved to the next task in the form of comprehension questions.

In the second cycle first meeting, the researcher moved the theme about the holiday. In this session, she asked them to do some tasks related to the comprehension questions, such as multiple choice related to the text and true/false questions. In modeling the text, she remembered to the students about the SWBST, and then asked them to mention the SWBST in the text entitled My Holiday in Flores. Firstly, while writing the part of the SWBST on the board, the researcher pointed a student to read the text. After they read the text, directly she asked them to mention the SWBST part. Some students mentioned it well, but few students were quiet.

2) Making a summary

After determining the detailed information, the students made a summary based on it. In the Cycle 1, they were very confused and did not want to do the tasks, but in the Cycle 2, they did the tasks confidently. Sometimes, if they found difficulties, they asked to me. In summarizing the recount text, the students were still confused because they were familiar with narrative text.

Their second task was done in pairs. The researcher guessed that worked in pairs was more help the students in summarizing the text than their worked individually. The researcher remembered the students about the use of the connective words to combine the determined information. Firstly the students looked rather confused because in the meeting before they summarized narrative text. They asked to me many times whether their summary was right or false. After that, the researcher asked them to finish the third task individually. In the

third task, their comprehension was tested. After checking their summary, most of the students were right with their answer.

In the second meeting, the task asked the students to make a summary based on the text orally. One of the students read the paragraphs; the other students were busy with their activity. Surprisingly, after she finished her last paragraph the students automatically made a summary in their handout and spontaneously they mentioned the summary of the text using their own words as exemplified in the field note below. It meant that students' reading comprehension was increasing better than before.

Walaupun tidak diminta, sembari salah satu teman membaca, mereka menentukan SWBST dari teks tersebut. Setelah selesai membaca, tanpa diminta beberapa diantara mereka pun langsung menyebutkan bagian-bagian dari SWBST. Dengan cara seperti inilah, para siswa jadi lebih mudah untuk memahami bacaan. P pun meminta beberapa anak membacakan hasil rangkuman dari bacaan tersebut dan hasil rangkuman mereka pun sudah sangat baik.

(While reading the text, the other students determined the SWBST from the text. **After finishing the reading, the students automatically mentioned the SWBST from the text.** Through this strategy, they could comprehend the text easily. I asked few of students to read their summary. Surprisingly, their summary was also better than before.)

Appendix/FN.10

b. Using interesting media and completing various reading tasks

As in Cycle 1, the researcher gave the students interesting media in the forms of pictures. In Cycle 2, the media was still to encourage and facilitate students in understanding the lesson. The use of a lot of pictures related to the theme that day really helped the students in comprehending the materials. For example, when the researcher taught them about the holiday and some recreation

places, some pictures that used were pictures that students usually know. Here are some of pictures.

Figure 3: Pictures of Recount Text



Generally, the students were enthusiastic when the researcher showed them the pictures. Many students were able to answer my question and tell what they know about the picture. Through the pictures, they also could find some new vocabularies and sometimes they translated the new vocabularies through the pictures.

c. Using handouts of the materials

During the Cycle 2, the researcher still gave the students the handout since it helped them to learn the materials. As what had been found in Cycle 1, the students paid more attention to my explanation as the materials were already on the handout. The students just made a note of some additional information which was not covered in the handout.

3. Reflection

The collaborator and the researcher gathered conducting the final reflection after all actions were implemented. The results of the reflection were gained from the observations, the interviews done after each meeting finished.

a. Applying summarizing activities

The implementation summarizing activities were successful in improving the students' confidence towards reading text and improving the students' reading comprehension. The students had more opportunity with their friends to share their knowledge and help each other to achieve the goal. This activity had a big influence to the students' attitude toward reading. The students were more enthusiastic and interested in reading. Determining the parts first helped them in understanding the materials. They did not feel difficulties anymore when asked to make summary or to comprehend the reading text.

From the teacher side, the ways the researcher explained the material during the teaching and learning process were increased. She spoke slowly when explaining the materials and giving instruction. So, those students who usually complained and asked me to repeat my instruction began to understand my explanation and instruction clearly. They were not often asked me to repeat either my instruction or my explanation.

Interview 20

Hari/Tanggal : April 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	<i>Bu, menurut ibu bagaimana kegiatan belajar mengajar tadi? Apakah ada peningkatan dibandingkan pertemuan-pertemuan pada siklus pertama kemarin? (Mam, what did you think about the teaching-learning process? Was there an improvement in this meeting compared with</i>
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	the cycle 1 meetings?)
GBI	<i>Iya mbak, jelas ada. Waktu awal-awal dulu kan anak-anak juga masih pada malu-malu ketika mau menyampaikan pendapat, tapi sekarang sudah lebih bisa santai saya lihat. (Of course, there was an improvement in these meetings. In the early meetings, the students were still shy when they wanted to share their ideas, but now, they were more confident in sharing their ideas.)</i>
P	<i>Kalau untuk penguasaan langkah-langkah yang saya ajarkan, apakah menurut ibu anak-anak sudah bisa memahami? (Especially in mastering SWBST steps, did you think that the students have mastered it?)</i>
GBI	<i>Saya kira mereka sudah cukup memahami ya mbak. Ketika disuruh mengerjakan tugas juga sudah bisa mandiri dan banyak benarnya tho mbak disbanding salahnya? (I guessed that they have mastered the steps. As you asked them to do the tasks, they did independently. There were more right answers than the false answers.)</i>
P	<i>Jadi aktifitas summarizing sudah sangat membantu siswa dalam merangkum suatu bacaan ya bu?(So, the summarizing activities were very help the students in summarizing the text. Wasn't it?)</i>
GBI	<i>Iya mbak. Kan pokok-pokok informasinya sudah lebih dulu mereka tentukan. Kemudian mereka tinggal menulis kembali informasi-informasi yang ada menjadi suatu paragraph. (That's right, Miss. The students have determined the detail information first. Then, they just rewrote the detail information in the form of paragraph.)</i>

b. Using interesting media and completing various reading tasks

In Cycle 2, there were pictures and various reading tasks. The implementation could reduce the students' boredom and could help them comprehend the reading text. Students could be actively engaged with the lesson when the pictures had shown. Students' confidence to express and respond toward the text given had increased. By using pictures during the lesson, the students were willing to learn English texts. The various reading tasks accommodated the students to practice their reading skill.

Interview 20

Hari/Tanggal : April 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	<i>Kalau menurut ibu mereka tertarik juga nggak kalau materinya diberi gambar-gambar yang terkait dengan teks? (Did you think that the students attract to the materials?)</i>
GBI	<i>Ya jelas tertarik ya mbak. Kan bisa lebih membantu mereka dalam mengerjakan tugas itu juga. (Absolutely, they attracted to the materials. The materials could help students in doing their tasks.)</i>
P	<i>Kalau menurut ibu, materi yang saya berikan sudah cukup menarik apa masih kurang ya bu? (What's about the materials given? Were the materials attractive enough to the students?)</i>
GBI	<i>Sudah sangat menarik kok mbak. Cukup itu. Bervariasi juga. (I guessed that the materials given were attractive and varied.)</i>

c. Using handouts of the materials

A handout which was distributed during the teaching and learning process helped the students in studying the materials. Besides, by giving the materials in the form of handout, the students could pay more attention on my explanation. Sometimes, they only made notes from my explanation or wrote the difficult words.

Interview 20

Hari/Tanggal : April 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	<i>Oia bu, satu pertanyaan lagi, kalau menurut ibu, dengan adanya handout yang saya bagikan sebelum saya memulai pelajaran itu, apakah berpengaruh terhadap pembelajaran siswa? (Okay Mam, my last question, what did you think about the use of handout? Was it influential in my teaching learning process?)</i>
GBI	<i>Iya mbak, bagus itu. Lebih praktis juga. Siswa tidak perlu mencatat apa yang mbak jelaskan. Mereka hanya mencatat penjelasan yang perlu-perlu saja. Sehingga mereka bisa fokus sama pelajaran. (I thought that it was good and practical. The students didn't need to make some notes about your explanation. They just made some important notes from the explanation. So, they could focus in the learning process.)</i>

d. Giving rewards to the best group, the best pair and the best reader

As the researcher promised in the first meeting cycle 2, she gave the reward for the best students and the best group reader from the class. The best reader was

Arma Manggala, the best pairs were Aditya and Ratiman, and the best group reader was Olive's group. They looked happy, because they never did it before. Moreover, the present encouraged students in the English teaching and learning process. It was also a new experience for them.

Interview 11

Hari/Tanggal : 17 April 2014

Responden : P (Peneliti), S (Siswa)

P	<i>Hai Arma, jadi semangat belajar ndak habis dapat hadiah dari Miss Mita? (Hi, Arma. Do you feel happy after getting reward from me?)</i>
S	<i>Semangat banget, Miss. (I am very happy, Miss.)</i>
P	<i>Suka ndak sama hadiahnya? (Do you like the reward?)</i>
S	<i>Ya suka banget, Miss. Lumayan jadi punya kamus bahasa Inggris. (Yes, I like it very much. Luckily, I got this dictionary.)</i>

General Findings

This subchapter presents the research findings of all actions that had been done in the research. As stated before, the research aimed at improving reading comprehension to students of grade VIIC of SMP Muhammadiyah 8 Yogyakarta through summarizing activities. Hence, the findings of the research involved the actions reached that goal.

In Cycle 1, the implementation of summarizing activities was successful to improve students' reading comprehension ability and students' involvement. In the first step, the activities could attract the students' attention toward the lesson. The students' interest also improved. Then, in the second step, the students' vocabulary mastery increased. It was because in the step, the students were asked to mention and to write the different words related to the text and searched the meaning in the dictionary. The next step was applying of summarizing activities

which gave students situation which could make them active and independent in the process of teaching and learning of reading. They were trained to perform mutual interaction with the students and the teacher. They were given opportunities to share ideas and knowledge about the materials to the other students. Moreover, the use of various reading activities and the handout also helped and supported the success of each cycle.

However, there were still some problems occurring in the implementation of the actions related to the students' reading comprehension ability and their involvement. Firstly, related to the time management which did not organize well; sometimes, the students could not finish their tasks on time. Secondly, the quantity of the reading task that was too much, it made the students hurried in finishing their tasks. As a result, their work was not done maximally.

Therefore, the researcher tried to solve the problems so that students' reading comprehension and students' involvement could be improved successfully in Cycle 2. There were some improvements in the implementation of the actions. The time management could organize well, because the researcher decreased the quantity of the reading tasks. So, the students could finish the task maximally. Besides, there was also a reward for students who were good in their reading tasks. This following table shows the changes results of the action research study.

Table 9: The Changes Results of the Action Research Study.

No.	Actions	Cycle I	Cycle II
1	Applying Summarizing Activities	a) Few students looked enthusiastic in the learning process of reading.	a) Most of the students were enthusiastic in the learning process of reading.

		b) The students began to use the summarizing activities to get the information from the reading materials. c) There were some students who did not pay attention fully to the process of teaching and learning of reading. d) The students' confidence to present their work was still low.	b) The students' reading comprehension in applying summarizing activities developed very well. c) The students' paid attention to the lesson because they had to be ready if they were asked to present their work individually as in the summarizing activities. d) The students offered themselves to be volunteers to perform something.
2.	Using interesting media and completing various tasks	The students were interested in the media given but only few students could focus in the learning activities.	Most of students focused and actively involved in the teaching and learning process.
3.	Using handouts of materials	Many students did not pay attention to the researcher's explanation and did not complete the tasks.	Most of students fully paid attention to the researcher's explanation and enjoyed using the handout.
4.	Rewards to the best group and the best reader	10 out of 20 students had been interested in teaching and learning activities.	18 out of 20 students actively participated in the activities, because of the rewards given.
5.	Reading comprehension test	The mean score of pre-test was 67,05.	The mean score of post-test was 78,70.

Furthermore, the improvements also specifically happened in the students' reading comprehension through the implementation of summarizing activities.

Table 10 below showed the improvements from the pre-condition of the students until the cycle 2.

Table 10: The Students' Reading Comprehension Improvements.

No.	Pre-Condition	Cycle 1	Cycle 2
1	Difficulty in comprehending the text	Students could comprehend but remained confuse in each step.	Students could comprehend the text better and understood all steps clearly.
2	Poor vocabulary mastery	Students' vocabulary mastery increased but the students were still dependent to the teacher.	Vocabulary mastery increased and the students became independent.
3	Difficulty in identifying main idea	Good ability but most still copying the text.	Good ability with their own words in making a summary.
4	Difficulty in finding detail of information	Most could determine the SWBST but still confused in making summary.	Most could determine then make a summary based on the information.
5	Low motivation	Enthusiastic with complaint of many tasks.	Enthusiastic and more attention to the researcher.

In connection with Table 9 and Table 10, the process of teaching reading encountered many problems. Some students tended to be passive and bored in reading activities. They also had low motivation in reading. Besides, they did not comprehend narrative and recount texts well and did not understand the meaning of some difficult words. In reference to the reading activities, it tended to be monotonous. Moreover, there was low interaction among the English teacher and students in the process of teaching reading.

After the actions were implemented, some students tended to be active and enthusiastic in the process of teaching reading. They involved actively in the

teaching and learning process of reading. Various media and tasks used also succeed in increasing students' motivation in reading skill. Through these, they were also able to comprehend the narrative and recount texts and the meaning of some difficult words. In relation to reading activities, it became interesting in which students were actively participated in reading activities. Further, the students did not need to write the teacher's explanation because of handout given. They only wrote some important additional notes from the teacher's explanation.

The implementation of summarizing activities also made the students enjoyed the English class. It can be seen when they were actively engaged during the teaching and learning process. For example, the students became volunteers when the researcher pointed, freely asked questions when they did not understand and were active in answering the questions. Sometimes, they also gave me suggestions what they wanted to do in learning English and to make their learning more enjoyable. The students were also willing to help their friends by teaching or telling them if there were any difficulties among their friends. They became more interested in reading since they have friends that will to help them in understanding the text.

In teacher's side, there were also some improvements related to the application of summarizing activities. The English teacher became more open minded to make the English teaching and learning process more interesting. She improved her knowledge in creating the activities which could make the students learn English well. She also has improved her knowledge in using media and various materials to make the English lesson become more interesting.

In addition, the English teaching and learning process became more interesting. It was not merely reading texts, doing translation practice, and answering reading comprehension questions during the teaching and learning process, but also implementing various activities that could encourage all students to work together as a group. The use of summarizing activities created an independent relaxed atmosphere of teaching and learning. Since the teaching and learning was focus on the students, they did not depend on the teacher in learning English. The students can help other friends in doing the task and understanding the materials. As a result, they became more enthusiastic and got better understanding in learning English.

The researcher also had some improvements in my behavior, before doing the research, she only knew a little about teaching students through summarizing strategy. The researcher did not really understand how to implement summarizing activities and what the obstacles that may happen. By doing this research, she gets more knowledge about how to implement summarizing activities in order to improve the students' reading comprehension. The researcher thought that teaching reading by using summarizing activities was simple and easy to do, but now she realizes that teaching reading by using summarizing activities is not simple. Through this actions research, the researcher learns many things such as how to handle the students, how to choose the appropriate materials and activities, how to choose the interesting media, and so on.

Meanwhile, the research has given a big impact on her personality. The researcher becomes more patient in organizing something. Before during this

research, she did not realize that the speed when her talking so fast. After conducting this research, she can control herspeed when talking to someone. Randomly, the researcher used to doing something and now she becomes wise in how she should think and how she should act. The researcher also becomes more respectful towards the students who have big efforts to learn. In the future, the researcher should consider all those aspects to create better atmosphere in the teaching and learning process.

Last, after the actions were implemented, there was an improvement in students' reading comprehension. In relation to students' improved reading comprehension ability, the improvements were indicated from students' mean scores obtained from Pre-Test and Post-Test on reading comprehension. Those mean scores indicate continuous improvements as can be seen in the following table.

Table 11: The Result of the pre-test and post-test

Test	Frequency	Mean
Pre-Test	20	67.05
Post-Test	20	78.70

In Cycle 1, the students took a pre-test at the beginning of the cycle and a post-test at the end of the cycle. From the table above, it can be seen that the mean score of post-test 78.70 is higher than the mean score of pre-test 67.05. The increase of the score of students' reading comprehension test is 11.65, which shows that is an improvement of students' reading comprehension ability. The

improvement in students' reading comprehension scores from Pre-Test and Post-Test was also analyzed through descriptive statistics using SPSS 21.00.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

In this chapter, three points are presented. They are conclusions, implications, and suggestions. Each point is described as follows.

A. Conclusions

The study is categorized based on the result of the findings. In this research, the summarizing activities were implemented in two cycles. The summarizing activities considered of 2 activities. Those are determining SWBST and making a summary based on the SWBST. Besides the main activities of summarizing, the researcher also applied additional strategies such as the use of various reading tasks, the use of handout, and the use of reward. The data of this research were presented in the form of qualitative and quantitative. Both data were described as follows.

The first, the summarizing activities is applied to give the students a new experience in reading activity. The summarizing activities enabled students in comprehending a narrative or a recount text. It was because before they made a summary based on the text, they should determine the main information from a text. Through these activities, students automatically comprehended the content of a text.

The second, the implementation of summarizing activities were successful to promote the students to be participated in the teaching-learning process of reading. The process of implementing the summarizing activities was helped by

some supporting activities reach a goal in reading. The activities were practicing the reading strategies, discussing with friends and using the dictionary.

The third, the use of interesting media and various reading tasks also helped the students in comprehending the text. The pictures could enable them in determining the parts of SWBST. Some of the tasks asked the students to work in pairs or group. So, these activities made the students communicate with another students and the teacher.

The last is the use of handout of the materials in every new material. It also really helped the students focus in the teaching learning process, especially in the teacher's explanation. They did not need to take many notes from the explanation. The students just need to add some additional information from the teacher's explanation in their handout.

In terms of quantitative data, the result of the students' scores indicates the improvement of the students' reading comprehension. The scores were gained from the pre-test and the post-test. The mean score increased from 67.05 in the pre-test to 78.70 in the post-test.

In conclusion, based on the result of the observation and interview, all of the actions that were implemented during the research successfully improved the students' reading comprehension.

B. Implications

In reference to the findings of the research, it states that summarizing activities could change behaviors on the parts of the students in making sense of texts.

C. Suggestions

After covering up the conclusions and the implications of the research, the researcher has some suggestions for the English teachers and further researchers to be considered.

1. For the English Teachers

In the process of teaching and learning English, especially reading, English teachers should be able to create some activities which can accommodate the students to access their prior knowledge and connect it with the new knowledge from the new material. Such activities can help the students in understanding the text since a text does not bring its meanings by itself. Accessing prior knowledge and connecting it to the new knowledge had a big role in the process of understanding a text. In addition, such media as pictures should be used in order to attract the students' attention and interest. The use of handouts also enables students in understanding the teacher's explanation. As a result, the process of teaching and learning reading becomes more interesting and meaningful.

2. For Further Researchers

The implementation of summarizing activities can improve the students' reading comprehension. Other researchers are recommended to use summarizing activities on different levels of education in order to see the effectiveness of summarizing activities in improving the students' reading comprehension. They may also have more activities and or other text types in implementing summarizing activities.

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APPENDIX A: OBSERVATION CHECKLISTS

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru mengenalkan topik yang berhubungan dengan teks terkait kepada siswa.			Guru menanyakan apakah siswa pernah mendengar cerita seperti Sangkuriang, Malin Kundang, dll.
2.	Guru menanyakan pengetahuan mereka mengenai teks bahasa Inggris terkait.			Guru menanyakan apakah siswa pernah mendengar cerita seperti Sangkuriang, Malin Kundang, dll.
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.			Guru dan siswa akan mempelajari teks narrative.
4.	Guru menggunakan gambar sebagai media untuk mengeksplor pengetahuan siswa mengenai teks terkait.			Gambar yang digunakan adalah tentang Legenda Malin Kundang.
5.	Guru menjelaskan langkah-langkah dan strategi yang akan digunakan dalam pembelajaran.			Guru menjelaskan cara mengidentifikasi narrative text.
6.	Guru membagikan handout kepada siswa.			Handout dibagikan sesuai dengan jumlah siswa yang ada.
7.	Guru mengajak siswa mencari kata-kata sulit yang terdapat dalam bacaan.			Ada beberapa kosakata sulit yang siswa temukan dan kemudian menerjemahkan berdasarkan konteks.
8.	Guru mengajak siswa untuk menerjemahkan kata-kata sulit tersebut berdasarkan konteks.			Guru menerjemahkan kata-kata yang sulit dengan interaktif dan siswa memperhatikan.
9.	Guru meminta siswa untuk mengidentifikasi ide pokok dari tiap-tiap paragraph.			
10.	Guru meminta siswa untuk			

	menyebutkan bagian-bagian dari narrative teks.			
11.	Guru mendemonstrasikan strategi yang akan dilakukan dengan membaca paragraph pertama dari teks.			Siswa terlihat bingung ketika guru menjelaskan strategi SWBST.
12.	Siswa memperhatikan dan kemudian mengaplikasikannya pada paragraph yang kedua.			
13.	Guru meminta siswa untuk menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraph selanjutnya.			
14.	Siswa menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraf-paragraf selanjutnya.			Beberapa siswa bisa menyebutkan dan ada juga yang hanya diam.
15.	Siswa mulai bisa menyebutkan <i>somebody-wanted-but-so-then</i> secara mandiri pada tugas selanjutnya.			Beberapa siswa bisa menyebutkan dan ada juga yang hanya diam.
16.	Siswa bisa merangkum isi bacaan menggunakan kalimat mereka sendiri.			Dengan bantuan guru, siswa merangkum kembali isi bacaan.
17.	Siswa antusias terhadap pelajaran pada hari itu.			Siswa tertarik terhadap pelajaran hari itu.

Yogyakarta, 3 April 2014

Observer

Puji Astuti, S.S

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru mengenalkan topik yang berhubungan dengan teks terkait kepada siswa.			Guru menjelaskan contoh teks narrative.
2.	Guru menanyakan pengetahuan mereka mengenai teks bahasa Inggris terkait.			Guru menanyakan apakah siswa pernah mendengar cerita tentang Cinderella, snow white, etc.
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.			Guru dan siswa akan mempelajari teks narrative.
4.	Guru menggunakan gambar sebagai media untuk mengeksplor pengetahuan siswa mengenai teks terkait.			Guru menunjukkan gambar "Little Red Riding Hood".
5.	Guru menjelaskan langkah-langkah dan strategi yang akan digunakan dalam pembelajaran.			Strategi yang digunakan adalah SWBST.
6.	Guru membagikan handout kepada siswa.			Handout dibagikan sesuai dengan jumlah siswa yang ada.
7.	Guru mengajak siswa mencari kata-kata sulit yang terdapat dalam bacaan.			Siswa menemukan beberapa kata-kata sulit dari teks.
8.	Guru mengajak siswa untuk menerjemahkan kata-kata sulit tersebut berdasarkan konteks.			Guru dan siswa menerjemahkan berdasarkan konteks.
9.	Guru meminta siswa untuk mengidentifikasi ide pokok dari tiap-tiap paragraph.			Siswa mengidentifikasi ide pokok dari setiap paragraph.
10.	Guru meminta siswa untuk menyebutkan bagian-bagian dari narrative teks.			Siswa menyebutkan bagian dari teks narrative dengan lancar dan benar.
11.	Guru mendemonstrasikan strategi yang akan dilakukan dengan membaca paragraph pertama dari teks.			

12.	Siswa memperhatikan dan kemudian mengaplikasikannya pada paragraph yang kedua.			
13.	Guru meminta siswa untuk menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraph selanjutnya.			Siswa paling mudah untuk menyebutkan Somebody dari suatu teks.
14.	Siswa menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraf-paragraf selanjutnya.			Siswa sudah bisa menyebutkan SWBSWT dengan tepat.
15.	Siswa mulai bisa menyebutkan <i>somebody-wanted-but-so-then</i> secara mandiri pada tugas selanjutnya.			
16.	Siswa bisa merangkum isi bacaan menggunakan kalimat mereka sendiri.			
17.	Siswa antusias terhadap pelajaran pada hari itu.			Siswa tertarik terhadap pelajaran hari itu.

Yogyakarta, 5 April 2014

Observer

Puji Astuti, S.S

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru mengenalkan topik yang berhubungan dengan teks terkait kepada siswa.			Guru menjelaskan contoh teks narrative.
2.	Guru menanyakan pengetahuan mereka mengenai teks bahasa Inggris terkait.			
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.			Guru dan siswa akan mempelajari teks narrative.
4.	Guru menggunakan gambar sebagai media untuk mengeksplor pengetahuan siswa mengenai teks terkait.			Guru menunjukkan gambar “Golden Eggs”.
5.	Guru menjelaskan langkah-langkah dan strategi yang akan digunakan dalam pembelajaran.			Strategi yang digunakan adalah SWBST.
6.	Guru membagikan handout kepada siswa.			Handout dibagikan sesuai dengan jumlah siswa yang ada.
7.	Guru mengajak siswa mencari kata-kata sulit yang terdapat dalam bacaan.			Siswa menemukan beberapa kata-kata sulit dari teks.
8.	Guru mengajak siswa untuk menerjemahkan kata-kata sulit tersebut berdasarkan konteks.			Guru dan siswa menerjemahkan berdasarkan konteks.
9.	Guru meminta siswa untuk mengidentifikasi ide pokok dari tiap-tiap paragraph.			Siswa mengidentifikasi ide pokok dari setiap paragraph.
10.	Guru meminta siswa untuk menyebutkan bagian-bagian dari narrative teks.			Siswa menyebutkan bagian dari teks narrative dengan lancar dan benar.
11.	Guru mendemonstrasikan strategi yang akan dilakukan dengan membaca paragraph pertama dari teks.			
12.	Siswa memperhatikan dan kemudian mengaplikasikannya pada paragraph yang kedua.			

13.	Guru meminta siswa untuk menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraph selanjutnya.			Siswa paling mudah untuk menyebutkan Somebody dari suatu teks.
14.	Siswa menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraf-paragraf selanjutnya.			Siswa sudah bisa menyebutkan SWBSWT dengan tepat.
15.	Siswa mulai bisa menyebutkan <i>somebody-wanted-but-so-then</i> secara mandiri pada tugas selanjutnya.			Siswa mengerjakan tugas secara mandiri, berkelompok, dan berpasangan.
16.	Siswa bisa merangkum isi bacaan menggunakan kalimat mereka sendiri.			Siswa merangkum dengan benar berdasarkan SWBST.
17.	Siswa antusias terhadap pelajaran pada hari itu.			Siswa semakin tertarik terhadap pelajaran hari itu.

Yogyakarta, 8 April 2014

Observer

Puji Astuti, S.S

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru mengenalkan topik yang berhubungan dengan teks terkait kepada siswa.			Guru bertanya kepada siswa objek wisata mana sajakah yang pernah mereka kunjungi yang ada di Yogyakarta.
2.	Guru menanyakan pengetahuan mereka mengenai teks bahasa Inggris terkait.			
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.			Guru dan siswa akan mempelajari teks recount.
4.	Guru menggunakan gambar sebagai media untuk mengeksplor pengetahuan siswa mengenai teks terkait.			Guru menunjukkan gambar Candi Borobudur.
5.	Guru menjelaskan langkah-langkah dan strategi yang akan digunakan dalam pembelajaran.			Strategi yang digunakan adalah SWBST.
6.	Guru membagikan handout kepada siswa.			Handout dibagikan sesuai dengan jumlah siswa yang ada.
7.	Guru mengajak siswa mencari kata-kata sulit yang terdapat dalam bacaan.			Siswa menemukan beberapa kata-kata sulit dari teks.
8.	Guru mengajak siswa untuk menerjemahkan kata-kata sulit tersebut berdasarkan konteks.			Guru dan siswa menerjemahkan berdasarkan konteks.
9.	Guru meminta siswa untuk mengidentifikasi ide pokok dari tiap-tiap paragraph.			Siswa mengidentifikasi ide pokok dari setiap paragraph.
10.	Guru meminta siswa untuk menyebutkan bagian-bagian dari narrative teks.			Siswa menyebutkan bagian dari teks recount bersama-sama.
11.	Guru mendemonstrasikan strategi yang akan dilakukan dengan membaca paragraph pertama dari teks.			

12.	Siswa memperhatikan dan kemudian mengaplikasikannya pada paragraph yang kedua.			
13.	Guru meminta siswa untuk menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraph selanjutnya.			Siswa mulai terbiasa mengimplementasikan strategi SWBST dalam setiap teks.
14.	Siswa menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraf-paragraf selanjutnya.			Siswa sudah bisa menyebutkan SWBSWT dengan tepat.
15.	Siswa mulai bisa menyebutkan <i>somebody-wanted-but-so-then</i> secara mandiri pada tugas selanjutnya.			Siswa mengerjakan tugas secara mandiri, berkelompok, dan berpasangan.
16.	Siswa bisa merangkum isi bacaan menggunakan kalimat mereka sendiri.			Siswa merangkum dengan benar berdasarkan SWBST yang sudah ditentukan terlebih dulu.
17.	Siswa antusias terhadap pelajaran pada hari itu.			Siswa semakin tertarik terhadap pelajaran hari itu.

Yogyakarta, 15 April 2014

Observer

Puji Astuti, S.S

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru mengenalkan topik yang berhubungan dengan teks terkait kepada siswa.			Guru bertanya kepada siswa seputar liburan mereka kemarin.
2.	Guru menanyakan pengetahuan mereka mengenai teks bahasa Inggris terkait.			Guru bertanya apakah siswa pernah melihat hewan komodo. Jika pernah, dimana?
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.			Guru dan siswa akan mempelajari teks recount.
4.	Guru menggunakan gambar sebagai media untuk mengeksplor pengetahuan siswa mengenai teks terkait.			Guru menunjukkan beberapa contoh wisata alam yang ada di NTT, yaitu gambar Pulau Komodo, Pantai Pink, dan Danau Kelimutu.
5.	Guru menjelaskan langkah-langkah dan strategi yang akan digunakan dalam pembelajaran.			Strategi yang digunakan adalah SWBST.
6.	Guru membagikan handout kepada siswa.			Handout dibagikan sesuai dengan jumlah siswa yang ada.
7.	Guru mengajak siswa mencari kata-kata sulit yang terdapat dalam bacaan.			Siswa menemukan beberapa kata-kata sulit dari teks.
8.	Guru mengajak siswa untuk menerjemahkan kata-kata sulit tersebut berdasarkan konteks.			Guru dan siswa menerjemahkan berdasarkan konteks.
9.	Guru meminta siswa untuk mengidentifikasi ide pokok dari tiap-tiap paragraph.			Siswa mengidentifikasi ide pokok dari setiap paragraph.
10.	Guru meminta siswa untuk menyebutkan bagian-bagian dari narrative teks.			Siswa menyebutkan bagian dari teks recount teks

				bersama-sama.
11.	Guru mendemonstrasikan strategi yang akan dilakukan dengan membaca paragraph pertama dari teks.			
12.	Siswa memperhatikan dan kemudian mengaplikasikannya pada paragraph yang kedua.			
13.	Guru meminta siswa untuk menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraph selanjutnya.			Siswa mulai terbiasa mengimplementasikan strategi SWBST dalam setiap teks.
14.	Siswa menyebutkan <i>somebody-wanted-but-so-then</i> pada paragraf-paragraf selanjutnya.			Siswa sudah bisa menyebutkan SWBSWT dengan tepat.
15.	Siswa mulai bisa menyebutkan <i>somebody-wanted-but-so-then</i> secara mandiri pada tugas selanjutnya.			Siswa mengerjakan tugas secara mandiri, berkelompok, dan berpasangan.
16.	Siswa bisa merangkum isi bacaan menggunakan kalimat mereka sendiri.			Siswa merangkum dengan benar berdasarkan SWBST yang sudah ditentukan terlebih dulu.
17.	Siswa antusias terhadap pelajaran pada hari itu.			Siswa terlihat senang dan hampir semua siswa menyelesaikan task yang diberikan.

Yogyakarta, 17 April 2014

Observer

Puji Astuti, S.S

APPENDIX B:

FIELD

NOTES

FN.01

Hari/Tanggal : Senin, 17 Februari 2014
 Pukul : 08.00-10.00
 Kegiatan : IzinPenelitiandanObservasi
 Responden : GBI, P, Guru Piket, TU

1. Pukul 08.00 P tiba di sekolah dan langsung disambut oleh guru piket. Kemudian guru piket menyalami dan mempersilakan P untuk duduk. P kemudian memperkenalkan diri dan menjelaskan tujuannya datang ke SMP Muhammadiyah 8 Yogyakarta, yakni untuk meminta ijin melakukan observasi dan penelitian terkait tugas akhir skripsi P. Kemudian GP mempersilakan P untuk menunggu GBI di ruang tunggu. Beberapa saat kemudian GBI datang dan menyalami P. P menyampaikan maksud kedatangannya ke SMP tersebut, dan GBI pun langsung mengerti.
2. Oleh GBI, P dipersilakan untuk menemui TU terlebih dahulu, terkait persyaratan yang harus dipenuhi agar dapat melakukan observasi dan penelitian di sekolah tersebut. TU menyampaikan bahwa jika ingin melakukan observasi dan penelitian di sekolah tersebut, harus ada surat pengantar dari universitas dan Pusat Ke Muhammadiyah, dikarenakan sekolah tersebut merupakan yayasan Muhammadiyah. P pun meminta maaf kepada TU karena pada saat itu P belum membawa surat pengantar dari universitas. Ditambahkan oleh GBI, GBI pun meminta proposal yang telah P buat beserta perangkat ngajarnya, seperti pre-test, course grid, dan lesson plan. P pun menyanggupi dan berjanji akan segera mengurus persyaratan tersebut.
3. P kemudian menanyakan jadwal kelas yang akan bisa P gunakan untuk penelitian. Setelah melihat jadwal, GBI pun menyampaikan bahwa kelas yang cocok digunakan untuk penelitian adalah kelas VIII C, dikarenakan suasana kelas yang lumayan kondusif dibandingkan kelas lainnya dan murid yang lebih sedikit jumlahnya, yakni 20 orang.
4. Akhirnya, P berpamitan kepada TU dan GBI dan mengatakan bahwa akan kembali ke sekolah tersebut jika urusan di kampus sudah diselesaikan. Setelah berbincang-bincang mengenai rencana hari esok, P berpamitan kepada GBI untuk pulang.

FN.02

Tanggal : Selasa, 18 Februari 2014
 Pukul : 08.00- 09.00
 Kegiatan : Diskusi Rencana Penelitian
 Responden : GBI, P, Guru Piket

1. Setelah di pertemuan sebelumnya P dan GBI sempat membuat janji untuk mendiskusikan rencana pelaksanaan penelitian P, akhirnya pada hari Senin, 17

- Februari 2014, P pun datang ke sekolah, sekitar pukul 08.00. P kemudian disambut oleh GP dan dipersilakan untuk menunggu GBI di ruang tunggu.
2. Setelah beberapa saat, GBI datang menemui P. P pun menyampaikan maksud kedatangannya pada hari itu, yaitu untuk menanyakan jadwal kelas 8 C yang bisa P pakai untuk observasi dan penelitian. Setelah melihat-lihat jadwal, GBI pun memutuskan waktu untuk P bisa melaksanakan observasi kelas pada tanggal 25 Februari dan penelitian yang dimulai tanggal 1 April 2014. Dikarenakan pada bulan Maret siswa kelas 9 beberapa kali melakukan ujian, jadi diputuskanlah untuk P bisa memulai penelitian tanggal 1 April 2014. GBI pun meminta maaf sebelumnya bahwa di bulan Maret tersebut beliau masih harus melakukan kuiz untuk siswa kelas 8 C. Jadi waktu yang benar-benar tepat untuk memulai penelitian adalah tanggal 1 April tersebut. Dimulai dengan melakukan pre-test pada kelas tersebut, dilanjutkan 5 pertemuan untuk melakukan action, dan 1 pertemuan terakhir untuk melakukan post-test. GBI pun menyetujui waktu-waktu yang telah ditentukan oleh P.
 3. Akan tetapi, pada tanggal 25 Februari tersebut, siswa kelas 8 C sudah mulai memasuki materi setelah kuiz minggu lalu, jadi P diijinkan untuk melakukan observasi kelas pada hari tersebut.
 4. Setelah diskusi rencana penelitian tersebut sudah disepakati, P pun berpamitan kepada GBI.

FN.03

Tanggal : Rabu, 19 Februari 2014
 Pukul : 08.00-10.00
 Kegiatan : Wawancara
 Responden : GBI, P, Guru Piket, Siswa

1. Pada hari yang telah dijanjikan, P datang ke sekolah dan langsung menemui GP dan menyampaikan maksud kedatangannya hari itu, bahwa P ingin bertemu dengan GBI dan wawancara sedikit mengenai proses belajar mengajar bahasa Inggris di kelas 8 C. *"Bu, saya boleh tanya-tanya sedikit ya mengenai proses belajar mengajar di kelas 8 C?"* GBI menyatakan bahwa siswa kelas 8 masih kesulitan dalam beberapa hal, salah satunya dalam penguasaan kosakata bahasa Inggris. Siswa kelas 8 juga masih kesulitan dalam memahami teks bahasa Inggris. Penentuan ide pokok suatu paragraf juga masih membutuhkan waktu yang agak lama. *"Kalau mengenai materi, apakah materi tersebut berasal dari buku paket siswa, LKS, atau ibu membuat sendiri materinya?"* Kemudian GBI pun menjawab, *"kalau materi sehari-hari sih saya berdasarkan buku paket itu aja mbak, sama kadang saya suruh mengerjakan LKS. Soalnya siswa sini agak susah mbak kalau mau dikasih materi yang diluar buku paket itu"*.
2. Kemudian P bertanya lagi kepada GBI terkait proses kegiatan belajar mengajar di kelas tersebut. *"Jadi kalau untuk materinya itu sendiri masih mengacu pada yang sudah ada ya Bu. Kalau kegiatan belajar membaca, tugas apa yang biasa ibu berikan kepada murid?"* GBI pun menjawab pertanyaan yang diberikan

oleh P. *“Kegiatan membaca itu saya biasanya menyuruh siswa untuk membaca dulu teks bacaan yang ada, setelah mereka membaca, saya suruh menerjemahkan Mbak. Soalnya kalau belum diterjemahkan, mereka akan kesulitan menemukan ide pokok atau informasi yang detail dari suatu bacaan itu. Kan ya susah to Mbak kalau mau disuruh mengerjakan tugas tapi mereka tidak tahu bacaan itu tentang apa (sambil tertawa).”* P pun menjawab, *“iya juga sih bu. Soalnya pertanyaan-pertanyaan itu kan juga asalnya dari bacaan, lah kalau mereka sendiri belum paham sama teksnya, gimana bisa mengerjakan soal-soal dan tugas-tugas yg lain.”*

3. *“Oia bu, kalau misalkan saya menerapkan teknik saya ini, apakah kira-kira bisa membantu mereka ya bu? Soalnya, teknik saya ini kan semacam kegiatan mandiri bu.”* *“Ya mungkin awal-awal mereka agak kesusahan mbak, pasti itu, tapi lama-lama juga pasti bisa mbak. Apalagi Mbak Mita menyampaikan materinya santai gitu, pasti anak-anak juga mudah menerimanya.”*
4. Kemudian P menanyakan kepada GBI, sebelumnya apakah GBI pernah menggunakan handout dalam setiap materi yang dipelajari. GBI pun menyatakan bahwa belum pernah menggunakan handout yang P maksudkan, karena materi yang dibahas di kelas berdasarkan LKS siswa ataupun buku paket. Jika GBI menjelaskan, siswa pun mencatat penjelasan GBI di buku catatan mereka.
5. Kemudian untuk penggunaan materi dan task, GBI menyatakan bahwa materi dan task yang digunakan masih sangat terbatas. Di setiap pertemuan, GBI hanya meminta siswa untuk menerjemahkan, kemudian menjawab pertanyaan-pertanyaan terkait teks, dan terkadang menjelaskan mengenai grammar secara langsung. Bahkan, GBI juga tidak pernah menggunakan gambar untuk menggali pengetahuan mereka mengenai teks yang akan dipelajari pada hari itu.
6. P pun menanyakan, apakah GBI pernah member reward kepada siswa yang berprestasi atau bisa dalam mengerjakan tugas yang diberikan? P pun mengungkapkan bahwa P belum pernah melakukan hal seperti itu. *“Saya takutnya malah akan menimbulkan keirian mbak antara siswa yang satunya dengan siswa yang lain.”* Padahal, maksud reward itu sendiri adalah supaya siswa lebih termotivasi dalam mengikuti pelajaran dan memberikan penghargaan kepada mereka yang memang benar-benar mengerjakan.
7. Setelah P selesai mewawancarai GBI, P pun berpamitan dan akan kembali ke sekolah untuk melakukan observasi, setelah surat izin penelitian dari PDM keluar.

FN.04

Hari/Tanggal : Selasa, 11 Maret 2014

Pukul : 08.00 - 10.00

Kegiatan : Observasi

Responden : GBI, P, Guru Piket, Siswa

1. Setelah mengurus di kampus dan pusat ke Muhammadiyah, akhirnya P mendapatkan surat izin observasi dan penelitian di SMP Muhammadiyah 8 tersebut. Pukul 08.00, pada hari Selasa, 25 Februari 2014, P tiba di sekolah tersebut. P langsung melapor ke GP dan dipersilakan untuk menunggu GBI di ruang tunggu. Setelah beberapa saat menunggu, GBI pun datang. Oleh GBI, P diminta untuk menyerahkan surat tersebut ke bagian TU dan GBI meminta proposal yang beliau minta kemarin. P pun menuju ruang TU dan menyerahkan surat pengantar tersebut. Tepat pukul 08.30, P diajak oleh GBI untuk segera memasuki kelas yang akan di observasi, yakni kelas VIII C.
2. Pada waktu itu, suasana di kelas masih sangat ramai, dikarenakan masih banyaknya siswa yang menghabiskan makanan dan minuman mereka sehabis berolah raga. Ada beberapa siswa yang terlihat masih di luar kelas dan masih ada yang berganti baju di kamar mandi. P pun dipersilakan untuk duduk di kursi siswa, untuk menunggu pelajaran di mulai. Akhirnya setelah menunggu hampir 5 menit, GBI pun memulai pelajaran. Diawali dengan salam dan menanyakan keadaan mereka pada hari itu, GBI pun membuka pelajaran pada hari itu, yaitu mengenai narrative teks. P meminta siswa untuk membuka LKS mereka halaman 27. Kemudian menanyakan kepada siswa, pengertian narrative teks, bagian – bagian dari narrative teks, dan setelah itu meminta siswa untuk membaca teks tersebut. Setelah satu per satu siswa selesai membaca, GBI melanjutkan dengan menanyakan pada siswa apakah ada kata-kata sulit dari teks, dan meminta mereka mencari di kamus.
3. Ada beberapa kata-kata sulit yang siswa temukan dari bacaan, akan tetapi GBI tidak mengajak siswa untuk menebak bersama, tapi langsung disuruh mencari di kamus atau GBI langsung memberitahukan arti dari kata tersebut.
4. Setelah itu GBI mulai menjelaskan mengenai grammar yang digunakan dalam teks narrative, yaitu simple past tense. GBI memulai dengan menunjukkan contoh-contoh verb yang dimaksud yang terdapat dalam teks tersebut. Setelah itu, guru menunjuk beberapa siswa untuk menyebutkan kalimat yang mengandung past tense dan menggaris bawahi verb pada kalimat tersebut untuk kemudian dijabarkan kata tersebut termasuk irregular atau regular verb, dan bagaimana bentuk pertama dari kata tersebut. GBI meminta siswa untuk membuat contoh kalimat lain dari yang ada di teks, tapi tetap menggunakan kata kerja yang sama. GBI lebih banyak membahas mengenai grammar. Siswa pun terlihat malas-malasan mencatat penjelasan GBI. Hanya ada beberapa siswa yang tampak serius mencatat, selebihnya, mereka mengobrol dengan teman sebangku, bahkan ada juga yang sedang mengerjakan tugas pelajaran yang lain.
5. Setelah teks selesai dibahas dan diterjemahkan, GBI meminta siswa untuk mengerjakan soal-soal yang ada di dalam LKS. Beberapa siswa ada yang mengerjakan, dan siswa lainnya ada yang mengobrol dengan teman sebangku, ada yang mengganggu teman yang lain, suasana di kelas mendadak riuh.
6. Kemudian bel istirahat pun berbunyi, GBI meminta siswa untuk melanjutkan tugas tersebut di rumah. Tanpa merangkum apa yang telah mereka pelajari

pada hari itu dan menanyakan kesulitan mereka selama proses belajar hari itu, GBI pun berpamitan dan mengucapkan salam.

FN 05

Hari/Tanggal : Selasa, 1 April 2014

Pukul : 08.00-10.00 WIB

Kegiatan : Pre-test

Responden : GBI, P, dan GP

1. P datang sesuai dengan yang sudah dijanjikan kemarin oleh GBI. Bertujuan untuk memberikan pre-test kepada kelas yang nantinya akan digunakan sebagai kelas untuk penelitian.
2. P menemui guru piket dan menunggu GBI di ruang tunggu.
3. Kemudian GBI mengajak untuk segera masuk ke dalam kelas.
4. Setelah itu, GBI memperkenalkan P kepada para siswa kelas VIII C dan menyampaikan tujuan P.
5. Setelah itu, P mulai membagikan pre-test dan meminta siswa-siswa kelas VIII C untuk mengerjakan 30 soal tersebut dengan sungguh-sungguh dalam waktu 2x40 menit.
6. Terlihat beberapa siswa yang kebingungan mengerjakan, ada yang melirik pekerjaan temannya, ada yang dengan terang-terangan bertanya kepada temannya, ada yang mengeluh kepada P dikarenakan soal yang terlalu sulit, bacaan yang agak panjang, banyak kosakata yang belum mereka ketahui artinya.
7. P meyakinkan mereka untuk tetap mengerjakan berdasarkan kemampuan mereka masing-masing. P pun mengulang tujuan diadakannya penelitian ini. Akhirnya siswa kembali mengerjakan, walaupun sambil malas-malasan.
8. Setelah waktu mengerjakan habis, P meminta siswa untuk mengumpulkan soal tersebut.
9. Setelah semua soal terkumpul, P menyampaikan kepada siswa kelas VIII C tersebut bahwa selama beberapa pertemuan kedepan, P yang akan mengajar di kelas tersebut, untuk sementara menggantikan GBI. Informasi tersebut pun diterima dengan baik oleh para siswa kelas VIII C.
10. Setelah P menyelesaikan urusan di kelas, P pun berpamitan kepada siswa-siswa. Kemudian setelah itu P menuju ruang GBI.

FN.06 (First Cycle)

Pertemuan : Pertama

Tanggal : Kamis, 3 April 2014

Pukul : 10.00-11.40

Responden : P, Guru Piket, dan Guru Bahasa Inggris

1. P tiba di sekolah lebih awal seperti biasanya, yaitu pukul 09.30. Dan seperti biasanya, GP lah yang pertama kali menemui P. P pun dipersilakan duduk untuk menunggu GBI. P pun menyampaikan maksud kedatangannya ke

sekolah pada hari itu, yaitu untuk memulai penelitian pada pertemuan pertama. Tak lama kemudian, GBI pun datang menghampiri P. GBI pun melihat-lihat media dan materi yang akan P berikan hari itu. Jam sudah menunjukkan pukul 10.00, GBI pun mempersilakan P untuk langsung masuk kelas.

2. Suasana masih sangat ramai ketika P dan GBI memasuki ruangan kelas. Ada beberapa siswa yang masih hilir mudik keluar-masuk kelas. Setelah P dan GBI berada di dalam kelas, suasana pun berangsur sepi. P pun kemudian menyapa anak-anak, *Good morning students, how are you today?* Ada beberapa siswa yang menjawab, ada yang menjawab dengan malu-malu, dan ada siswa lain yang masih sibuk dengan kesibukan mereka masing-masing. P pun mengulangi, *“Good morning students, how are you today?”* Kemudian serempak mereka menjawab, *“Good morning Miss, I’m fine and you?”* P menjawab, *I’m fine too, thank you.* Kemudian P pun mengenalkan nama dan tujuan P berada di kelas tersebut. Sembari berkenalan dengan para siswa, P memanggil nama mereka satu per satu.
3. P kemudian bertanya kepada para siswa, *“have you ever heard about Lake Toba story?”* Salah seorang siswa menjawab pernah mendengar cerita tersebut. *“Kemudian, selain Legenda Danau Toba, cerita apalagi yang kalian tahu?”* Mereka pun menjawab dengan bersaut-sautan. Ada yang menjawab Sangkuriang, Roro Kidul, Malin Kundang dan Candi Prambanan. Beberapa siswa masih terlihat diam dan ada juga yang berbicara dengan teman sebangkunya. Untuk menarik perhatian mereka, P bertanya lagi, *“Apakah kalian pernah mendengar cerita rakyat yang berasal dari Jawa Barat?”* Ada seorang siswa laki-laki yang bernama Arma yang menjawab, Sangkuriang. P pun mengacungkan jempol kepada Arma. *“Okay, you’re right, Arma.”* Kemudian P menunjukkan beberapa potong gambar terkait dengan teks yang akan dipelajari pada hari itu. P meminta siswa untuk menyebutkan judul cerita rakyat berdasarkan potongan gambar tersebut. Tak ada satupun siswa yang mau menjawab. Kemudian, P menunjuk siswa perempuan bernama Novida untuk menjawab. Novida pun menjawab bahwa potongan gambar tersebut adalah potongan cerita Sangkuriang.
4. Setelah itu, sembari P membagikan handout kepada siswa, P menjelaskan bahwa pada hari itu mereka akan mempelajari teks narrative. Setelah handout selesai dibagikan, P menjelaskan kepada siswa tentang bagaimana agar bisa dengan mudah memahami isi bacaan dan kemudian merangkumnya menjadi suatu paragraph yang baik. P menuliskan di papan tulis tahapan menentukan SWBST. Siswa terlihat diam dan memperhatikan penjelasan P. P menjelaskan *“bahwa SWBST itu adalah rincian informasi dari suatu paragraph, dimana S adalah Somebody yang maksudnya adalah siapa sajakah tokoh yang terdapat di dalam cerita tersebut? Somebody biasanya ada di paragraph pertama dan terletak di awal kalimat. Somebody juga bisa lebih dari satu tokoh. Kemudian ada Wanted. Wanted adalah apakah yang tokoh tersebut inginkan? Wanted bisa dilihat secara keseluruhan, dan atau dilihat dari judulnya. Biasanya juga terletak di paragraph pertama. Kemudian di bagian ketiga ada But. But adalah masalah apakah yang dialami oleh si tokoh? Lebih mudah menentukan But*

ketika kalian sudah lebih dulu mengerti secara keseluruhan bacaan tersebut. Biasanya But ada di tengah-tengah cerita. Dan ada So. Bagaimanakah solusi dari permasalahan si tokoh adalah pengertian dari So. Jadi biasanya So terletak di akhir paragraph. Dan yang terakhir adalah Then. Then adalah bagaimana cerita tersebut berakhir? Atau biasanya dikenal dengan kesimpulan atau nilai moral dari suatu cerita. Apakah cerita tersebut berakhir sedih, gembira, memalukan, dll. Setelah proses ini telah kalian lewati, tahap selanjutnya adalah menuliskan kembali informasi-informasi yang telah kalian tentukan sebelumnya. Dengan dibantu oleh beberapa connective words, suatu informasi tersebut akan menjadi suatu cerita yang berbentuk paragraph.” Sementara P menjelaskan, terlihat siswa ikut mencatat poin-poin dan penjelasan tambahan dari P di handout mereka masing-masing dan ada beberapa siswa yang berbincang dengan temannya atau bermalas-malasan di atas meja.

5. Kemudian P meminta salah satu siswa untuk membaca paragraph pertama dari teks Sangkuriang tersebut. Setelah paragraph pertama selesai dibaca, P meminta siswa untuk menyebutkan Somebody. Suasana kelas pun menjadi ramai. Siswa yang tadinya terlihat malu-malu, mulai mau ikut menjawab. P menambahkan, Somebody dari suatu teks tersebut biasanya terdapat di paragraph pertama. Jawaban mereka pun bermacam, ada yang mengatakan Dayang Sumbi, Tumang, dan Sangkuring. Menentukan Somebody memang sanagt lebih mudah dibandingkan dengan bagian-bagian yang lain, seperti Wanted dan But. Kemudian menentukan Wanted, para siswa pun diam dan terlihat bingung. P memberikan clue, yaitu meminta siswa membaca paragraph kedua. Ada seorang siswa yang menyeletuk, Wantednya *Dayang Sumbi asked her son to go hunting with his lovely dog* dan jawaban anak tersebut pun benar. Kemudian siswa yang sama juga yang menjawab bagian But. Dia menyatakan bahwa But ada di paragraph ketiga. Setelah itu, penentuan So dan Then, P meminta anak yang lain untuk mejawab. Jawaban-jawaban mereka pun tepat. P menuliskan setiap jawaban mereka di papan tulis. Begitu juga dengan bagian Wanted, But, So, Then. P meminta siswa untuk membaca teks terlebih dulu, sambil menyebutkan kata-kata yang sulit. Kata-kata yang sulit tersebut pun langsung dibahas dan diartikan melalui contoh sederhana yang ada di sekitar, melalui gerakan-gerakan P, dan dengan melalui pemahaman kepada teks secara keseluruhan, jadi tidak diartikan kata per kata. Tapi kalimat per kalimat dan disesuaikan dengan konteksnya. Beberapa siswa terlihat semangat, dan ada juga siswa yang masih malas-malasan. Dikarenakan masih pertemuan pertama, P juga terlibat dalam menentukan SWBST. Ketika siswa terlihat bingung, P membantu dengan menyebutkan clue-clue nya. Mereka terlihat antusias mengikuti pelajaran pada hari itu.
6. Setelah siswa menyelesaikan tahap pertama, yaitu menentukan SWBST, kemudian P meminta mereka untuk melanjutkan ke tahap berikutnya, yaitu merangkum cerita Sangkuriang tersebut menjadi suatu paragraph berdasarkan informasi-informasi yang sudah ditentukan terlebih dulu. Beberapa terlihat mengerjakan, namun ada juga yang tidak mengerjakan. P mendekati beberapa

anak tersebut dan menanyakan kenapa dia tidak mengerjakan tugas yang diberikan P? Anak itu menyatakan kesulitan dalam menggabung-gabungkan informasi yang ada menjadi suatu paragraph. Adapun yang menjawab belum mengerti dengan strategi dan cara menggabungkan informasinya supaya menjadi suatu cerita yang baik. Kemudian dengan sabar P menjelaskan kepada anak tersebut untuk menggunakan beberapa connective words, seperti and, then, but, next, so, etc. masih terlihat malas, tapi anak tersebut sudah mulai menulis. Anak-anak yang telah menyelesaikan rangkumannya langsung beralih ke tugas yang berikutnya. Yaitu menjawab comprehension questions secara berpasangan. Ketika menemukan kesulitan, mereka tak segan untuk bertanya kepada P.

7. 5 menit sebelum waktu habis, P menyampaikan kepada para siswa untuk melanjutkan pekerjaan mereka yang belum selesai di rumah dan mengumpulkannya di pertemuan berikutnya. Kemudian P meminta siswa untuk menyebutkan apa saja yang sudah mereka pelajari pada hari itu. Setelah itu P mengucapkan salam dan berjalan keluar kelas.

FN.07 (First Cycle)

Pertemuan : Pertama

Tanggal : Sabtu, 5 April 2014

Pukul : 09.25-11.00

Responden : P, Guru Piket, dan Guru Bahasa Inggris

1. Seperti biasanya, P tiba lebih awal di sekolah. GP pun mempersilakan P menunggu GBI dan jam mengajar tiba, yaitu jam 09.40.
2. Tak lama kemudian GBI menghampiri P di ruang tunggu dan meminta P untuk menunggu sebentar. Sembari menunggu, P dan GBI pun berbincang-bincang mengenai rencana materi yang akan di ajarkan pada hari itu.
3. P pun menyampaikan bahwa pada hari itu masih akan membahas narrative text tapi dengan tema yang berbeda, yaitu mengenai Fairy Tale, dengan model teks nya The Little Riding Hood. P pun mengatakan bahwa pada hari itu masih akan menerapkan strategi yang sama dengan yang sebelumnya. P pun menanyakan bagaimana kegiatan pembelajaran pada hari sebelumnya. GBI mengatakan bahwa kegiatan pada hari sebelumnya masih terlihat pasif, walaupun sudah ada siswa yang berani untuk berinteraksi, menjawab pertanyaan P, dan mau melaksanakan perintah P. Khususnya di strategi yang P terapkan pada hari itu, siswa terlihat masih kebingungan dan belum bisa terlalu mandiri. P pun mengungkapkan jika strategi tersebut diulang secara terus menerus, siswa juga akan paham.
4. Tak terasa bel pun berbunyi, yang tandanya pergantian pelajaran. GBI pun bersama-sama P menuju kelas VIII C. Terlihat siswa ada yang di luar kelas, ada yang hilir mudik di dalam kelas, dan ada yang mengobrol dengan teman yang lain. Kemudian P meminta siswa yang ada di luar kelas untuk masuk dan kembali ke tempatnya masing-masing.

5. Setelah suasana kelas sudah bisa di kenadliikan, P mengucapkan salam dan mulai membuka pelajaran. Ketika siswa menjawabnya tidak kompak, P mengulang salam tersebut samapi siswa menjawab dengan kompak. Kemudian, P pun mengabsen siswa satu per satu sambil mengingat-ingat nama mereka satu per satu. Ada dua siswa yang tidak hadir tanpa alasan pada hari itu, yaitu Muh.Bayu Setiawan dan Muh.Danny Kurniawan.
6. Kemudian P menagih tugas yang mereka kerjakan di rumah. Mereka pun mengumpulkan tugas tersebut dan ada beberapa siswa yang tidak mengumpulkan dengan alasan belum selesai, banyak tugas dari mata pelajaran yang lain, dan berbagai macam alasan lagi.
7. Kemudian P bertanya kepada siswa, pernahkah mereka mendengar cerita tentang Cinderella? Serempak mereka menjawab, pernah. Kemudian P bertanya lagi, selain Cinderella, dongeng apalagi yang pernah mereka dengar? Jawaban siswa pun bermacam-macam, ada yang menjawab Snow White, Beauty and The Beast, Rapunzel, dll. Kemudian P menunjukkan beberapa potong gambar dan menanyakan kepada siswa, apakah mereka bisa menebak apa judul dongeng tersebut. Kemudian mereka terdiam, namun ada seorang siswa yang berusaha menjawab, “Gadis Kerudung Merah, Miss”. P pun membenarkan dan kemudian menjelaskan bahwa pada hari itu mereka masih akan mempelajari tentang narrative text dan menggunakan strategi yang sama seperti yang sebelumnya. P pun sambil membagikan handout pada hari itu.
8. Kemudian dengan menunjukkan beberapa potong gambar tersebut, P meminta siswa untuk menceritakan secara singkat mengenai cerita tersebut. Tak ada siswa yang mau menunjukkan jarinya, kemudian P pun meminta siswa untuk melihat teks yang terdapat di handout mereka. P meminta mereka untuk duduk berkelompok 3 orang. Kemudian setelah semua mendapatkan kelompoknya, P meminta kelompok perwakilan dari kelompok Dwi untuk membaca paragraph pertama, sambil P menunjukkan gambar yang sesuai dengan paragrafnya. Kemudian ada beberapa perwakilan kelompok yang menunjukkan jarinya. P pun memilih kelompok Novida untuk membaca paragraph terakhir. Setelah selesai membaca, secara tersirat P meminta kelompok Adit untuk menentukan Somebody dan jawabannya sudah sangat tepat. Mereka menjawab bahwa Somebody nya adalah the little red riding hood and her grandmother. Kemudian kelompok Lula untuk menyebutkan Wanted. Wanted dari teks tersebut ialah the little riding hood wanted to deliver food to her grandmother, begitu jawaban kelompok kedua. Kelompok Iman menyebutkan But dan menurut mereka But nya adalah there was a wolf wanted to eat the little red riding hood and pretended to be her grandmother. Setelah itu kelompok Afiah menyebutkan So. The hunter cut the wolf open and he saved the little red riding hood. Kelompok Novida menyebutkan Then adalah the little red riding hood and her grandmother were safe and lived happy forever. Dan kembali ke kelompok Dwi untuk merangkum jawaban dari teman-teman yang lain. Kelompok Dwi pun dengan mudahnya merangkum jawaban teman-temannya, menggunakan beberapa connective

words, dibantu oleh P. Nampak dari kegiatan tersebut siswa lebih antusias dan semangat dibanding kan pada pertemuan pertama kemarin.

9. Setelah itu P meminta siswa untuk mengerjakan task yang pertama, yaitu comprehension questions, tetap dengan kelompok mereka masing-masing. Ketika menemui kesulitan tak segan mereka bertanya pada P, namun ada juga yang langsung membuka kamus dan mencari kata tersebut di kamus, dan ada juga yang bertanya kepada teman yang dianggap mengerti. Suasana kelas sempat ramai dan P mengingatkan mereka untuk segera berpindah ke tugas selanjutnya jika sudah selesai. P pun tak hanya duduk di meja guru, tapi juga berkeliling dan mengamati mereka dari belakang. Di taks kedua mereka nampak kebingungan, P mengamati jawaban dari 1 kelompok ke kelompok yang lain, dan jawabannya pun bermacam-macam. P pun terkadang membantu mereka dengan memberikan clue-clue yang bisa membantu mereka menyelesaikan kesulitan-kesulitan yang mereka hadapi. Berkelompok ternyata bisa membantu mereka untuk segera menyelesaikan tugas yang diberikan.
10. Ada beberapa kelompok yang sudah lanjut mengerjakan tugas yang ketiga. Ketika menemukan kesulitan pun mereka bertanya pada P. 10 menit sebelum istirahat, P mengingatkan mereka bahwa waktu sudah hampir habis. P pun member mereka tambahan waktu 5 menit untuk menyelesaikan tugas yang ketiga. Setelah itu P meminta mereka untuk kembali ke tempat duduk masing-masing. Setelah rapi, P bersama dengan para siswa merangkum apa saja yang sudah mereka kerjakan hari itu. Siswa pun menyebutkan pada hari itu belajar narrative teks. Menyebutkan generic structure yang digunakan dalam teks narrative, dan tugas-tugas yang sudah mereka selesaikan. P menanyakan kesulitan apa yang mereka hadapi hari itu, jawabannya pun bervariasi. Ada yang menjawab teks tugas terlalu panjang, banyak tugas yang ahrus diselesaikan, dan banyak kata yang mereka belum tahu artinya.
11. Kemudian bel pun berbunyi dan P mengucapkan salam kepada siswa yang disambut dengan meriah.

FN.08 (First Cycle)

Pertemuan : Ketiga
 Tanggal : 8 April 2014
 Pukul : 08.40-10.00
 Responden : GBI, P, Guru Piket, Siswa

1. P tiba di sekolah 20 menit sebelum kelas di mulai. Seperti hari yang sebelumnya, GP menyambut kedatangan P dan mempersilakan P untuk duduk dan menunggu GBI di ruang tunggu. Tak lama kemudian GBI pun menyambut kedatangan P. p pun berbincang-bincang mengenai materi yang akan disampaikan pada hari itu. Dan dikarenakan hari tersebut adalah pertemuan terakhir di Cycle 1, P meminta ijin kepada GBI untuk berbincang-bincang setelah P selesai mengajar. GBI pun mengiyakan permintaan P.

2. Kemudian bel tanda masuk kelas pun berbunyi, P dan GBI kemudian bersama-sama masuk ke kelas VIII C. setelah P dan GBI berada di ruang kelas, siswa yang masih ada di luar kelas pun langsung masuk ke dalam kelas dan duduk di tempat masing-masing.
3. P mengucapkan salam dan para siswa pun menjawab dengan antusias secara bersamaan. Kali ini, P tidak perlu mengulang salam beberapa kali untuk menarik perhatian mereka. P pun memanggil nama siswa satu per satu, dan siswa bernama Muh.Bayu Setyawan masih belum hadir juga. Kemudian P meminta mereka untuk tenang.
4. Sebelum masuk ke materi, P bertanya kepada siswa, apakah mereka pernah mendengar dongeng dari Indonesia? Siswa pun menyebutkan dongeng-dongeng yang pernah mereka dengar. Kemudian P menunjukkan beberapa potong gambar dan meminta mereka untuk menebak, kira-kira apa judul dari teks yang akan mereka bahas pada hari itu, ada seorang siswa yang menjawab dengan benar dalam bahasa Indonesia. Kemudian sambil membagikan handout kepada siswa, P bertanya, selain telur emas, dongeng apalagi yang mereka ketahui? Tahu nggak, dongeng hewan seperti ini disebut apa dalam bahasa Inggris? Mereka pun menjawab pertanyaan-pertanyaan P. Suasana kelas pun menjadi ramai.
5. Dikarenakan bacaan yang agak panjang, P meminta siswa untuk membentuk kelompok. 1 kelompok terdiri dari 3 orang. Setelah mereka duduk sesuai kelompok, P meminta salah satu perwakilan untuk membaca teks tersebut. Sementara perwakilan kelompok membaca, siswa yang lain secara otomatis langsung menentukan SWBST dari bacaan tersebut. Kemudian perwakilan kelompok yang lain juga membaca per paragrafnya. Ada beberapa siswa yang aktif menanyakan beberapa kata sulit, seperti *starvation*, *spendthrift*, *slaughtered*, *entire*, *greedy*, *etc*. P pun menerjemahkan dengan memberikan contoh, menggunakan body language, dan siswa menebak dari gerakan-gerakan dan contoh-contoh yang P berikan. Setelah selesai membaca, P meminta setiap perwakilan kelompok secara singkat saja menyebutkan SWBST dari teks tersebut dan ada 1 kelompok yang bertugas merangkum berdasarkan informasi dari kelompok yang lain. P menuliskan setiap jawaban mereka di papan tulis. Rangkuman mereka pun sudah lebih baik dibanding 2 pertemuan yang kemarin.
6. Kemudian P meminta mereka untuk lanjut mengerjakan tugas pertama berdasarkan bacaan Golden Eggs tersebut. P hanya memberi waktu sekitar 10 menit. Suasana kelas pun menjadi ramai karena mereka saling bertukar pendapat. Setiap siswa menyampaikan pendapatnya kepada perwakilan kelompok. P berkeliling kelas dan melihat pekerjaan tiap-tiap kelompok. Terkadang ada siswa yang bertanya untuk memastikan apakah jawaban mereka salah atau benar, ada yang menanyakan arti dari kata ataupun maksud dari suatu pernyataan terkait soal tersebut, dan ada yang langsung bertanya tentang jawaban yang benar. Setelah 10 menit berlangsung, P meminta mereka untuk menukar lembar handout mereka ke kelompok yang lain. P bersama-sama dengan siswa membahas Task 1. Diantara jawaban-jawaban mereka, sudah

banyak benarnya tapi ada beberapa yang salah menjawab, misalnya pernyataannya benar dan koreksi nya salah atau pernyataannya salah koreksi nya benar. Tidak ada kelompok yang berhasil mendapatkan nilai sempurna, tapi rata-rata nilai mereka juga sudah sangat baik. P mengembalikan handout mereka dan meminta mereka untuk kembali ke tempat duduk masing-masing.

7. Setelah itu P meminta mereka untuk mengerjakan tugas selanjutnya secara mandiri, yaitu Task 2. P hanya member waktu 10 menit untuk tugas yang kedua. Dengan segera mereka mengerjakan tugas yang terakhir. Disela kesibukan mereka, ada yang membuka kamus untuk mencari arti kata, ada yang bertanya kepada GBI yang sedang duduk di belakang, ada yang bertanya langsung pada P. setelah hampir 10 menit, P mengingatkan mereka bahwa waktu hampir selesai dan tugas tersebut dikumpulkan. Mereka pun mengerjakan dengan terburu-buru. Setelah waktu yang dijanjikan selesai, mereka segera mengumpulkan handout mereka.
8. P kemudian menutup pelajaran pada ahri itu dengan mengucapkan salam. Akan tetapi sebelum itu, P merangkum terlebih dahulu apa saja yang sudah mereka pelajari pada hari itu dan menanyakan kesulitan siswa pada hari itu. Siswa menjawab bahwa mereka sudah mulai terbiasa merangkum menggunakan SWBST, akan tetapi masih sulit untuk memahami penjelasan P, karena nada bicara P yang terlalu cepat.
9. P bersama dengan GBI pun segera meninggalkan kelas dan menuju ruang GBI untuk berbincang-bincang mengenai Cycle 1 tersebut.

FN.09 (Second Cycle)

Pertemuan ke- : Keempat

Tanggal : 10 April 2014

Pukul : 10.00-11.40

Responden : GBI, P

1. Setelah bel pergantian jam, P bersama dengan GBI memasuki ruang kelas. Setibanya di kelas, para siswa masih terlihat hilir mudik di dalam kelas. Ada beberapa siswa yang memasukkan buku dari pelajaran sebelumnya ke dalam tas, ada yang sedang bercerita dengan teman sebangkunya. Mengetahui P datang bersama GBI, serentak mereka kembali ke tempat duduk masing-masing.
2. P kemudian menyapa, menanyakan kabar para siswa sembari mengabsen mereka satu per satu seperti biasanya. Dan pada pertemuan pertama di Cycle 2, semua siswa hadir.
3. Sebelum masuk ke materi yang akan dipelajari pada hari itu, P bertanya terlebih dulu kepada anak-anak. *Where did you spend your last holiday?* Mereka hanya diam. Ada seorang siswa laki-laki yang nyeletuk, *"Miss, jangan pakai bahasa Inggris dong, nggak ngerti."* *"Oke, kalian pergi kemana liburan kemarin?"* Jawaban mereka pun bermacam-macam, ada yang menjawab ke rumah temen, friend's house, ke pantai, dan ada yang hanya di rumah saja. P bertanya lagi, ketika liburan dan kalian pergi ke suatu tempat, bagaimanakah perasaan kalian? Ada yang menjawab, senang, biasa aja, bahagia banget.

Kemudian P menunjukkan beberapa gambar kepada anak-anak. Kalau gambar ini, sudah pasti kalian tahu kan? *"Where is located of this temple?"* Anak-anak pun dengan kompak menjawab, Magelang Miss, Jawa Tengah, Center Java. *"Okay, good. Who have ever gone there?"* *"Siapa yang sudah pernah pergi kesana?"* Suasana pun menjadi ramai karena semua siswa berebut untuk menjawab, saya Miss. Kemudian, sambil P menjelaskan bahwa pada hari ini mereka akan mempelajari tentang recount text, P juga membagikan handout kepada masing-masing anak.

4. Setelah semua siswa mendapatkan handout, salah satu siswa diminta untuk membaca teks tersebut. Sembari mereka bergantian membaca, P meminta siswa untuk menandai kata-kata sulit dari tiap paragraph. *"Ada kata-kata yang sulit nggak dari teks tersebut?"* Beberapa siswa menjawab. Famous itu apa? Construction? Foreigner? Appropriate? Kemudian P mengajak siswa untuk menebak arti kata berdasarkan konteks dan ada juga siswa yang langsung membuka kamus.
5. Setelah itu P menjelaskan kepada siswa bahwa strategi yang akan digunakan masih sama seperti strategi yang sebelumnya, yaitu SWBST. P juga menjelaskan generic structure dari suatu teks recount dan siswa juga bisa menjawab apa yang ditanyakan oleh P. Berdasarkan teks Borobudur tersebut, siswa juga sudah bisa menentukan bagian-bagian dari SWBST. P pun menunjuk salah satu siswa untuk menjawab. *"Hayo, coba Devina, Somebody dari teks Borobudur ini siapa?"* *"Some friends and I, Miss."* Kemudian ada siswa lain yang nyeletuk, *"a foreigner lady with her two-old year daughter juga miss"*. *"Okay, good"*. Kemudian, Wanted nya, ada yang tau? P kembali bertanya pada siswa. Ada salah seorang siswa yang mengacungkan jari, *"holiday ke Borobudur Temple, sama kayak judulnya Miss"*. P pun mengacungkan jempol sembari memuji siswa tersebut. Selanjutnya, But. *"What is the problem of the text?"* Siswa nampak diam. *"Ayo siapa yang mau mencoba menjawab? Kok malah pada diem?"*. Siswa tetap diam dan nampak bingung, Kemduain P membantu mereka dengan memberi clue. *"Ayo coba lihat ke paragraph kedua. Who did they met in the temple?"*, mereka menjawab a foreigner lady with her daughter. *"Nah, awal mula masalahnya kan disitu, adalah pertemuan para siswa dengan wanita bule tersebut. Ayo coba di terjemahkan dalam bahasa Inggris. Dwi coba apa?"* *"Meet foreigner lady."* *"Okay, right. Karena ini recount text, maka verb yang dipakai adalah verb bentuk kedua atau apst tense. Jadinya met dan bukan meet."* P meminta siswa untuk menirukan kata meet dalam bentuk kedua. *"Next, So dan Then, ayo siapa lagi yang mau menjawab?"* Siswa bernama Adit pun mengacungkan jarinya. Dia menjawab untuk So, adalah ketika para rombongan memuji anak si wanita bule tersebut dengan kata-kata yang ternyata kurang sopan. Kemudian setelah si wanita bule menjelaskan bahwa kata pujian yang mereka ucapkan tersbeut kurang tepat, para rombongan pun akhirnya meminta maaf dan merasa malu atas pengalaman tersebut. P menuliskan jawaban-jawaban siswa di papan tulis. Setelah tahap determining SWBST selesai, P meminta siswa untuk secara sekilas dan oral merangkum isi bacaan. Mereka pun menjawab dengan saling

bersaut-sautan. Kelas pun menjadi agak riuh. Setelah itu, P meminta para siswa untuk menjawab pertanyaan terkait teks. Dengan cepat, siswa berhasil menyelesaikan tugas itu dan berpindah ke tugas yang lain. Dikarenakan teks yang lebih pendek dibandingkan dengan teks narrative di siklus 1, membuat siswa lebih cepat memahami dan menyelesaikan tugas-tugas yang diberikan. Siswa pun sudah sangat lancar ketika diminta untuk merangkum suatu teks.

6. Kemudian mereka beralih ke tugas yang kedua. P meminta mereka berpasangan dengan teman sebangku. Setelah itu secara berpasangan para siswa menyelesaikan tugas kedua. Ada di antara mereka yang masih bertanya kepada P. P pun berkeliling untuk mengecek pekerjaan mereka. Tak lama kemudian pun bel berbunyi, tanda istirahat. P pun meminta siswa untuk beristirahat dulu dan melanjutkan tugas mereka setelah istirahat nanti. Tugas ketiga pun harus diselesaikan secara mandiri. P menjanjikan kepada para siswa bahwa akan ada hadiah kepada siswa, pasangan, dan kelompok yang nilainya bagus dan mengerjakan semua tugas yang diberikan oleh P.
7. Setelah bel tanda istirahat selesai berbunyi, para siswa mulai memasuki kelas, dan masih ada beberapa siswa yang menghabiskan makanan dan minuman mereka di dalam kelas.
8. Siswa yang sudah berada di dalam kelas pun segera kembali ke handout mereka dan mulai mengerjakan apa yang diperintahkan oleh P. P menjelaskan, pada tugas yang ketiga, terdapat 3 recount teks, dan siswa harus memilih salah satu dari teks tersebut untuk kemudian di tentukan SWBST nya dan dibuat rangkumannya berdasarkan informasi SWBST tersebut. Setelah proses scanning, banyak siswa yang memilih teks nomer 1, karena menurut mereka lebih mudah dan sudah jelas SWBST nya.
9. Mereka pun mengerjakan dengan serius dan ketika menemukan kesulitan, tak segan mereka bertanya pada P. Terlebih di proses pembuatan rangkumannya. P membantu dengan mengingatkan mereka tentang connective words yang bisa digunakan, seperti, next, then, and, after that, etc. Siswa semakin terbantu dan dengan cepat menyelesaikan tugas ketiga tersebut. Tepat 5 menit sebelum waktu habis, P meminta siswa untuk mengumpulkan handoutnya untuk diperiksa dan akan dikembalikan keesokan harinya.
10. P menanyakan kembali pada siswa apa yang sudah mereka pelajari pada hari itu. Kemudian menanyakan kesulitan-kesulitan apa saja yang mereka temui selama proses belajar. Siswa menjawab secara bersama-sama, bahwa pada hari itu mereka mempelajari recount text dan masih menggunakan strategi SWBST untuk merangkum suatu recount text. Dan ketika ditanya masih ada kesulitan atau tidak dalam merangkum, serempak mereka menjawab bahwa tidak ada kesulitan dalam merangkum maupun menentukan informasi terlebih dulu.
11. Kemudian, P segera berpamitan kepada siswa dan mengucapkan salam.

FN.10 (Second Cycle)

Pertemuan ke- : Kelima

Tanggal : 17 April 2014

Pukul : 10.15 - 11.40

Responden : GBI, P, Guru Piket, Siswa

1. Hari ini adalah pertemuan terakhir di Cycle 2 dan P tiba lebih awal di sekolah. Seperti biasanya, P disambut oleh GP dan diperkenankan untuk menunggu di ruang tunggu. GP menanyakan P mengajar jam ke berapa dan bagaimana kesan terhadap kelas yang diajarkan. P menjawab akan mengajar pada jam ketika dan hari itu adalah hari terakhir P mengajar sebelum memberikan post-test pada pertemuan yang selanjutnya. Kesannya ialah P sangat senang bisa diberikan kesempatan untuk membantu mereka belajar Bahasa Inggris, ditambah semua respon yang datang dari guru-guru di sekolah tersebut, GBI, dan siswa kelas VIII C pun sangat baik dan menerima P diantara mereka. Kemudian GBI pun menghampiri dan mengajak P untuk segera masuk kelas. P pun berpamitan kepada GP.
2. Setelah tiba di ruang kelas, P segera menyapa siswa dan memanggil nama mereka satu persatu, hanya Muh.Bayu Setyawan yang tidak hadir pada waktu itu, dikarenakan sakit. P pun mengungkapkan bahwa hari itu adalah hari terakhir P mengajar di kelas mereka, dan sesuai janji P, P akan mengumumkan siapa grup, pasangan dan individu terbaik selama P mengajar di akhir pelajaran nanti.
3. Sebelum P masuk ke pelajaran, P menunjukkan pada siswa beberapa potong gambar, yang terdiri atas Pulau Komodo, Danau Kelimutu di Gunung Rinjani, dan Pantai Pasir Pink di Kupang. P bertanya, apakah mereka tahu dimana letak ketiga objek wisata tersebut? Sembari P membagikan handout kepada siswa, P bertanya lagi, apakah mereka pernah mengunjungi salah satu objek wisata tersebut? Dengansiapa biasanya mereka menghabiskan waktu liburan? Dan apa yang mereka rasakan setelah mereka berlibur? Mereka pun menjawab dengan benar semua pertanyaan P.
4. Kemudian P meminta siswa untuk membaca teks secara bergantian. Sambil membaca, mereka menyebutkan kata-kata sulit yang terdapat di dalam teks dan P mencatat kata-kata tersebut di papan tulis, seperti *volunteer*, *woven ikat*, *dawn*, *coast* dan *memorable*. Seperti pengalaman sebelumnya, P memberi contoh dan gerakan-gerakan dari setiap kata-kata sulit tersebut. Walaupun tidak diminta, sembari salah satu teman membaca, mereka menentukan SWBST dari teks tersebut. Setelah bacaan tersebut selesai dibaca, tanpa diminta beberapa diantara mereka pun langsung menyebutkan bagian-bagian dari SWBST. Dengan cara seperti inilah, para siswa jadi lebih mudah untuk memahami bacaan. P pun meminta beberapa anak membacakan hasil rangkuman dari bacaan tersebut dan hasil rangkuman mereka pun sudah sangat baik.

5. Setelah itu, mereka langsung menyelesaikan Task 1 dengan mudah. Ketika Task 1 selesai pun mereka berpindah mengerjakan Task 2. Task 2, P meminta mereka untuk mengerjakan secara berpasangan dengan teman sebangku. P memberi waktu 7 menit untuk mengerjakan tugas tersebut, dan setelah mereka selesai mengerjakan P meminta mereka untuk saling menukarkan handout untuk didiskusikan bersama-sama. Para siswa nampak semangat ketika disuruh menyampaikan pendapat, hal ini terkait janji yang P akan memberikan hadiah kepada individu, pasangan dan tim terbaik selama 5 P mengajar. Task 2 dapat diselesaikan dengan baik oleh para siswa, dan sudah pula didiskusikan bersama-sama.
6. P meminta mereka untuk mengembalikan handout dan melanjutkan Task 3. Dengan mudahnya siswa mengerjakan Task 3, selain bacaan yang singkat dan tidak terlalu panjang, mereka sudah sangat menguasai teknik memahami bacaan dengan cepat. Jadi mengerjakan comprehension question seperti ini adalah suatu hal yang mudah buat para siswa.
7. Di sela-sela mereka mengerjakan, P mengumumkan siapa sajakah yang berhak mendapat hadiah. Untuk individu terbaik, yang berhak mendapatkan hadiahnya adalah siswa bernama Arma Manggala Priyana. Arma selalu terlihat aktif menjawab pertanyaan-pertanyaan yang diberikan P di tahap BKOF dan pengetahuannya mengenai bacaan-bacaan Bahasa Inggris juga terlihat baik dibanding teman-teman yang lain. Kemudian untuk pasangan terbaik diberikan kepada pasangan Iman dan Aditya. Mereka berdua selalu terlihat kompak dalam menyelesaikan tugas dan menyelesaikannya dengan tepat waktu. Dan untuk grup terbaik diberikan kepada grupnya Dwi Pramini, yang anggotanya terdiri dari Dwi, Olivia, dan Edo. Mereka semua berhak mendapatkan hadiah yang berupa kamus dari P. Mereka pun tampak senang dan ada beberapa siswa yang tidak dapat yang terlihat kecewa. P pun menghibur, bahwa mereka tidak perlu kecewa karena P mempunyai hadiah yang lain buat mereka semua, yaitu sekotak nasi untuk makan siang mereka. Mereka pun bersorak gembira dan mengucapkan terima kasih kepada P. Kemudian P meminta siswa untuk mengumpulkan handout terakhir mereka untuk diperiksa dan akan dikembalikan di pertemuan selanjutnya, yaitu ketika mereka melaksanakan post-test.
8. Pertemuan hari itu pun berakhir. Sebelum P dan GBI meninggalkan kelas, P merangkum lagi pelajaran pada hari itu dan menanyakan kesulitan mereka selama proses belajar. Mereka pun mengatakan bahwa hari itu mereka belajar tentang recount teks dengan tema Holiday. Kesulitan pada hari itu juga hanya di penguasaan kosakata yang baru, akan tetapi bisa diatasi dengan mencari kata tersebut di kamus atau bertanya kepada P atau GBI.
9. Kemudian P mengucapkan salam dan segera meninggalkan kelas bersama GBI.

FN 11

Hari/Tanggal : Selasa, 22 April 2014

Pukul : 08.40-10.00 WIB

Kegiatan : Post-test

Responden : GBI, P, dan GP

1. P datang ke sekolah 10 menit sebelum kelas di mulai. P menemui GP dan mengutarakan maksud kedatangannya pada hari itu, yaitu untuk melaksanakan post-test di kelas VIII C. Kemudian P dipersilakan untuk menunggu GBI di ruang tunggu.
2. Tak lama kemudian GBI pun datang dan menyalami P, setelah itu ikut duduk bersama P sambil menunggu jam Bahasa Inggris. P menyampaikan permohonan maaf jika pada post-test kali ini GBI tidak bisa ikut mendampingi P karena ada suatu urusan.
3. Bel pergantian pelajaran pun berbunyi, P segera menuju ke ruang kelas. Setibanya di ruang kelas, suasana kelas masih sangat riuh dikarenakan pelajaran sebelumnya adalah olah raga, jadi masih banyak siswa yang makan dan minum, berganti baju, bahkan masih ada yang di luar kelas. P pun mengingatkan para siswa untuk segera menghabiskan makanan dan minuman nya.
4. Setelah semua anak terkumpul, P pun mengucapkan salam dan menyapa para siswa. Mereka pun menjawab dengan semangat. Setelah itu P mengabsen mereka satu per satu. Pada hari itu, semua anak hadir.
5. P pun menyampaikan maksud kedatangannya lagi di kelas VIII C, yaitu untuk melaksanakan post-test. Kemudian P sambil P membagikan soal, P menegaskan kepada para siswa bahwa soal yang diberikan sama dengan soal pre-test sebelumnya. P ingin membuktikan apakah action yang diberikan selama 5 hari untuk meningkatkan pemahaman membaca teks bahasa inggris mereka itu sudah berhasil apa belum. Siswa pun mengangguk-angguk mengerti.
6. Setelah semua soal didistribusikan, P meminta para siswa untuk mengerjakan berdasarkan kemampuan mereka sendiri dan hanya ada waktu 1 jam untuk menyelesaikannya.
7. Mereka pun mengerjakan, terkadang P menegur siswa yang melirik lembar soal teman sebangkunya. Suasana kembali hening dan para siswa melanjutkan mengerjakan soal. Ketika waktu habis, P meminta mereka untuk mengumpulkan lembar soal tersebut. P memberikan tambahan waktu 5 menit untuk siswa yang belum menyelesaikan soal tersebut.
8. Semua soal pun akhirnya terkumpul. P pun kemudian berpamitan kepada siswa dan meminta maaf atas segala salah baik yang disengaja ataupun yang tidak disengaja, selama P mengajar di kelas VIII C. Siswa pun diam dan terlihat dari raut muka mereka jika mereka sedih.

9. P mengucapkan salam dan meninggalkan kelas.

APPENDIX C:

INTERVIEW

GUIDELINES

Before Implementation Interview Guideline

A. Teacher

1. Bagaimana pembelajaran *reading* di kelas?
2. Apakah kemampuan membaca siswa sudah memenuhi harapan?
3. Apakah kesulitan siswa dalam memahami teks bahasa Inggris?
4. Apakah yang dilakukan siswa dalam memahami suatu teks?
5. Strategi membaca apa yang sudah diterapkan untuk membantu pemahaman siswa?
6. Apakah siswa sudah menerapkan strategi tersebut dalam kegiatan membaca di kelas?
7. Apakah strategi yang diajarkan dirasa sudah membantu siswa dalam memahami teks?
8. Apakah guru mengeksplor pemahaman siswa setelah kegiatan membaca?
9. Apakah siswa bertanya kepada guru jika menemui kesulitan dalam memahami bacaan?

B. Student

1. Bagaimana pembelajaran *reading* di kelas?.
2. Bagaimana teknik ibu guru dalam mengajarkan *reading* teks Bahasa Inggris?
3. Apakah kesulitan yang Anda rasakan dalam memahami teks Bahasa Inggris?
4. Apakah yang Anda lakukan jika sulit memahami suatu teks Bahasa Inggris?
5. Strategi membaca apa yang telah diajarkan ibu guru?
6. Apakah strategi tersebut sering Anda gunakan dalam kegiatan membaca teks Bahasa Inggris baik di dalam maupun di luar kelas?
7. Apakah strategi tersebut dirasa sudah membantu pemahaman Anda dalam membaca teks Bahasa Inggris?

8. Apakah ibu guru mengecek pemahaman Anda setelah kegiatan membaca?
9. Apakah anda bertanya kepada ibu guru jika menemui kesulitan dalam memahami teks Bahasa Inggris?

During Implementation Interview Guideline

Teacher

1. Bagaimana penerapan *Summarizing Activities* dalam kegiatan pembelajaran *reading* di kelas?
2. Apakah terdapat perbedaan antara kegiatan pembelajaran *reading* menggunakan *Summarizing Activities* dengan kegiatan pembelajaran sebelumnya? Jika iya, apa saja perbedaan yang muncul?
3. Apakah para siswa antusias dalam mengikuti pembelajaran *reading* menggunakan *Summarizing Activities*?
4. Berdasarkan pengamatan Ibu, kesulitan apa yang dihadapi siswa ketika mengikuti kegiatan pembelajaran *reading* menggunakan *Summarizing Activities*?
5. Apa saja *action* yang harus diperbaiki untuk pembelajaran selanjutnya?

Students

1. Menurut Anda bagaimana penerapan *Summarizing Activities* dalam pembelajaran *reading* di kelas?
2. Kesulitan apa yang Anda hadapi ketika mengikuti pembelajaran *reading* menggunakan *Summarizing Activities*?

After Implementation Interview Guideline

A. Teacher

1. Menurut Ibu, apakah penerapan *action* menggunakan *Summarizing Activities* berdampak positif terhadap kegiatan pembelajaran *reading*?
2. Apakah kemampuan siswa meningkat setelah penerapan *action* tersebut? Jika iya, peningkatan apa saja yang terjadi?
3. Bagaimana menurut Ibu mengenai pemaksimalan teknik *somebody-wanted-but-so-then* dalam pembelajaran *reading*?
4. Apakah sekiranya strategi ini dapat diterapkan untuk mengajarkan *reading* dalam pembelajaran selanjutnya?
5. Apakah yang Ibu harapkan dari pembelajaran *reading* berikutnya?

B. Students

1. Setelah mengikuti pembelajaran *reading* menggunakan *Summarizing Activities*, apakah pendapat Anda tentang strategi ini?
2. Apakah menurut Anda strategi ini membantu dalam memahami teks Bahasa Inggris?
3. Apakah menurut Anda strategi ini dapat diterapkan untuk pembelajaran *reading* berikutnya?
4. Apakah yang Anda harapkan dari pembelajaran *reading* berikutnya?

APPENDIX D: INTERVIEW TRANSCRIPTS

Interview 1

Hari/Tanggal : 12 Februari 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	Maaf Bu, mengganggu waktunya sebentar.
GBI	Iya mbak, tidak apa-apa. Kebetulan juga saya sedang tidak repot kok. Ada apa mbak?
P	Oh ya syukurlah bu kalau begitu. Begini bu, saya mau bertanya-tanya sedikit mengenai pembelajaran bahasa Inggris di kelas VIII C yang besok akan saya ampu untuk sementara. Jadi begini bu, menurut ibu, bagaimana sih pembelajaran reading di kelas tersebut?
GBI	Kalau saya sih mbak seringnya menggunakan LKS. Kalau tidak ya mengacu pada buku paketnya saja. Saya juga cuma mengambil teks yang ada di LKS itu.
P	Ow..jadi kalau ambil teks dari luar itu belum pernah ya bu?
GBI	Iya mbak..Cuma membahas teks yang sudah tersedia saja.
P	Trus bu, apakah kemampuan membaca siswa kelas tersebut sudah memenuhi harapan?
GBI	Ya..ada yang sudah memenuhi target, tapi ada juga yang belum mbak, biasalah murid-murid sini mbak (tertawa kecil).
P	(Mengangguk-angguk) Kira-kira kesulitan siswa dalam memahami teks bahasa Inggris itu apa ya bu?
GBI	Hmm..ya masih di penguasaan vocabulary itu lho mbak. Masih sangat belum memenuhi harapan vocabulary anak-anak disini. Kalau ada teks bahasa Inggris gitu, disuruh mbaca, kalo udah ketemu kata-kata sulit ya sudah mbak. Ada beberapa yang bawa kamus, alfalink, tapi banyak yang tidak membawa kamus juga mbak. Kalau ada kosakata baru, mengingatnya juga belum maksimal mbak. Masih agak sulit, walaupun sebenarnya mereka itu bisa.
P	Jadi kalau mereka menemukan kata-kata sulit, mereka langsung cek di kamus ya bu? Trus kira-kira, strategi apa yang sudah ibu terapkan buat membantu anak-anak dalam memahami teks bahasa Inggris?
GBI	Ya itu tadi mbak..saya suruh cek di kamus. Nanti yang tidak membawa biasanya bergabung dengan yang membawa. Kalo nggak ya ada beberapa siswa yang usil mbak, jadi langsung tanya artinya sama temennya yang mengerti. Kadang-kadang juga mereka bertanya langsung sama saya. Ya masih standard seperti itulah mbak (sambil tertawa).
P	(Ikut tertawa) Iya bu..tapi ya sudah lumayan itu kalau ada siswa yang mau membuka kamus untuk mencari kata-kata sulit. Sudah bagus ya bu ternyata usahanya anak-anak. Trus, menurut ibu, apakah strategi membuka kamus itu dirasa sudah membantu para siswa dalam memahami teks bahasa Inggris?
GBI	Ya sudahlah ya mbak, walaupun memang belum maksimal. Tapi setidaknya mereka sudah berusaha untuk memecahkan masalah yang ada. Yang tadinya kesulitan di penguasaan kosakata, setelah membuka kamus

	kan mereka juga jadi tau artinya mbak.
P	Trus apakah setelah mereka selesai membaca teks tersebut ibu mengeksplor pemahaman mereka tentang teks terkait?
GBI	Yo kadang-kadang saya review mbak. Tapi kalau tidak ya langsung saya suruh saja mengerjakan latihan-latihan yang ada di LKS. Kalau tidak ya saya kasih soal terkait dengan teks dan pembelajaran pada waktu itu.
P	Ow..iya bu. Lah trus, kalau misal siswa menemukan kesulitan mengerjakan tugas tersebut, apakah mereka sering bertanya sama ibu?
GBI	Yo kadang-kadang mbak. Murid-murid sini itu soale moody mbak. Kalau lagi bagus moodnya ya sering bertanya, tapi kalau lagi males ya susah mbak. Paling cuma diem, nanti ngerjain tugasnya nurun teman sebangkunya, apa tanya sama yang lumayan di kelas.
P	(Mengangguk-angguk) Ow..begitu ya bu. Ya sudah bu kalau begitu, kesempatan kali ini, ini dulu saja yang saya tanyakan. Insha Allah di lain kesempatan saya bisa berbincang-bincang lagi dengan ibu. Dan sebelumnya, saya mengucapkan terima kasih banyak ya bu sudah bersedia saya wawancara. Maaf juga telah mengganggu waktu ibu.
GBI	Iya mbak. Tidak apa-apa kok (tersenyum).

Interview 2

Hari/Tanggal : 12 Februari 2014

Responden : P (Peneliti), S (Siswa)

P	Hai..Mbak Mita boleh tanya-tanya sedikit nggak sama kalian?
S1	Boleh Miss, memang mau tanya apaa?
P	Boleh sekalian sama tiga orang? Kalian bertiga paham nggak kalau diajar reading sama Bu Puji?
S1	Ya gitu deh mbak. Paling ya disuruh ngerjain soal di LKS. Kalau nggak ya disuruh membaca sama menjawab pertanyaan.
P	Diajarin nggak sama Bu Puji bagaimana caranya menentukan ide pokok dan informasi terkait bacaan?
S2	Nggak mbak. Habis membaca mengerjakan soal, trus habis itu membahas soal yang sudah dikerjakan. Kalau waktunya cukup, kalau nggak ya dilanjutkan di rumah.
P	Selain memakai buku pegangan siswa dan LKS, Bu Puji pernah nggak menggunakan gambar untuk memudahkan kalian memahami isi teks yang kalian baca?
S3	Ya mana pernah mbak. Wong biasane Ibu cuma mengambil materi dari buku, kita membaca, mencari kata-kata sulit, mengartikan, kadang belajar grammar, kadang membahas soal.

Interview 3

Hari/Tanggal : Selasa, 1 April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai nduk..namanya siapa? Miss Mita boleh tanya-tanya sedikit ndak?
S	Dwi Pramini Miss. Panggil Dwi aja. Boleh Miss, tanya-tanya apa e?
P	Bagaimana nduk tadi? Diajarin cara menentukan ide pokok dan informasi yang detail pake SWBST itu bisa nggak?
S	Bisa, Miss. Paling mudah menentukan somebody nya. Masih bingung di wanted nya, Miss.
P	Oke Dwi, ndak apa. Besok-besok kita praktek lagi ya. Terima kasih.

Interview 4

Hari/Tanggal : Kamis, 3 April 2014

Responden : P (Peneliti), S (Siswa)

P	Halo, namanya siapa ya?
S	Oliv, Miss.
P	Oia Liv, tadi menurut Oliv, gimana pelajarannya?
S	Nyenengin Miss, asik kok. Gak bikin ngantuk.
P	Bagian mana yang paling nyenengin pas pelajaran tadi?
S	Pas disuruh ngerangkum tapi nyari informasinya dulu, Miss. Ada gambarnya juga kan, jadi gampang terus suka deh lihat-lihat gambarnya.
P	Oke Oliv, makasih.

Interview 5

Hari/Tanggal : Kamis, 3 April 2014

Responden : P (Peneliti), S1, S2 (Siswa)

P	Hai..namanya siapa?
S	Nur Afni Miss.
P	Gimana tadi pelajarannya?
S	Enak. Nyenengin Miss.
P	Ok, kalau kerja kelompok gitu kamu suka gak?
S	Suka Miss, soale kan sebelumnya gak pernah kelompok-kelompok gitu.
P	Ok, lebih mudah ngerjain sendiri apa kelompok dek?
S	Mudah kalau ngerjain bareng, Miss.

Interview 6

Hari/Tanggal : Kamis, 3 April 2014

Responden : P (Peneliti), S (Siswa)

P	Loh Dit, kok nggak dikerjain tugasnya?
S	Susah e, Miss.

P	Mana Dit yang susah?
S	Gabung-gabunginnya ini lho, Miss. Pake kata-kata sendiri.

Interview 7

Hari/Tanggal : Sabtu, 5 April 2014

Responden : P (Peneliti), S1, S2 (Siswa)

P	Hai..Miss Mita boleh tanya-tanya ndak? Namanya siapa dulu deng tapi, hehe.
S1 dan S2	Iya Miss, boleh kok, dengan senang hati. Mau nanya apa ya? Aku Laras Miss, aku Devina Miss.
P	Hari ini materi sama pembelajarannya gimana? Menyenangkan kah? Membingungkan apa gimana nduk? Jawabnya satu-satu yah.
S1	Ya gitu sih Miss. Materinya ya lumayan, tapi Miss Mita itu ngomongnya cepet banget eh, jadi kadang aku suka bingung.
S2	Iya Miss. Setuju ama Devina. Miss mita agak cepet kalo ngomong. Tapi kalau materinya udah lumayan dong Miss. Apalagi dikasih banyak latihan gitu.
P	Trus kalo ngerangkumnya, gimana nduk? Udah bisa mandiri kan?
S1	Iya Miss, bisa kok. Kan udah ada petunjuknya, jadi lebih mudah lah kita ngerangkumnya. Gak bingung-bingung lagi.
P	Kalau kamu gimana Devina? Masih bingung apa udah ada perkembangan?
S2	Bisa kok Miss. Tapi kalau disuruh pake kata-kata sendiri itu yang masih agak sulit. Maklum Miss, vocab nya masih sedikit (sambil tertawa).
P	Trus, pelajaran hari ini, menurut kalian menyenangkan gak ya?
S1 dan S2	Menyenangkan sekali Miss. Miss lucu ngomongnya, kadang pakai bahasa Jawa. Pokoknya gak seperti Bu Puji Mbak, galak (sambil tertawa).
P	Bisa aja kalian ini. Makasih ya adek-adekku.

Interview 8

Hari/Tanggal : 10 April 2014

Responden : P (Peneliti), S1, S2, S3 (Siswa)

P	Hai, Miss Mita boleh gabung ndak? Mau tanya-tanya sebentar nih.
S1, S2, S3	(Serempak) Boleh kok Miss, dengan senang hati.
P	Kenalan dulu tapi. Namanya siapa? (Sambil menyalami anak satu per satu).

S1	Riski, Miss.
S2	Arif Nur Hidayat, Miss.
S3	Aku Bayu Setyawan, Miss.
P	Gimana menurut kalian pembelajaran hari ini? Masih kesulitan nggak dalam menentukan Somebody-Wanted-But-So-Then nya? Sama ngerangkumnya, bisa ndak? Dijawab satu-satu ya.
S1	Udah lumayan ngerti kok Miss. Paling dong aku kalo disuruh menentukan Somebody nya. Jelas gitu soale.
S2	Sama Miss, saya juga. Menentukan Then juga mudah. Kan Cuma kesimpulannya aja to Miss dari cerita itu. Somebody juga gampang.
S3	Yang sulit itu Wanted sama So nya, kadang bingung (sambil tertawa). Kalau merangkumnya ya lumayan bisa lah, sudah ada yang mau dirangkum kok.
P	Bearti kalian udah mulai bisa ya dalam menentukan S-W-B-S-T nya itu? Cuma tinggal latihan di merangkumnya. Agak susah kan kalo harus menggunakan kalimat kalian sendiri?
S1, S2, S3	(Serempak menjawab) Iya Miss, bener banget itu. Lha bahasa Inggris ki susah eh, Miss. Pake bahasa yang ada di teks aja ngerangkume susah, apalagi kalau harus pakai kata-kata kita sendiri (Sambil cengar-cengir).
P	Iya, nggak apa dek. Wajar kok kalau kalian masih kesusahan, wong emang merangkum ki agak sulit, makane sama Miss Mita diajarin caranya supaya merangkum bacaan itu bisa lebih mudah. Dan ternyata emang bisa membantu kan?
S2	Iya Miss. Membantu banget kok caranya Miss Mita itu.
P	Trus kalian enjoy ndak sama pembelajaran kita hari ini?
S1	Enjoy Miss. Ngerti juga sama penjelasannya Miss Mita dan yang paling penting itu Miss Mita nggak galak kaya Guru Bahasa Inggris.
S3	Iya Miss, kalo sama Miss Mita ki bebas kok yo?
P	(Sambil tertawa) Kalian ini loh, bisa aja. Makasih deh kalo gitu. Makasih juga yah atas waktunya, udah mau ditanya-tanyain ama Miss Mita.

Interview 9

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai Irma, Miss Mita boleh nanya-nanya ndak?
S	Iya, Miss, boleh kok.
P	Menurut Irma, apakah membantu kalau dalam belajar bahasa Inggris trus pakai modul seperti yang sering Miss Mita bagi sebelum mulai pelajaran?
S	Sangat membantu, Miss. Jadikan kita gak perlu nyatet banyak-banyak lagi. Paling nyatet seperlunya aja.

Interview 10

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai Arma, jadi semangat belajar ndak habis dapat hadiah dari Miss Mita?
S	Semangat banget, Miss.
P	Suka ndak sama hadiahnya?
S	Ya suka banget, Miss. Lumayan jadi punya kamus bahasa Inggris.

Interview 11

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai Iman, gimana, kalau belajar pake modul seperti ini membantu nggak?
S	Ya membantu, Miss. Jadi nggak perlu nyatet banyak-banyak lagi.

Interview 12

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai Lula, bagaimana tadi merangkumnya, bisa nggak?
S	Bisa kok, Miss.
P	Bingung nggak nentuin SWBST nya?
S	Udah lumayan bisa, Miss. Kemarin masih bingung.

Interview 13

Hari/Tanggal : April 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	Bu, bagaimana ya saya tadi mengajarnya? Masih kurang banyak ya bu?
GBI	Iya e Mbak, kok sepertinya anak-anak itu masih bingung ya sama tekniknya Mbak Mita.
P	Iya bu. Memang agak susah sih Bu awalnya. Soalnya kan menuntut anak untuk kerja mandiri itu. Apalagi kosakata mereka juga masih kurang ya Bu.
GBI	Ya nggak apa-apa Mbak, kan masih ada beberapa pertemuan. Pasti bisalah anak-anak kalau diajarin. Apalagi kalau sama Mbak Mita itu anak-anak mau berbicara gitu lho, nggak malu untuk menyampaikan pendapat mereka.
P	Tapi kalau untuk materi yang saya gunakan, menurut ibu apakah sudah cukup menarik apa masih biasa saja?

GBI	Udah sangat menarik kok Mbak. Kan sebelum masuk ke materi ada gambar-gambarnya untuk menarik minat siswa terlebih dulu. Jadi siswa juga sudah tertarik begitu mbak.
P	Kalau dari langkah-langkah pengerjaan Summarizing itu tadi, menurut ibu bagian mana yang paling mudah dikerjakan oleh siswa?
GBI	Yang bagian menentukan informasi nya itu lho. Mana Somebody, Wanted, But, So. Kalau menulis lagi mereka masih agak kesulitan saya lihat.
P	Kalau untuk materi, media dan tugas-tugas yang saya berikan, apakah sudah sesuai dengan kemampuan dan minat mereka ya bu?
GBI	Kalau medianya sudah sangat menarik mbak, gambar-gambar yang Mbak Mita berikan juga sudah cukup menarik minat siswa. Kalau tugas-tugasnya juga sudah sangat bervariasi, cuma untuk teks nya agak kepanjangan ya mbak. Untuk materi kan memang sudah saya setujui dari awal, dan memang materinya yang baru mau masuk ke narrative text, jadi ya nggak ada masalah.
P	Bagaimana dengan penggunaan handout di tiap-tiap pertemuan bu? Apakah bisa membantu siswa untuk fokus selama KBM?
GBI	Ya sangat membantu mbak. Jadi siswa tidak perlu mencatat terlalu banyak di buku catatan mereka. Dengan handout tersebut juga catatan mereka akan lebih lengkap mbak. Teks nya ada, gambarnya ada, penjelasan mengenai teks juga ada.

Interview 14

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai Lula, bagaimana pelajaran hari ini? Masih bingung dengan penggunaan SWBST nggak?
S	Asyik kok, Miss. Udah agak ngerti juga. Tapi Miss Mita kalau ngomong cepet banget, kalau nggak bener-bener diperhatiin ya ketinggalan.
P	Hehe..iya e nduk. Miss Mita kalau ngomong emang agak cepet. Tapi terbantu nggak kalau disuruh merangkum terus pakai SWBST itu?
S	Ya terbantu Miss. Kan kita udah tau inti dari paragraf itu Miss, tinggal jadiin satu gitu informasi-informasi yang ada.
P	Senang nggak kalau ada tugas terus Miss Mita suruh ngerjainnya berkelompok?
S	Ya senang Miss. Jadi tugasnya kan lebih mudah, bisa dibagi-bagi sama teman 1 kelompok.

Interview 15

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Novida, Miss Mita tanya-tanya sedikit boleh ya?
S	Iya Miss. Boleh kok. Mau tanya apa ya? Jangan yang susah-susah lho Miss.
P	Menurut kamu, teknik merangkum menggunakan SWBST gitu susah nggak, Nov?
S	Ya awalnya susah sih, Miss. Wong biasanya nggak pernah disuruh kayak gitu.
P	Susahnya di bagian mana, Nov?
S	Yang menyatukan informasi-informasi menjadi suatu cerita itu, Miss.

Interview 16

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai Danny, menurut kamu, handout yang Miss Mita bagikan sebelum belajar itu membantu nggak selama kegiatan belajar-mengajar?
S	Ya membantu kok, Miss.
P	Kalau biasanya bagaimana, apakah seperti itu juga atau hanya mencatat penjelasan gurunya saja?
S	Nggak Miss, biasanya itu hanya disuruh mencatat yang di papan tulis saja.

Interview 17

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai Yudi..bagaimana kegiatan belajar hari ini? Ada kemajuan apa masih banyak bingung seperti kemarin?
S	Udah nggak kok Miss. Kalau sudah diajarin berulang-ulang aku bisa kok.
P	Masih bingung menentukan SWBST nya?
S	Nggak Miss. Udah bisa kok.
P	Merangkumnya sudah lebih mudah apa masih kesulitan?
S	Ya lumayan Miss. Tapi sedikit-sedikit bisa kok.

Interview 18

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Oliv..tadi bagaimana merangkum teks narrative nya, bisa kan?
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S	Bisa kok Miss. Tapi kadang-kadang bingung juga.
P	Bingung di bagian mananya Liv?
S	Jadiin satu informasi-informasi yang sudah ada itu Miss.
P	Tapi kalau ngerjainnya kelompok atau bersama teman sebangku gitu, apa masih sulit?
S	Nggak Miss. kalau bareng-bareng gitu rasanya lebih mudah.

Interview 19

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Permisi Elza, Miss Mita mau tanya sedikit nih. Menurut kamu tugas-tugas yang diberikan Miss Mita selama ini menyenangkan nggak?
S	Menyenangkan kok Miss.
P	Beda nggak sama tugas-tugas yang diberikan oleh GBI sebelumnya?
S	Ya beda banget lah Miss, kan kalau sama GBI nek reading itu cuma disuruh menerjemahkan, terus sama menjawab pertanyaan gitu.
P	Jadi nggak pernah kayak disuruh menyusun paragraph acak dan merangkum isi bacaan gitu ya Za?
S	Iya Miss.

Interview 20

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Elva, inikan udah pertemuan yang ke 4. Menurut kamu apakah merangkum suatu bacaan menggunakan strategi SWBST bisa membantu?
S	Bisa Miss. Kan sebelumnya sudah ditentukan dulu informasi-informasinya.
P	Jadi udah nggak bingung kayak pertama dulu ya? Waktu disuruh merangkum suatu bacaan?
S	Iya Miss. Kan bisa merangkumnya gara-gara sudah ditentukan dulu SWBST nya. Tinggal jadiin satu informasi-informasinya itu.
P	Tapi yakin udah bisa kan Nduk?
S	Iya Miss. Udah bisa kok.

Interview 21

Hari/Tanggal : April 2014

Responden : P (Peneliti), GBI (Guru Bahasa Inggris)

P	Bu, menurut ibu bagaimana kegiatan belajar-mengajar tadi? Apakah ada peningkatan dibandingkan pertemuan-pertemuan pada siklus pertama kemarin?
GBI	Iya mbak, jelas ada. Waktu awal-awal dulu kan anak-anak juga masih pada malu-malu ketika mau menyampaikan pendapat, tapi sekarang sudah lebih

	bisa santai saya lihat.
P	Kalau untuk penguasaan strategi yang saya ajarkan, apakah menurut ibu anak-anak sudah bisa memahami?
GBI	Saya kira mereka sudah cukup memahami ya mbak. Ketika disuruh mengerjakan tugas juga sudah bisa mandiri dan banyak benarnya <i>tho</i> mbak dibanding lainnya?
P	Jadi strategi SWBST sudah sangat membantu siswa dalam merangkum suatu bacaan ya bu?
GBI	Iya mbak. Kan pokok-pokok informasinya sudah lebih dulu mereka tentukan. Kemudian mereka tinggal menulis kembali informasi-informasi yang ada menjadi suatu paragraph.
P	Oh, iya ya bu. Kalau menurut ibu mereka tertarik juga nggak kalau materinya diberi gambar-gambar yang terkait dengan teks?
GBI	Ya jelas tertarik ya mbak. Kan bisa lebih membantu mereka dalam mengerjakan tugas itu juga.
P	Kalau menurut ibu, materi yang saya berikan sudah cukup menarik apa masih kurang ya bu?
GBI	Sudah sangat menarik kok mbak. Cukup itu. Bervariasi juga.
P	Oia bu, satu pertanyaan lagi, kalau menurut ibu, dengan adanya handout yang saya bagikan sebelum saya memulai pelajaran itu, apakah berpengaruh terhadap pembelajaran siswa?
GBI	Iya mbak, bagus itu. Lebih praktis juga. Siswa tidak perlu banyak mencatat apa yang mbak jelaskan. Mereka hanya mencatat penjelasan yang perlu-perlu saja. Sehingga mereka bisa fokus sama pelajaran.
P	Oia bu. Terima kasih kalau begitu, atas waktu yang sudah diberikan juga. Besok saya wawancara lagi ya bu.

Interview 22

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Permisi Novida, Miss Mita mau nanya ini. Menurut kamu, setelah dua pertemuan ini, apakah masih bingung ketika disuruh untuk merangkum menggunakan strategi SWBST itu?
S	Nggak juga kok Miss. Lumayan bisa dibanding waktu awal-awal kemarin.
P	Tapi tetap ada kesulitan nggak waktu kamu mengerjakan tugas-tugas yang ada?
S	Ya masih bingung itu lho Miss, kalau disuruh menulis ulang informasi-informasi yang ada. Kan ada yang pakai kata-kata sendiri. Jadi masih agak sulit.
P	Selain itu, masih ada kesulitan lagi nggak Nov?
S	Nggak Miss.

Interview 23

Hari/Tanggal : April 2014

Responden : P (Peneliti), S (Siswa)

P	Hai Yudi, menurut kamu kalau belajarnya pakai handout seperti ini bagaimana? Apakah membantu kamu selama proses belajar tadi?
S	Iya Miss. Enak kalau pake kaya gini. Jadi nggak usah nyatet banyak-banyak. Semuanya sudah ada di sini.

APPENDIX E:

COURSE

GRID

Cycle	Standard Competence	Basic Competence	Generic Structure of Narrative	Language Feature of Narrative	Indicators	Learning Activities	Media	Sources
First cycle	Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment.	Students are able to respond to the meaning and rhetoric steps found in short functional written texts.	a. Orientation b. Complication c. Resolution d. Re-orientation	a. Introducing personal participant: I, He, my friends. b. Using chronological connection: one day, once upon a time, finally. c. Using linking verb: were, was. d. Using simple past tense:	a. Identifying the main idea of the narrative text. b. Identifying the somebody-wanted-but-so-then of narrative text. c. Identifying the detailed, specific, and general information of the narrative text.	a. Pre teaching b. Whilst-teaching 1) Background knowledge of the field: (a) The teacher gives some pictures to the students. (b) The teacher gives some questions orally to the students. (c) The teacher delivers the learning objectives of the material. 2) Modeling of	a. Some pictures related to the text. b. Print out of narrative texts, entitled: 1) <i>The Story of Sangkuriang and Tangkuban Perahu Mountain</i> 2) <i>Little Red Riding Hood</i> 3) <i>Golden Eggs</i>	a. BSE b. Internet

				gave, found, asked, made.	d. Summarizing the text by using students' own words.	the text: (a) The teacher asks the students to read the text aloud one by one. (b) Both of teacher and students identify some difficult words and try to translate it based on context. (c) The teacher asks the students to identify the main idea of each	c. Answer sheets	
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						paragraph. (d) The teacher explains how to use somebody-wanted-but-so-then strategy in summarizing a text. (e) The teacher asks the students to mention what is somebody-wanted-but-so-then. 3) Joint construction of the text: (a) The students do task 1.		
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						(b) Both of teacher and students discuss the task 1. (c) The students do task 2 with his/her friend. (d) Both of the teacher and students discuss the task 2. 4) Independent construction of the text: (a) The teacher asks students to do task 3. (b) The students do task 3.		
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Cycle	Standard Competence	Basic Competence	Generic Structure of Recount	Language Feature of Recount	Indicators	Learning Activities	Media	Sources
Second cycle	Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment.	Students are able to respond to the meaning and rhetoric steps found in short functional written texts.	a. Orientation b. Events c. Re-orientation	a. Introducing personal participant: I, He, my friends. b. Using chronological connection: then, first, after that, last holiday. c. Using linking verb: were, was. d. Using simple past tense: came,	a. Identifying the organization of the recount text. b. Identifying the somebody-wanted-but-so-then of recount text. c. Identifying the detailed, specific, and general information of the report text.	a. Pre teaching b. Whilst-teaching 1) Background knowledge of the field: (a) The teacher gives some pictures to the students. (b) The teacher gives some questions orally to the students. (c) The teacher delivers the learning objectives of the material.	a. Some pictures related to the recount text. b. Print out of recount texts, entitled: 1) Holiday in Borobudur Temple 2) My Holiday in Flores c. Answer sheets	a. BSE b. Internet

				said, told.	d. Summarizing the text by using students' own words.	2) Modeling of the text: (a)The teacher asks the students to read the text aloud one by one. (b) Both of teacher and students identify some difficult words and try to translate it based on context. (c)The teacher asks the students to identify the main idea of each		
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						paragraph. (d) The teacher explains how to use somebody-wanted-but-so-then strategy in summarizing a text. (e)The teacher asks the students to mention what is somebody-wanted-but-so-then. 3) Modeling of the text: (a) The students do task 1. (b) Both of		
--	--	--	--	--	--	---	--	--

						teacher and students discuss the task 1. (c) The students do task 2 with his/her friend. (d) Both of the teacher and students discuss the task 2. 4) Independent construction of the text: (a) The teacher asks students to do task 3. (b) The students do task 3.		
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APPENDIX F:

LESSON

PLANS

LESSON PLAN

School : SMP Muhammadiyah 8 Yogyakarta
 Subject : English
 Class/Semester : VIII / 2
 Text type : **Report**
 Theme : My Holiday
 Skill : Reading
 Time Allocation : 2 x 40 minutes

A. Standard of Competency:

11. Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment.

B. Basic Competency :

- 11.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

C. Indicators :

1. Identifying the main idea of the recount text.
2. Identifying the somebody-wanted-but-so-then of recount text.
3. Identifying the detailed, specific, and general information of the recount text.
4. Summarizing the text by using students' own words.

D. Learning Objectives :

After the lesson, the students are able to:

1. Understand the rhetoric steps of the narrative text.
2. Understand the detailed, specific, and general information of the narrative text.
3. Understand the application of somebody-wanted-but-so-then.

E. Basic Materials :

1. Pictures about Borobudur Temple.



2. An example of the recount text.

Holiday in Borobudur Temple

Last holiday, some friends and I went to Borobudur temple in Magelang, Central Java. It is very famous temple all over the world for its construction and size. So, we all tried to arrive to the top of the temple, that was in the eight level terraces and the distance was 4.8 km from the base. It was not easy and made us tired.

When we got down from the temple, we met a foreigner lady with her two year-old daughter. We guessed she was an American or an Australian. Then, we came to her and said that her daughter is beautiful and very funny. She smiled and said that the word 'funny' is not appropriate. It can have a negative meaning. So, you had better say 'cute' instead. We all said sorry to her because of our inappropriate word. Fortunately, she said that it was common for young English learner and she also told us that she was a teacher.

Taken from: BSE, Scaffolding for Junior High School Students

3. Study the following explanation.

1. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.
2. Generic structure of recount text:
 - a. Orientation: Introducing the participants, place and time.
 - b. Events: Describing series of event that happened in the past.
 - c. Reorientation: It is optional. Stating personal comment of the writer to the story.
3. Language features of recount:
 - a. Introducing personal participant: I, He, my friends.
 - b. Using chronological connection: then, first, after that, last holiday.
 - c. Using linking verb: were, was.
 - d. Using simple past tense: came, said, told.

F. Learning Strategy :

Genre Based Technique

G. Steps of Activity :

1. Opening (5') :
 - a. Greeting.
 - b. Praying.
 - c. Checking who is present and absent.
2. Main activity (70'):
 - a. Building knowledge of the field (5') :
 - 1) Teacher gives some pictures to the students.
 - 2) Students discuss some questions orally given by the teacher based on the pictures.
 - (a) Where did you spend your last holiday?
 - (b) What do you think of the place?

(c) How did you feel during your holiday?

(d) Do you know what picture is?

(e) Where is located of this temple?

(f) Who have ever gone there?

3) Teacher delivers the learning objectives of the material.

b. Modeling of the text (45') :

1) The teacher asks the students to read the text aloud one by one.

2) Both of teacher and students identify some difficult words and try to translate it based on context.

3) The teacher explains the students about generic structure and language features of recount text.

4) The teacher asks the students to identify the main idea of each paragraph.

5) The teacher explains how to use Somebody-Wanted-But-So-Then strategy in summarizing a text.

6) The researcher asks the students to mention what is Somebody-Wanted-But-So-Then based on the text.

c. Joint construction of the text (10') :

1) The students do task 1.

2) Both of teacher and students discuss the task 1.

3) The students do task 2 with his/her friend.

4) Both of the teacher and students discuss the task 2.

d. Independent construction of the text (10') :

1) The researcher asks students to do task 3.

2) The students do task 3.

3. Closing (5'):

a. The teacher makes a conclusion and reflection about their teaching – learning process in that day.

b. Praying.

c. Closing.

H. Source of Materials/Instrument:

1. Internet

2. BSE

I. Worksheet :

Task 1

Read aloud the passage below and answer the questions.

1. Where did they go?

a. Ketep Pass.

b. Borobudur Temple

c. Mendut Temple.

d. Dieng Temple.

2. When is it held?

a. On the last year.

b. On the last month.

c. On the last week.

d. On the last holiday.

3. Who went to the Borobudur Temple?
 - a. I and some friends.
 - b. Ani, Gunawan, and Rina.
 - c. I and my classmates.
 - d. I, my teacher, and some friends.
4. Whom did they meet at Borobudur Temple?
 - a. Old lady and her husband.
 - b. A foreigner lady with her daughter.
 - c. A young lady.
 - d. The lady and her family.
5. What makes Borobudur famous all around the world?
 - a. Its scenery around the temple.
 - b. Too many visitors and tourisms there.
 - c. There are many traditional foods sold there.
 - d. Its amazing construction and size.

Task 2

In pairs, read the text and briefly summarize it by using your own words.

A Tour to the Botanic Gardens

On Thursday 24 April, Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First, we went to the Orchid Farm and Mrs. Rita read us some of the information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next, we took some pictures and then we went back to the Education Centre to have lunch. After that, we went for a walk.

A lady took us around and introduced herself, and then she explained what we were going to do. Next, she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

Taken from: BSE, Scaffolding for Junior High School Students

SOMEBODY
WANTED
BUT
SO
THEN

Write a one- or two-sentence summary using information from the chart above.

.....

.....

.....

Task 3

Choose one of the best experiences. Then, complete the points below.

	→	Somebody
	→	Wanted
	→	But
	→	So
	→	Then

1. First experience

Adi Cut his Finger

The bell was ringing. It was time for Adi's class to have Physics in the laboratory. They enjoyed studying Physics in the laboratory. They had chances to use the apparatus like flashes, pipettes, test tube, etc and to make simple experiments.

Adi was in the same group as Rita. They also wore white uniform called a lab glass. The teacher was distributing the worksheet when suddenly she heard a little scream. It was from Adi. He was not so careful that the test tube knocked on the table and broke a little and cut his finger. The teacher took care of him soon.

2. Second experience

My Grandpa's Birthday

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color. On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake. On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

3. Third experience

Having Recreation

Last week my parents, sister, brother and I went to the zoo. We went there for recreation. We left at 6.00 a.m. and arrived there at 8.00 a.m. It was about a hundred kilometers to go to the zoo from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for half an hour. Although tired, I felt very happy on that day.

J. Evaluation Sheet :

Evaluation rubric

No.	Scoring	
1.	Complete information, appropriate information, and understandable	4
2.	Some information, less appropriate information, and understandable	3
3.	Limited information, less appropriate information, and difficult to be understood	2
4.	Limited information, no appropriate information, and difficult to be understood	1
5.	No answer	0

Yogyakarta, 10 April 2014

English Teacher

Researcher

Puji Astuti, S.S

Mita Eka Purwandani

LESSON PLAN

School	: SMP Muhammadiyah 8 Yogyakarta
Subject	: English
Class/Semester	: VIII / 2
Text type	: Narrative
Theme	: Indonesian Legend
Skill	: Reading
Time Allocation	: 2 x 40 minutes

A. Standard of Competency:

11. Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment.

B. Basic Competency :

- 11.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

C. Indicators :

1. Identifying the main idea of the narrative text.
2. Identifying the somebody-wanted-but-so-then of narrative text.
3. Identifying the detailed, specific, and general information of the narrative text.
4. Summarizing the text by using students' own words.

D. Learning Objectives :

After the lesson, the students are able to:

1. Understand the rhetoric steps of the narrative text.
2. Understand the detailed, specific, and general information of the narrative text.
3. Understand the application of somebody-wanted-but-so-then.

E. Basic Materials :

1. Pictures about The Story of Tangkuban Perahu.



2. An example of the narrative text.

The Story of Sangkuriang and Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon, Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound that had left several years earlier. Soon, she realized that she felt in love with her own son.

She couldn't marry him but how to say it? Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete, Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. He was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu.

Taken from: http://pelajaran-mhz.blogspot.com/2013/08/contoh-atau-example-of-narrative-text_18.html

3. Study the following explanation.

4. Narrative text is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.
5. Generic structure of narrative text:
 - d. Orientation : Introducing the participants, place and time.
 - e. Complication : Describing the rising crises which the participants have to do with.
 - f. Resolution : Showing the way of participant to solve the crises, better or worse.
 - g. Re-orientation : The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer.
6. Language features of narrative:
 - e. Using chronological connection: once upon time, finally, one day.
 - f. Using linking verb: were, was.
 - g. Using simple past tense: found, asked, and made.

F. Learning Strategy :

Genre Based Technique

G. Steps of Activity :

1. Opening (5') :

- d. Greeting
- e. Praying
- f. Checking who is present and absent

3. Main activity (70'):

- e. Background knowledge of the field (5)
 - 1) Teacher gives some pictures to the students.
 - 2) Students discuss some questions orally given by the teacher based on the pictures.
 - (g) Have you ever heard a story entitled Toba Lake?
 - (h) Can you mention the others Indonesian Legend?

- (i) Have you ever heard a story comes from West Java, exactly from Bandung?
 - (j) Can you mention these pictures are about?
 - (k) What kind of the most Indonesian legend story do you know, except Tangkuban Perahu?
 - (l) Do you know the chronological story or only know the name?
- 3) Teacher delivers the learning objectives of the material.
- f. Modeling of the text (45')
- 1) The teacher asks the students to read the text aloud one by one.
 - 2) Both of teacher and students identify some difficult words and try to translate it based on context.
 - 3) The teacher explains the students about generic structure and language features of narrative text.
 - 4) The teacher asks the students to identify the main idea of each paragraph.
 - 5) The teacher explains how to apply Somebody-Wanted-But-So-Then strategy in summarizing a text.
 - 6) The teacher asks the students to mention what is Somebody-Wanted-But-So-Then based on the text.
- g. Joint construction of the text (10')
- 1) The students do task 1.
 - 2) Both of teacher and students discuss the task 1.
 - 3) The students do task 2 with his/her friend.

- 4) Both of the teacher and students discuss the task 2.
- h. Independent construction of the text (10')
 - 1) The teacher asks students to do task 3.
 - 2) The students do task 3.
4. Closing (5'):
 - a. The teacher makes a conclusion and reflection about their teaching – learning process in that day.
 - b. Praying.
 - c. Closing.

H. Source of Materials/Instrument:

3. Internet
4. BSE

I. Worksheet :

Task 1

Read aloud the passage below and answer the questions then make summary on it.

Somebody

Wanted

But

So

Then

.....

Task 2

In pairs, read the text and answer the questions.

The Legend of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Questions

1. What is the main idea of the first paragraph?
2. Where did the man live?
3. The word "they" in line 7 refers to....
4. Why did the man become furious toward his daughter?
5. A beautiful princess in this story actually was a
6. What happened to the man after the whole area got flooded?
7. What is the synonym of word "huge"?
8. Who is the Somebodyfrom this text?
9. What is the main idea of the last paragraph?
10. The moral value taken from the story is ...

Task 3

Read carefully and complete the table below based on the text above.

The Legend of Malin Kundang

Once Upon a time, there lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the big ship.

Several years later, Malin Kundang succeeded and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of cake, Malin's favorite. However, Malin didn't admit that woman as his poor mother, and then he kicked the cake which brought by his mother until scattered. His mother was very broken heart because Malin rebellious to her who had growth him. Then, his mother cursed Malin became stone.

After cursing his son, suddenly, the big ship which Malin's had was vacillated by a big storm and his entire crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

Characters	Characteristics
Malin Kundang	
Malin's mother	
Setting	
Place	
Time	
How the story began	
Problems	

How the story ended	
Moral value of the story	

J. Evaluation Sheet :

Evaluation rubric

No.	Scoring	
1.	Complete information, appropriate information, and understandable	4
2.	Some information, less appropriate information, and understandable	3
3.	Limited information, less appropriate information, and difficult to be understood	2
4.	Limited information, no appropriate information, and difficult to be understood	1
5.	No answer	0

Yogyakarta, 3 April 2014

English Teacher

Researcher

Puji Astuti, S.S

Mita Eka Purwandani

LESSON PLAN

School	: SMP Muhammadiyah 8 Yogyakarta
Subject	: English
Class/Semester	: VIII / 2
Text type	: Report
Theme	: Holiday
Skill	: Reading
Time Allocation	: 2 x 40 minutes

A. Standard of Competency:

11. Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment.

B. Basic Competency :

- 11.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

C. Indicators :

1. Identifying the main idea of the recount text.
2. Identifying the Somebody-Wanted-But-So-Then of recount text.
3. Identifying the detailed, specific, and general information of the report text.
4. Summarizing the text by using students' own words.

D. Learning Objectives :

After the lesson, the students are able to:

1. Understand the rhetoric steps of the narrative text.
2. Understand the detailed, specific, and general information of the report text.
3. Understand the application of somebody-wanted-but-so-then.

E. Basic Materials :

1. Pictures about Kupang.



2. An example of the recount text.

My Holiday in Flores

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende, and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountain to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. It is a mountain village; I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different colored lakes at dawn. It was truly inspiring.

My friend trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like go back to Flores one day.

Taken from: BSE, Scaffolding for Junior High School Students

3. Study the following explanation.

1. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.
2. Generic structure of recount text:
 - a. Orientation: Introducing the participants, place and time.
 - b. Events: Describing series of event that happened in the past.
 - c. Reorientation: It is optional. Stating personal comment of the writer to the story.
3. Language features of recount:
 - a. Introducing personal participant: I, He, my friends.
 - b. Using chronological connection: then, first, next, last month.
 - c. Using linking verb: were, was.
 - d. Using simple past tense: started, took, visited, and went.

F. Learning Strategy :

Genre Based Technique

G. Steps of Activity :

1. Opening (5') :
 - a. Greeting.
 - b. Praying.
 - c. Checking who is present and absent.
2. Main activity (70'):
 - a. Background knowledge of the field (5') :
 - 1) Teacher gives some pictures to the students.
 - 2) Students discuss some questions orally given by the teacher based on the pictures.
 - (a) Do you know where these pictures are?
 - (b) What is on your mind looking these pictures?

- (c) Anyone who have ever gone there?
- (d) Where did you spend your holiday?
- (e) With whom usually you spend your holiday?
- (f) How did you feel during the holiday?

3) Teacher delivers the learning objectives of the material.

b. Modeling of the text (45') :

- 1) The teacher asks the students to read the text aloud one by one.
- 2) Both of teacher and students identify some difficult words and try to translate it based on context.
- 3) The researcher asks the students to mention what is Somebody-Wanted-But-So-Then based on the text.

c. Joint construction of the text (10') :

- 1) The students do task 1.
- 2) Both of teacher and students discuss the task 1.
- 3) The students do task 2 with his/her friend.
- 4) Both of the researcher and students discuss the task 2.

d. Independent construction of the text (10') :

- 1) The researcher asks students to do task 3.
- 2) The students do task 3.

5. Closing (5'):

- a. The teacher makes a conclusion and reflection about their teaching – learning process in that day.
- b. Praying.
- c. Closing.

H. Source of Materials/Instrument:

- 1. Internet
- 2. BSE

I. Worksheet :

Task 1

Read the passage below and answer the questions.

- 1. Where did the writer go on his first day?
 - a. Ende.
 - b. Maumere.
 - c. the mountain village.
 - d. Mount Kelimutu.
- 2. Where did the writer go after visiting Ende?
 - a. Bajawa.
 - b. Detusoko.
 - c. Mount Kelimutu.
 - d. Maumere.
- 3. What was the writer's last destination?
 - a. Bajawa.
 - b. Kupang.
 - c. Detusoko.
 - d. Mount Kelimutu.

4. Which of the following words is the synonym of “coast”?

- a. Shore.
- b. River.
- c. Mountain.
- d. Lake.

5. Which of the following words is the antonym of “far”?

- a. Approximate.
- b. Near.
- c. Quick.
- d. Slow.

Task 2

Read the text below carefully and answer the T/F questions.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was also fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Taken from: BSE, Scaffolding for Junior High School Students

No.	Statements	T/F	Corrections
1	I went to Mount Bromo last month.	F	I went to Mount Bromo last week.
2	My friend’s house has a small pool.		

3	We did not ride on horseback.		
4	We also saw Mount Batok.		
5	In the evening we went home.		
6	We did not feel tired.		

Task 3

In pairs, read the text below carefully and answer the questions.

Holiday in Kupang

Last month I went to Kupang with my brother to visit our aunt. On the first day, our cousin invited us to Rote. From Kupang, we took 11/2 hours on the fast ferry. The waves there were very strong. We visited a fishing village there. After that, we went on a small boat to see a seaweed farming project. Well, finally, we went back home in the evening. That was one of our fantastic days in Kupang and we were so happy.

Questions

1. When did the writer go to Kupang?
2. With whom did he go there?
3. Where did they go on the first day?
4. What did they do there?
5. How did they feel during that day?

J. Evaluation Sheet :

Every number has 2 score.

Total score: 2 x right number.

Yogyakarta, 17 April 2014

English Teacher

Researcher

Puji Astuti, S.S

Mita Eka Purwandani

LESSON PLAN

School : SMP Muhammadiyah 8 Yogyakarta
 Subject : English
 Class/Semester : VIII / 2
 Text type : **Narrative**
 Theme : Fairy tale
 Skill : Reading
 Time Allocation : 1 x 40 minutes

A. Standard of Competency:

11. Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment.

B. Basic Competency :

- 11.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

C. Indicators :

1. Identifying the main idea of the narrative text.
2. Identifying the somebody-wanted-but-so-then of narrative text.
3. Identifying the detailed, specific, and general information of the narrative text.
4. Summarizing the text by using students' own words.

D. Learning Objectives :

After the lesson, the students are able to:

1. Identify the main idea of the narrative text.
2. Identifying the somebody-wanted-but-so-then of narrative text.
3. Identifying the detailed, specific, and general information of the narrative text.
4. Summarizing the text by using students' own words.

E. Basic Materials :

1. Pictures about Little Red Riding Hood.



2. An example of the narrative text.

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it.

In the meantime, he went to grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

Taken from: BSE, Scaffolding for Junior High School Students

3. Study the following explanation

1. Narrative text is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.
2. Generic structure of narrative text:
 - a. Orientation: Introducing the participants, place and time.
 - b. Complication: Describing the rising crises which the participants have to do with.
 - c. Resolution: Showing the way of participant to solve the crises, better or worse.
 - d. Re-orientation: The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer.
3. Language features of narrative:
 - a. Using chronological connection: once upon time, finally, one day.
 - b. Using linking verb: were, was.
 - c. Using simple past tense: went, walked, and emerged.

F. Learning Strategy :

Genre Based Technique

G. Steps of Activity :

1. Opening (5') :
 - a. Greeting.
 - b. Praying.
 - c. Checking who is present and absent.
2. Main activity (80'):
 - a. Background knowledge of the field (5') :
 - 1) Teacher gives some pictures to the students.
 - 2) Students discuss some questions orally given by the teacher based on the pictures.
 - (a) Have you ever heard about Cinderella story?
 - (b) Do you know the genre of Cinderella story?
 - (c) Except Cinderella, do you know the other stories?
 - (d) Do you know the chronological story or only know the name?
 - (e) By looking these pictures, do you know the title of this story?
 - 3) Teacher delivers the learning objectives of the materials.
 - b. Modeling of the text (10') :
 - 1) The teacher asks the students to make a group consisted 3 students.
 - 2) Both of teacher and a group read the text.

- 3) The teacher reminds the students about generic structure and language features of narrative text.
- 4) The teacher asks each group to identify and mention the Somebody-Wanted-But-So-Then of each paragraph and its summary.

c. Joint construction of the text (10') :

- 1) The students do task 1.
- 2) Both of teacher and students discuss the task 1.
- 3) The students do task 2 with his/her friend.
- 4) Both of the researcher and students discuss the task 2.

d. Independent construction of the text (10') :

- 1) The teacher asks students to do task 3.
- 2) The students do task 3.

6. Closing (5'):

- a. The teacher makes a conclusion and reflection about their teaching – learning process in that day.
- b. Praying.
- c. Closing.

H. Source of Materials/Instrument:

1. Internet
2. BSE

I. Worksheet :

Task 1

Read the text and then answer the questions.

1. Where did the story take place?
2. What does “her”, in sentence 3, refer to?
3. What is the moral value from this story?
4. What is the complication of this story?
5. What is the resolution of this story?

Task 2

Rearrange the jumbled paragraphs of ‘Three Fishes’ into a good story.

Three Fishes

Piece of stories	Paragraph	Generic Structure
When the eldest fish heard this, he was troubled. He called the other fish together and said,” We must leave this pond at once. The fishermen will return tomorrow and kill us all.” The second fish agreed. But the youngest fish laughed. “Should these men return? I am not going anywhere - my luck will keep me safe.'		
The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed.		

The eldest fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.		
Once, three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish. We have never fished here before. We must come back tomorrow morning with our nets and catch these fish." Then the fishermen left.		

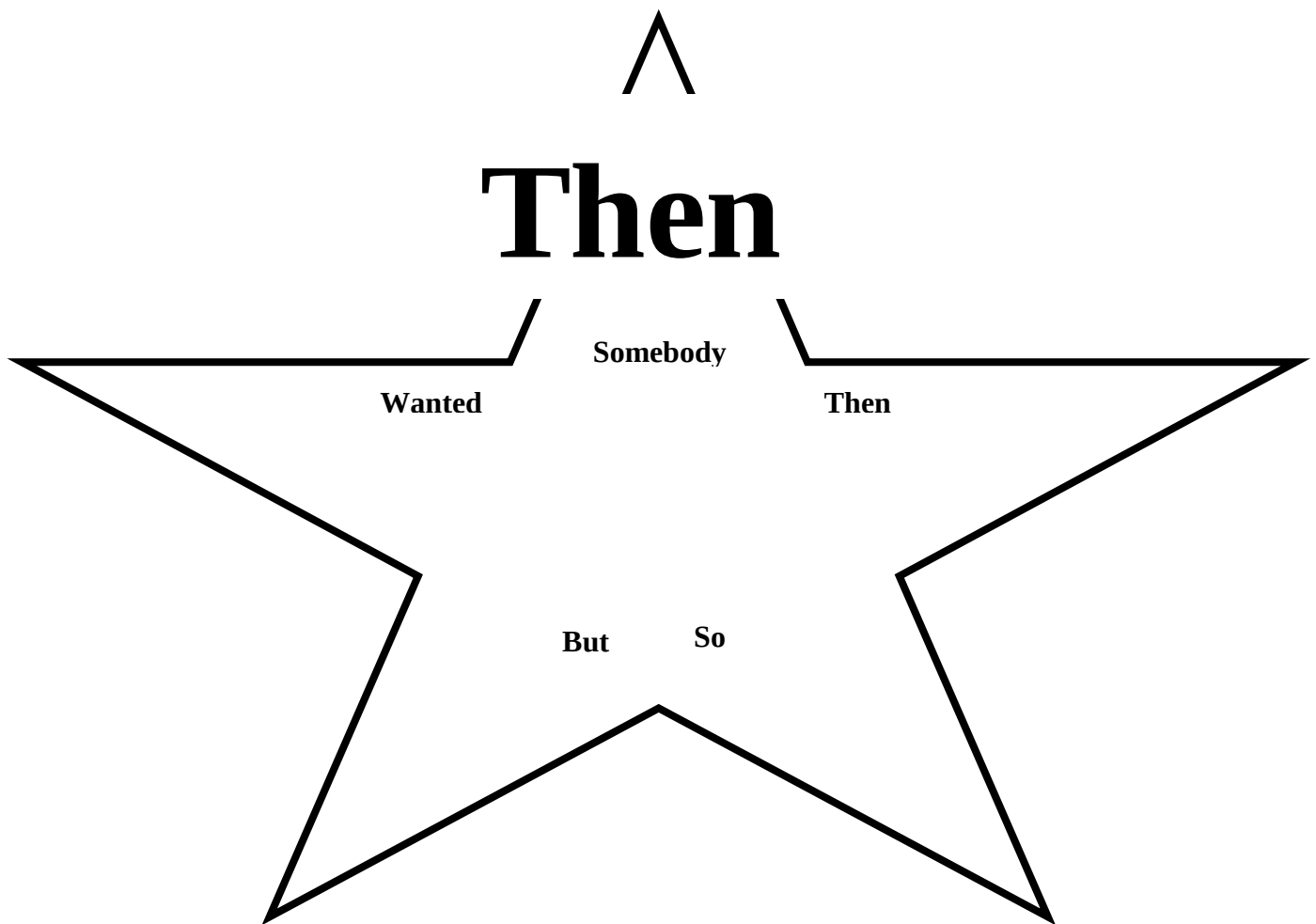
Task 3

Read the text carefully and then answer the star's questions by using your own words.

The Flowers from the Moon

High in the mountains lived a prince whose great wish was to journey to the moon, because he loved its gentle glow. His dream finally came true. When he reached the moon he discovered its light came from the moon king's beautiful daughter.

The two young people soon felt in love, but the worlds they came from were just too different and soon they had to part. As a sign of her great love, the moon king's daughter gave the prince one of the smooth and lovely flowers that covered the moon like snow and this was how the first alpine flower was brought to earth.



J. Evaluation Sheet :

1. Evaluation rubric

No.	Scoring	
1.	Complete information, appropriate information, and understandable	4
2.	Some information, less appropriate information, and understandable	3
3.	Limited information, less appropriate information, and difficult to be	2

	understood	
4.	Limited information, no appropriate information, and difficult to be understood	1
5.	No answer	0

Yogyakarta, 5 April 2014

English Teacher

Researcher

Puji Astuti, S.S

Mita Eka Purwandani

LESSON PLAN

School	: SMP Muhammadiyah 8 Yogyakarta
Subject	: English
Class/Semester	: VIII / 2
Text type	: Narrative
Theme	: Fable
Skill	: Reading
Time Allocation	: 2 x 40 minutes

A. Standard of Competency:

11. Students understand the meaning of functional written texts and short essays in the form of recount and narrative texts related to the social environment.

B. Basic Competency :

- 11.3 Students are able to respond to the meaning and rhetoric steps found in short functional written texts.

C. Indicators :

1. Identifying the main idea of the narrative text.
2. Identifying the somebody-wanted-but-so-then of narrative text.
3. Identifying the detailed, specific, and general information of the narrative text.
4. Summarizing the text by using students' own words.

D. Learning Objectives :

After the lesson, the students are able to:

1. Understand the rhetoric steps of the narrative text.
2. Understand the detailed, specific, and general information of the narrative text.
3. Understand the application of somebody-wanted-but-so-then.

E. Basic Materials :

1. Pictures about Golden Eggs.



2. An example of the narrative text.

GOLDEN EGGS

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.”

A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it’s already too late.

Taken from: BSE, Scaffolding for Junior High School Students

3. Study the following explanation.

1. Narrative text is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers.
2. Generic structure of narrative text:
 - a. Orientation: Introducing the participants, place and time.
 - b. Complication: Describing the rising crises which the participants have to do with.
 - c. Resolution: Showing the way of participant to solve the crises, better or worse.
 - d. Re-orientation: The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer.
3. Language features of narrative:
 - a. Using chronological connection: once upon time, finally, one day.
 - b. Using linking verb: were, was.
 - c. Using simple past tense: came, gave, and told.

F. Learning Strategy :

Genre Based Technique

G. Steps of Activity :

1. Opening (5') :

- a. Greeting.
- b. Praying.
- c. Checking who is present and absent.

2. Main activity (80'):

a. Background knowledge of the field (5') :

- 1) Teacher gives some pictures to the students.
- 2) Students discuss some questions orally given by the teacher based on the pictures.
- 3) Teacher delivers the learning objectives of the material.

b. Modeling of the text (45') :

- 1) The teacher asks the students to read the text aloud one by one.
- 2) Both of teacher and students identify some difficult words and try to translate it based on context.
- 3) The teacher explains the students about generic structure and language features of narrative text.
- 4) The teacher asks the students to identify the main idea of each paragraph.
- 5) The teacher explains how to apply Somebody-Wanted-But-So-Then strategy in summarizing a text.
- 6) The researcher asks the students to mention what is Somebody-Wanted-But-So-Then based on the text.

c. Joint construction of the text (20') :

- 1) The students do task 1.
- 2) Both of teacher and students discuss the task 1..

d. Independent construction of the text (10') :

- 1) The researcher asks students to do task 2.
- 2) The students do task 2.

3. Closing (5'):

- a. The teacher makes a conclusion and reflection about their teaching – learning process in that day.
- b. Praying
- c. Closing

H. Source of Materials/Instrument:

1. Internet

2. BSE

I. Worksheet :**Task 1**

Read the text and then read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements.

No.	Statements	T/F	Corrections
1.	The story comes from China.		
2.	The story happened to the poor farmer's family.		
3.	A young man with long grey beard gave the farmer a goose.		
4.	The farmer was still a generous man.		
5.	The goose only laid five golden eggs every month.		
6.	The greedy farmer slaughtered his goose.		
7.	There were plenty of golden eggs inside its stomach.		
8.	The farmer felt happy after slaughtering his goose.		
9.	A poor farmer lost his entire livestock to flood.		
10.	The farmer was a dull farmer.		

Task 2

Read the text carefully and briefly answer the questions.

MONKEY AND CROCODILE

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down

the river. Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, “Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again.” The monkey thought for a while. Then he told the crocodile to swim back to the river bank.

“What’s for?” asked the crocodile. “Because I didn’t bring my heart with me,” said the monkey. “I left it under the tree, near some coconuts.”

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of a tree. “Where is your heart?” asked the crocodile. “You are foolish,” the monkey said to the crocodile. “Now I am free and you have nothing.” The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Taken from: BSE, Scaffolding for Junior High School Students

1. **Somebody:**

2. **Wanted:**

3. **But:**

4. **So:**

5. **Then:**

Write a one- or two-sentence summary using information from the information above.

.....

.....

J. Evaluation Sheet :

Evaluation rubric

No.	Scoring	
1.	Complete information, appropriate information, and understandable	4
2.	Some information, less appropriate information, and understandable	3
3.	Limited information, less appropriate information, and difficult to be understood	2
4.	Limited information, no appropriate information, and difficult to be understood	1
5.	No answer	0

Yogyakarta, 8 April 2014

English Teacher

Researcher

Puji Astuti, S.S

Mita Eka Purwandani

APPENDIX G:
BLUE PRINT OF
READING
COMPREHENSION
ON TEST

Blue-print of Reading Comprehension Test

No.	Indicator	Numbers	Total
1.	Finding the main idea	1, 16	2
2.	Finding the topic	6, 29	2
3.	Identifying main point/important information/detail information	2, 3, 7, 10, 11, 12, 17, 18, 22, 26	10
4.	Interpreting reference	4, 19, 24, 27	4
5.	Critical reading	9, 15, 23	3
6.	Making inference	14, 28, 30	3
7.	Vocabulary	8, 20, 25	3
8.	Moral value	5, 13, 21	3
Total			30

APPENDIX H:

READING

COMPREHENSION

ON

TEST

and

KEY ANSWER

NAME :

CLASS :

DATE :

Read the following texts then choose the best answer A, B, C, or D to each question.

Questions from number 1-5

Going Fishing for the First Time

5 Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

10 We left at 9 a.m. when we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

15 Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing!

Taken from: BSE, Scaffolding for Junior High School Students

1. What is the main idea of the first paragraph?
 - A. The uncle taught how to set the hook.
 - B. The writer went to fishing.
 - C. The writer sat under the tree
 - D. The writer slipped and fell into the river.
2. What did the uncle teach to the writer?
 - A. How to catch fish.
 - B. How to set the hook.
 - C. How to set the fish's food.
 - D. How to put our fishing equipment.

3. How did the writer feel after being slipped into the river?
 - A. The writer felt excited after he fell into the river.
 - B. The writer felt amazed after he fell into the river.
 - C. The writer felt proud after he fell into the river.
 - D. The writer felt ashamed after he fell into the river.
4. The word “they” in line 7 refers to....
 - A. the writer
 - B. the uncle
 - C. the fishing people
 - D. the writer and the uncle
5. The moral value taken from the text is....
 - A. should be powerful everywhere
 - B. should be careful everywhere
 - C. should be grateful everywhere
 - D. should be merciful everywhere

Questions from number 6-8

Travel on the Plane for the First Time

When I was young, I did not really like travelling. I preferred playing games on the computer. I never travelled abroad on the plane until 2011. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not
 5 know how to check in. all procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After that trip, I like travelling. I also travelled Korea, France, Germany, Switzerland, Italy, and Austria.

Taken from: BSE, Scaffolding for Junior High School Students

6. What is the text about?
 - A. The text tells us about the writer’s first traveling by plane.
 - B. The text tells us about the writer’s experience to go to the airport.
 - C. The text tells us about how to travel around the world.
 - D. The text tells us about the writer’s hobby.
7. Did the writer like travelling before?
 - A. Yes, he did.
 - B. No, he did not.
 - C. No, he did it.
 - D. Yes, he did it.

8. The word “excited” in line 6 is closest meaning to....
- A. ashamed
 - B. embarrassed
 - C. proud
 - D. amazed

Questions from number 9-11

Jim went to the doctor this morning. It was the first time when he went to a doctor by himself. Yesterday he ate too many green apples, so this morning he had a stomachache. When he came to breakfast he was crying.

“What’s the matter Jim?” his mother said, “Why are you crying?”

“My stomach hurts, Mother,” he answered.

“You ate too many apples yesterday, and they were green,” she said. “Go to dr.Jones, and he will give you some medicines. You know his house.”

“Why won’t you accompany me? I don’t want to go there alone.”

“I’m sorry, I can’t, my dear. I have a meeting this morning.”

“But I’m scared.”

“You don’t have to. You just go there and everything will be fine.”

“Yes, Mother. I’ll go in the bus.”

After that, Jim got to dr.Jones’s house at 9.30. There were four other people in the doctor’s waiting room, so Jim did not see the doctor until about 10 o’clock.

“What’s the matter with you, young man?” said dr.Jones.

“I have a stomachache,” said Jim.

“Have you eaten any green apples?” asked the doctor.

“Yes, I ate a lot yesterday,” Jim said and smiled. The doctor smiled too.

“Yes you should not eat too many green apples,” said the doctor. Then, he wrote on a piece of paper and said.

“Take this to a chemist, and he will give you some medicine.”

Jim thanked the doctor, went to a chemist and bought the medicine. Finally, his stomachache was soon better.

Taken from: BSE, Scaffolding for Junior High School Students

9. The following statements are false, *except*....
- A. Jim goes to the doctor with his mother.
 - B. Jim goes to the doctor alone.
 - C. Eating too much green apples makes Jim health.
 - D. Jim goes to the doctor by bike.
10. What did the doctor say to Jim?
- A. Jim had to eat any green apples.
 - B. Jim should eat any green apples.
 - C. Jim should buy any green apples.
 - D. Jim should not eat any green apples.
11. Where did Jim go to get the medicine?
- A. Jim should go to the market.
 - B. Jim should go to a grocery.
 - C. Jim should go to drug store.
 - D. Jim should go to his mother's office.

Questions from number 12-16

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the King wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was untrue. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he killed her and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

Taken from: BSE, Scaffolding for Junior High School Students

12. Who was Raden Sidopekso?
- A. He is a Prime Minister.
 - B. He is a servant in a Kingdom.
 - C. He is a local ruler.
 - D. He is a King in East Java Kingdom.

13. What is the moral value taken from the story?
 - A. Go away with your mission.
 - B. Don't believe someone's talk easily.
 - C. Don't kill someone else.
 - D. Believe in someone's talk easily.
14. It can be said that Sri Tanjung was....
 - A. faithful
 - B. liar
 - C. unfaithful
 - D. disloyal
15. Which of the following statements is true according to the text?
 - A. Sri Tanjung did not want to be the King's wife.
 - B. Sri Tanjung wanted to be the King's wife.
 - C. The King was kind-hearted person.
 - D. Sidopekso would not kill her wife.
16. What is the main idea of the third paragraph?
 - A. Sidopekso got angry to his wife.
 - B. The King asked Sidopekso to go away.
 - C. Sri Tanjung lived happily with her husband.
 - D. Banyuwangi was born from the proof of noble and sacred love.

Questions from number 17-21

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Beside this, some of his soup would run back out of his mouth.

- 5 His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a day bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they brought him a wooden bowl and made him eat from it.

- 10 Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.

- 15 The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything again.

Taken from: BSE, Scaffolding for Junior High School Students

17. How did the old grandfather's son and his son's wife treat him?
 - A. They treated him nicely.
 - B. They treated him badly.
 - C. They treated him kindly.
 - D. They treated him carefully.
18. What did the old grandfather's son and his wife do after they realized their mistake?
 - A. They scolded their son.
 - B. They scold the old grandfather.
 - C. They let the old grandfather eat at the table.
 - D. They did not say anything.
19. The word "he" in line 7 refers to....
 - A. the old grandfather
 - B. the old grandfather's son
 - C. the old grandfather's son and his wife
 - D. the four year old grandson
20. The word "enough" is synonym of word....
 - A. less
 - B. much
 - C. many
 - D. adequate
21. The moral value taken from this story is....
 - A. make your parents a bowl from wood
 - B. love your parents as always
 - C. make your parents a chair behind the stove
 - D. scold if your parents spilling something on the floor

Questions from number 22-25

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know it could happen. He was very careful.

- Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Taken from: BSE, Scaffolding for Junior High School Students

22. On his way home, how many cows did he see?
- One.
 - Five.
 - Six.
 - Seven.
23. Which of the following statements is true according to the text?
- The stupid man spent much many on cows.
 - The stupid man was scolded by his wife.
 - The stupid man thought that he had lost one of his cows.
 - The stupid man lost one cow on his way home.
24. The word “he” in line 3 refers to....
- the stupid man
 - the wife
 - the cows
 - one of the cows
25. The word “stupid” is synonym to word....
- dull
 - smart
 - bright
 - clever

Questions from number 26-28

The Lion and The Shepherd

Once upon a time, there was a lion in a forest. Suddenly, the Lion stepped on a thorn. Then, the lion met a shepherd. The Lion came to him and said, “I am begging you and needed your help.” The shepherd examined him bravely. Finally, he discovered the thorn. He pulled it out with his hand. The

5 lion thanked the shepherd. Then, the Lion returned into the forest.

One day, the shepherd was imprisoned on a false accusation. He was going to be the Lion’s prey for his crime. However, when the Lion was released from his cage, he recognized the shepherd. The shepherd was the man who healed him. The lion did not attack the shepherd. He came to the

10 shepherd and placed his foot on his knee.

The King was very surprised because the Lion did not attack the shepherd. After he heard the story, he released the Lion. He also let the Shepherd go.

Taken from: BSE, Scaffolding for Junior High School Students

26. Why did the Lion beg to the Shepherd?
Because....
- A. The lion met the shepherd.
 - B. The shepherd was imprisoned.
 - C. The lion asked the shepherd to help him.
 - D. The lion was healed by the shepherd.
27. The word “he” in line 8 refers to....
- A. the Lion
 - B. the King
 - C. the Shepherd
 - D. the Lion and the Shepherd
28. The Lion in this story is a....animal.
- A. funny
 - B. kind
 - C. bad
 - D. stingy

Questions from number 29-30

On a summer day, when the hot weather made the animals thirsty, a Lion and a Bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the Lion and the Bear stopped fighting. The Lion said, “It is better for us to be friends.”

Taken from: BSE, Scaffolding for Junior High School Students

29. What is the best title for this text?
- A. A group of eagles.
 - B. The lion and the bear.
 - C. A summer day.
 - D. A fighting bear.
30. From this story, we can conclude that....
- A. we should live peacefully
 - B. we should fight to get something
 - C. we should kill our enemy
 - D. we should watch the someone’s fighting

KEY ANSWER:

1. B	11. C	21. B
2. A	12. A	22. B
3. D	13. B	23. C
4. C	14. A	24. A
5. B	15. A	25. A
6. A	16. D	26. B
7. B	17. B	27. A
8. D	18. C	28. B
9. B	19. A	29. B
10. D	20. D	30. A

APPENDIX I: STUDENTS' SCORES

DAFTAR NILAI PRE-TEST DAN POST-TEST KELAS VIII C SMP MUHAMMADIYAH 8 YOGYAKARTA			
NO.	NAMA	PRE-TEST	POST-TEST
1	ADITYA MAULANA	75	86
2	AFIAH NUR AZIZAH	77	83
3	ARGA PRADANA.M.P.	53	63
4	ARIF NUR HIDAYAT	63	73
5	ARMA MANGGALA PRIANATA	73	83
6	DEVINA ANTOVANI DOMILY	63	83
7	DWI PRAMINI	80	90
8	EDO MEIYANSAH HERMAN	60	73
9	ELVA DWI JAYANTI	63	76
10	ELZA DESTYANA PUTRI	60	80
11	IRMA YUNITA	63	76
12	M.PRATAMA SETIA WAHYUDI	53	63
13	MUH.DANNY KURNIAWAN	63	73
14	MUH.BAYU SETYAWAN	53	60
15	NOVIDA HERAWATI	63	80
16	NOVITA LARASATI WIDANINGRUM	73	83
17	OLIVIA ANDITA OKTAVIANA	80	90
18	RAJA SAKURA NABILA SYAMSIR	80	93
19	RATIMAN FAJAR RAMADHAN	83	93
20	RISKI SETYAWAN	63	73

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	20	53.00	83.00	67.0500	9.72504
POSTTEST	20	60.00	93.00	78.7000	9.68504
Valid N (listwise)	20				

APPENDIX J: STUDENTS' ATTENDANCE LIST

PRESENSI SISWA KELAS VIII C

NO.	NAMA	PERTEMUAN KE-						
		PRE-TEST	1	2	3	4	5	POST-TEST
1	ADITYA MAULANA	√	√	√	√	√	√	√
2	AFIAH NUR AZIZAH	√	√	√	√	√	√	√
3	ARGA PRADANA.M.P.	√	√	√	√	√	√	√
4	ARIF NUR HIDAYAT	√	√	√	√	√	√	√
5	ARMA MANGGALA PRIANATA	√	√	√	√	√	√	√
6	DEVINA ANTOVANI DOMILY	√	√	√	√	√	√	√
7	DWI PRAMINI	√	√	√	√	√	√	√
8	EDO MEIYANSAH HERMAN	√	√	√	√	√	√	√
9	ELVA DWI JAYANTI	√	√	√	√	√	√	√
10	ELZA DESTYANA PUTRI	√	√	√	√	√	√	√
11	IRMA YUNITA	√	√	√	√	√	√	√
12	M.PRATAMA SETIA WAHYUDI	√	√	√	√	√	√	√
13	MUH.DANNY KURNIAWAN	√	√	A	√	√	√	√
14	MUH.BAYU SETYAWAN	√	√	A	A	√	S	√
15	NOVIDA HERAWATI	√	I	√	√	√	√	√
16	NOVITA LARASATI WIDANINGRUM	√	√	√	√	√	√	√
17	OLIVIA ANDITA OKTAVIANA	√	√	√	√	√	√	√
18	RAJA SAKURA NABILA SYAMSIR	√	√	√	√	√	√	√
19	RATIMAN FAJAR RAMADHAN	√	√	√	√	√	√	√
20	RISKI SETYAWAN	√	√	√	√	√	√	√

APPENDIX K: PHOTOGRAPHS

1. The researcher helped the students in doing their tasks.



2. The students did their works in pairs.



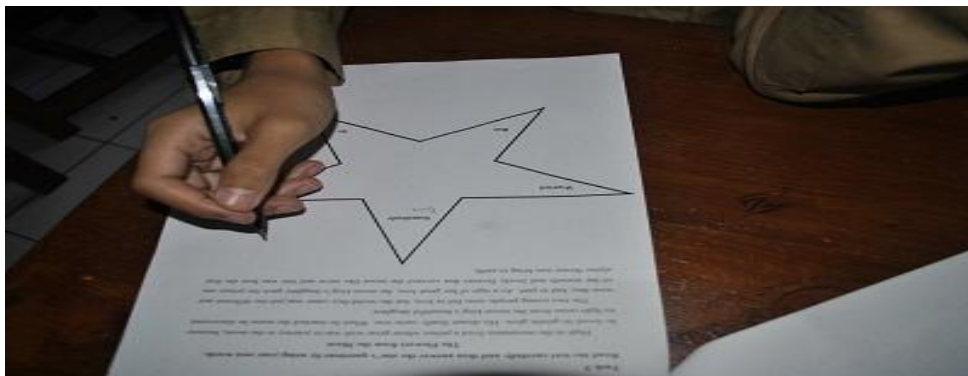
3. The students did the reading activities in their handout.



4. The students discussed the tasks with their pairs and some did by himself.



5. The student completed the detail information before they made summary.



6. The researcher asked about students' difficulty and helped them.



7. The researcher explained about the organization of the recount text.



APPENDIX L:

PERMIT

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

221

FRM/FBS/33-01
10 Jan 2011

Nomor : 0812f/UN.34.12/DT/II/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

20 Februari 2014

Kepada Yth.

Kepala SMP Muhammadiyah 8 Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING READING COMPREHENSION THROUGH SUMMARIZING STRATEGY AT SMP MUHAMMADIYAH 8 YOGYAKARTA THE EIGHTH GRADE STUDENTS IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : MITA EKA PUWANDANI
NIM : 08202244033
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2014
Lokasi Penelitian : SMP Muhammadiyah 8 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA

Jalan Sultan Agung 14, Telepon (0274)375917, Faks. (0274) 411947, Yogyakarta 55151
e-mail: dikdasmenpdm_yk@yahoo.com

IZIN PENELITIAN/SKRIPSI/OBSERVASI

No. : 85/REK/III.4/F/2014

Setelah membaca surat dari : **Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta**

No. : 0812f/UN.34.12/DT/II/2014

Tgl. : 20 Februari 2014

Perihal : **Surat Izin Penelitian**

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari **Senin** tanggal **24 Rabi'ul Akhir 1435 H**, bertepatan tanggal **24 Februari 2014** yang salah satu agenda sidangnya membahas pemberian izin penelitian/praktek kerja/observasi, maka dengan ini kami memberikan izin kepada:

Nama Terang : **MITA EKA PUWANDANI**

NIM. 8202244033

Pekerjaan : Mahasiswa pada **prodi Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta**

alamat **Karangmalang Yogyakarta**

Pembimbing : **Dr. Margana, M.Hum., M.A. Dan Siti Sudartini, S.Pd., M.A.**

untuk melakukan observasi/penelitian/pengumpulan data dalam rangka menyusun Skripsi :

Judul : **IMPROVING READING COMPREHENSION THROUGH SUMMARIZING STRATEGY AT SMP MUHAMMADIYAH 8 YOGYAKARTA THE EIGHTH GRADE STUDENTS IN THE ACADEMIC YEAR OF 2013/2014.**

Lokasi : **SMP Muhammadiyah 8 Yogyakarta**

dengan ketentuan sebagai berikut:

1. Menyerahkan tembusan surat ini kepada pejabat yang dituju.
2. Wajib menjaga tata tertib dan menaati ketentuan-ketentuan yang berlaku di sekolah/setempat.
3. Wajib memberi laporan hasil penelitian/praktek kerja/observasi kepada Majelis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kota Yogyakarta.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Persyarikatan dan hanya diperlukan untuk keperluan ilmiah.
5. Surat izin ini dapat diajukan kembali untuk mendapat perpanjangan bila di-perlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu bila tidak dipenuhi ketentuan-ketentuan tersebut di atas.

MASA BERLAKU 2 (DUA) BULAN :

25-02-2014 sampai dengan 25-04-2014

Tanda tangan Penanggung Izin,

Mita Eka Puwandani

Yogyakarta, 25 Februari 2014

Ketua,

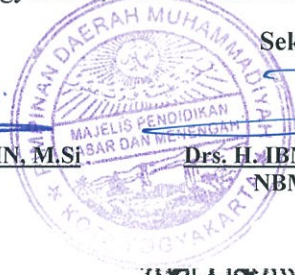
Sekretaris,

Tembusan:

1. PDM Kota Yogyakarta.
2. Dekan FBS UNY
3. Kepala SMP Muh. 8 Yk.

Drs. H. ARIS THOBIRIN, M.Si
NBM. 670.219

Drs. H. IBNU MARWANTA.
NBM. 551.522





PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH 8 YOGYAKARTA
TERAKREDITASI "A"

Alamat : Jl. Kenari Miliran Umbulharjo II/302 (Lingkungan Balai Kota) Yogyakarta
Kode Pos 55165 Telp. (0274) 585446 E-mail : smpmuhdela@yahoo.com

SURAT KETERANGAN

Nomor : 0795KET/III.4.AU.208/A/2014

Assalamu'alaikum Wr Wb.

Yang bertanda tangan di bawah ini Kepala SMP Muhammadiyah 8 Yogyakarta menerangkan bahwa ;

Nama : **MITA EKA PURWANDANI**
N I M : **08202244033**
Pendidikan : **Mahasiswa Universitas Negeri Yogyakarta**
Program Studi : **Pendidikan Bahasa Inggris**

Bahwa nama tersebut di atas benar – benar telah mengadakan penelitian (riset) di SMP Muhammadiyah 8 Yogyakarta pada tanggal 1 s.d. 22 April 2014 dengan judul :

“IMPROVING READING COMPREHENSION THROUGH SUMMARIZING STRATEGY AT SMP MUHAMMADIYAH 8 YOGYAKARTA THE EIGHTH GRADE STUDENTS IN THE ACADEMIC YEAR OF 2013/2014”.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr Wb.



Yogyakarta, 24 April 2014

Kepala Sekolah

PURWANTINI, S Pd.

NIP. 19640702 198703 2 013