

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH RECOGNIZING TEXT ORGANIZATION FOR
THE NINTH GRADE STUDENTS OF SMP
MUHAMMADIYAH 8 YOGYAKARTA IN THE ACADEMIC
YEAR OF 2014/2015**

A Thesis

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



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**DEPARTMENT OF ENGLISH EDUCATION
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri.
Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis
oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan
dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi
tanggung jawab saya.

Yogyakarta, September 2014

Penulis,



Rahmi Salisa Himawati

MOTTOS

It always seems impossible until it is done.
(Nelson Mandela)

When you feel like hope is gone, look inside you and be strong. And you'll finally
see the truth, that a hero lies in you.
(*Hero* – Mariah Carey)

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ
(QS: Ar-Rahmaan)

DEDICATION

I dedicate my thesis to:

My mom, Hj. Alfiah, A. MaPa

For every single blood, sweat and tear you drop in taking care of us. I owe you a lot. Only Allah SWT can give you a reward. I admire much for your hard work and how you keep it balance with your deen. You are my biggest influence, my role model.

My dad, K. Arif Masngudi, BA

For always believe in me. You are not just a father who support financially, but also spiritually. I will always be you little girl. My dad, my pride.

My husband, Raditya Panji Umbara, S. Si

My other-half, my supporter no 1. You are the one who accept me no matter I am. Thank you for your patience, love and caring. I love you beyond words.

My daughter-in-the-womb, Baby R

Thank you for being an easy baby. When I almost despair, you give me strength to complete this. You are my biggest motivation. I'm sorry for putting you in inconvenience situation. Forgive Ibu, I just want to make you proud.

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At least, I realize that this thesis is still far from being perfect. Thus, any criticism and suggestions for the improvement of this thesis will have highly appreciated. Hopefully, this thesis is able to give contribution for the readers and useful for the English teaching and learning process.

Yogyakarta, September 2014

The writer,

Rahmi Salisa Himawati

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ABSTRACT

The objective of the research is to improve students' reading comprehension through recognizing text organizations at SMP Muhammadiyah 8 Yogyakarta. This research applied the principles of action research. It was conducted in two cycles. The subjects of the study were 30 students of class IXC of SMP Muhammadiyah 8 Yogyakarta. In collecting data, the research employed some techniques, namely observations, interviews and reading tests. The data were in the forms of field notes, students' tests and interview transcripts.

To deal with the problems, the researcher implemented recognizing text organization as the main activity. This strategy has five kinds of patterns organization, i.e. listing, sequence, comparison/ contrast, cause/ effect, problem/ solution and extended definition. This research employed the strategies of recognizing the sequence pattern for procedure texts and recognizing the extended definition pattern for report text because the focus on this research was procedure and report text.

In reference to the application of two cycles, the results of the research reveal that the use of recognizing text organization, particularly, the strategy of recognizing the sequence and the extended definition patterns successfully improved the students' reading comprehension. The students were able to identify the ideas of paragraphs explained in supporting details and topics told in the chronological order in the text so that they understood the texts. In addition, these activities made them became more active because they were accustomed to identifying the patterns before they answered questions. They also enjoyed the teaching and learning process of reading. The improvements were also seen from the students' mean score from pre-test and post-test 51,7 and 63,2.

CHAPTER I

INTRODUCTION

A. Background of the Problems

Reading is viewed as a tool of communication in written language through the form of texts. It is considered the most efficient way to acquire information about many aspects of life, including science and technology. By reading, people can absorb a lot of information but also for engagement. Reading, then, plays a very important role and become a daily necessity for every person who wants to acquire whatever information she needs.

English, as one of the international language becomes the major language or printed information. Thus, many world's technological, economic, commercial and scientific language are written in this language. The most important way which is vital in processing information is reading. Therefore, by having the reading skills to comprehend passages, textbooks and references written in English, the students are able to absorb information and language.

English teaching and learning process in SMP (Sekolah Menengah Pertama) is aimed to provide students with skills to develop their competence in written communication in informal level, have awareness of the importance of English in global society, and to develop their understanding of language and culture. In the teaching and learning process of reading, SMP students are required to

comprehend and to respond the meaning of short functional texts and essays in their daily life in order to access knowledge.

However, the facts show that the teaching and learning process of reading in SMP has not reached the objective. There are still many SMP graduates who fail to get some important information from reading English texts. Some even still have very limited vocabularies which can be seen from their vocabulary mastery when they learn at SMP. Those problems arise from the students' failure to comprehend English texts in the teaching and learning process of reading.

Such problems were also found in SMP Muhammadiyah 8 Yogyakarta students, especially grade IX students in the academic year of 2014/2015. Many of them had low reading comprehension ability.

They had difficulties in answering some questions related to the text even they did not understand what the text was talking about. This condition became worse when the text was long because students also complained when reading along English text. They often asked to discuss the texts the teacher gave classically just after they got them because they had difficulties in comprehending the texts by themselves. They realized they needed teacher's support to help them understand the texts.

Some of the students were lazy to check the difficult words in the dictionary. They preferred to ask to the teacher the meaning of the difficult words they found than to check them out in the dictionary. They did not realize the advantage of checking the meaning of those difficult words by themselves. By checking

difficult words by themselves, they were able to remember them longer than they just asked to the teacher.

The teaching strategy that was used in the classroom was also monotonous. In the reading lesson, students were often asked to read a text then answer questions related to the text. This made students bored and lazy to participate in the teaching and learning process. They usually made themselves busy with their own activities, such as chatting with their friends, playing games, drawing something in their notebook, or just imagining something. Such a situation made students have low reading comprehension ability because they did not participate well in the teaching and learning process.

From the above discussion, the researcher was interested in conducting research on improving students' reading comprehension through recognizing text organization for the nine grade students of SMP Muhammadiyah 8 Yogyakarta in the academic year of 2014/2015

B. Identification of the Problems

In reference to the observation the researcher conducted, there were five factors influencing the grade nine students' reading comprehending ability at SMP Muhammadiyah 8 Yogyakarta. They were the students' vocabulary mastery, the learning materials, the students' interest, the students' motivation, and the teaching strategy that is used in the classroom.

The first factor influencing the grade eighth students' reading comprehension ability at SMP Muhammadiyah 8 Yogyakarta was having low vocabulary

mastery. It became worse when the text that the teacher gave was long. The students did not accustomed to guess the meaning of the difficult words they found than to check them out in the dictionary so, they had difficulties in answering the questions related to the text and did not comprehend the text well.

The second factor was related to the students' interest in joining some activities during the teaching and learning of reading in the classroom. This problem was caused by the process of teaching and learning of reading what tented to be monotonous. The teacher only focused on testing students' ability to translate and answer the questions. It made many of the students laid their head on the table during the teaching and learning process of reading. Such as condition indicated that they were not interested in joining the teaching and learning process.

The next factor was the students' motivation. They often complained when they get a long English text. They did not consider it as a challenge but a burden. They often asked to discuss the text classically rather than to read and comprehend it by themselves. They asked the teacher to discuss just after they got it.

The last external factor was the teaching strategy that was used by the teacher. It tended to be monotonous. It was not interesting enough for students. During reading class she often asked the student to read the text then answer the questions. Such a kind a situation made the students got bored of participating in the class. The further effect of this situation was that students did not improve their reading comprehension ability.

C. Delimitation of the Problems

In reference to the identification of the problems, it was impossible for the researcher to do the research on all factors influencing the teaching and learning process of reading. Therefore, the researcher delimited the problems by focusing on the teaching technique of reading as the combination of the top-down processing and the bottom-up processing to improve student's reading comprehension ability because the teaching strategy of reading was the most prominent problem in SMP Muhammadiyah 8 Yogyakarta that should be solved soon.

Therefore, it needs some effective strategies to overcome the problems. Recognizing text organization was supposed to be a suitable and effective strategy that could be used to attract the students' interest. It could arouse the students to be able to comprehend the English text.

The setting of the research took SMP Muhammadiyah 8 Yogyakarta SMP Muhammadiyah 8 Yogyakarta at grade nine in the academic year of 2014/2015. Beside comprehension ability, the teaching and learning process of reading in SMP Muhammadiyah 8 Yogyakarta did not use the interactive processing. With regard to those reasons, the researcher decided to focus on improving students' reading comprehension through recognizing text organization for grade nine students' reading comprehension ability at SMP Muhammadiyah 8 Yogyakarta in academic year 2014/2015.

D. Formulation of the Problems

In reference to the delimitation of the problem, the problems are formulated as follows:

- a. How is recognizing text organization implemented to improve grade nine students' reading comprehension ability at SMP Muhammadiyah 8 Yogyakarta in the academic year of 2014/2015?
- b. How could recognizing text organization improve students' reading comprehension ability?

E. Objective of the Research

With regard to the research questions above, the objective of the research are presented as follows:

- a. To describe how recognizing text organization is implemented to improve grade nine students' reading comprehension ability at SMP Muhammadiyah 8 Yogyakarta in the academic year of 2014/2015.
- b. To document how recognizing text organization could improve grade nine students' reading comprehension ability at SMP Muhammadiyah 8 Yogyakarta in the academic year of 2014/2015.

F. Significance of the Study

There are two kinds of advantages for this study, namely theoretical and practical benefits. The expected results of this study both theoretical and practical are as follows.

1) Theoretical benefits

- a. This study is expected to be a reference for those who want to conduct research about improving student's reading comprehension ability through recognizing text organization.
- b. This study is able to support the educational world issue that recognizing text organization is beneficial to improve the student's reading comprehension ability because the interactive processing is useful in activating students' background knowledge and developing students' vocabulary mastery by making prediction of the text and guessing the meaning of difficult words.

2) Practical benefits

- a. For the teachers of SMP Muhammadiyah 8 Yogyakarta, the research can be used as a means to improve the students' reading comprehension ability in encouraging the achievement of student's learning output in English.
- b. For the researcher herself, the result of the research can develop her mind through the problem-solving process and be a valuable experience related to her knowledge in research on education, her life, and experience.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will elaborate the theory related to the research which is done by the researcher. It is crucial for the researcher and the readers to recognize the definition or the meaning of title of this research in order to make easier for the researcher in analyzing and understanding the problem deeply. Follows are the theories that will be discussed in this research globally: language teaching and language acquisition, reading comprehension ability, teaching reading in English as a foreign language and text organization as a method in teaching reading.

A. Literature Review

1. The Nature of Reading

Reading is one of the four basic skills in English learning besides writing, listening, and speaking. Among them, reading occupies a special place in the complexity of language skills. Yet, the four basic skills are closely related to each other. As the knowledge of the reading process has developed, theories of reading have become more complex.

a. Definition of Reading

There are so many definition of reading stated by experts from different points of views. According to Nunan (1999), reading is sometimes viewed as a passive skill. It involves the processing of the generated ideas by others that are

transmitted through language. It also involves the processing of written language and the highly complex cognitive processing operations.

On the other hand, Clark and Silberstein (1987) in Simanjuntak (1988:15) define reading as an active cognitive process of interaction with printed symbols and monitoring comprehension to establish meaning. This implies that when a reader interacts with printed symbols, his prior knowledge combined with visual or written information results in his comprehending the message.

From the other point of view, Day and Bamford (1998), Otto, Rude and Spiegel (1997), and Harris and Sipay (1980) define reading as the construction of meaning-getting process from a printed or written message that represents language and the reader's language skill and the knowledge of the world.

Rather differently, Celce- Muria (2001) views reading as an interactive, socio cognitive process. It involves a text, a reader and a social context within the activity of reading. She says, "in reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language." In the process, the reader tries to recreate the meanings intended by the writer. Therefore, reading is actually a conversation between a writer and a reader who reacts and interprets printed or written message from his own knowledge base.

Furthermore, Alyousef (2005:144) defines reading as an interactive process between a reader and a text which leads to automatically or reading fluency. In this process, the readers interact dynamically with the text as they try to get the

meaning and used various kinds of knowledge, linguistic, or systemic knowledge, through bottom-up processing as well as schematic knowledge through top-down processing.

Another definition is proposed by Grabe (2009:14). He states that reading is centrally a comprehending process. People read to understand what the writer intended to convey in writing though they also do more. In addition, he says the one reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to the fundamental goal.

Different to the definition proposed by Grabe, Khan (2004:43) point out that reading is a receptive language process. This definition implies that in reading writers convey their idea through language and the readers interact with the language to understand the writer's idea.

In reference to the argument above, reading is not a receptive language process but an interactive process. Reading is a communication between the writer and the reader. It is the process of constructing meaning from the text. The reader should also interact with the text in order to know the message and the information found in the text.

b. Types of Reading Performance

Brown (2001:312) presents two types of classroom reading performance, namely oral and silent reading. Oral reading is suitable for beginning and intermediate levels. It is commonly used as the pronunciation test. Thus, oral reading is not the real authentic language activity. Moreover, more students tend to lose attention when one of them is performing oral reading in front of the class.

Silent reading is divided into intensive and extensive reading. Intensive reading, analogous to intensive listening, is usually a classroom-oriented activity in which students focus on linguistics or semantic details of a passage. Besides, intensive reading requires students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning implications, rhetorical relationship, and the like.

On the other hand, one of the definitions of extensive reading is proposed by Day and Bamford in Harmer (2001:204). They note that extensive reading improves the students' comprehension skills and develops automatic recognition of words since the more language they acquire the better understanding they will get. Thus, extensive silent reading is the best way to improve the students' reading ability.

In reference to the above discussion, there are two types of classroom reading performances, namely silent and oral reading. They should be combined to help the students have better skill in reading.

c. Genre of reading

Brown (2004:186) defines reading into three genres. They are academic reading, job-related reading and personal reading. Each of them is discussed as follows.

1) Academic Reading

Academic reading is a reading activity in which the text is related to the academic world. Some written works that can be used for academic reading are general interest article (in magazines, newspapers, etc), technical reports (e.g. lab

reports), professional journal articles, reference materials (dictionaries, et cetera), textbooks, thesis, essays, papers, test directions, editorials and opinion writing.

2) Job – related reading

Job – related reading is a reading activity which involves texts related to any activities in a

job. Some written works that can be used for job – related reading are message (e.g. phone messages), letter or emails, memos (e.g. inter office), reports (e.g. job evaluations, project reports), schedules, labels, signs, announcement, forms, applications, questionnaires, financial documents (bills, invoice, etc), directories (telephone, office, etc), manuals and directions.

3) Personal Reading

Personal reading is a reading that is closely related to reading for personal interest. Some written works that can be used for personal reading are newspapers, magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules (train, bus, plane, etc), recipes, menus, maps, calendars, advertisements (commercials, want ads), novels, short stories, jokes, drama, poetry, financial document (e.g. checks, tax forms, loan applications), forms, questionnaires medical reports, immigration documents, comic strips and cartoons.

With regard to the explanation above, there are three genres in reading. They are academic reading, job- related reading and personal reading. They enable readers to apply a certain strategy that assist them in constructing appropriate meanings.

d. Micro and Macro-Skills of Reading

Brown (2004:187) proposes fourteen micro and macro skills of reading. These skills are required to become an efficient reader. The micro- skills that are suggested by Brown include seven items which are presented as follows.

- a. Discriminating among the distinctive graphemes and orthographic patterns of English.
- b. Retaining chunks of language of different length in short term memory.
- c. Processing writing at an efficient rate speed to suit the purpose.
- d. Recognizing a core of words, and interpreting word order patterns and their significance.
- e. Recognizing grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognizing that a particular meaning may be expressed in different grammatical forms.
- g. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- h. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- i. Recording the communicative function of written text, according to form and purpose.
- j. Inferring context that is not explicit by using background knowledge.
- k. Describing events, ideas, etc, inferring link and connection between events, deducing cause and effect, and detecting such relations as main idea,

supporting idea, new information, given information, generalization and exemplification.

- l. Distinguishing between literal and implied meanings.
- m. Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata.
- n. 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 of text.

2. The Nature of Reading Comprehension

a. Definition of Reading Comprehension

To make clearer about what is meant by reading comprehension, it is important for the researcher to discuss the definitions. There are various definitions suggested by experts. Lenz (2007) says that reading comprehension is the process of constructing meaning from text. He explains that the aim of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Furthermore, Pressley (2001:1) defines reading as often thought of as a hierarchy of skills, from processing of individual letters and their associated sound to word recognition to text-processing competencies. He clarifies that skilled

comprehension requires fluid articulation of all these processes, beginning with the sound out and recognition of individual words to understanding of sentences in paragraphs as part of much longer texts.

Harris and Sipay (1980:447) point out “the heart of the act of reading is obtaining appropriate meanings. Word recognition, which has been considered, is necessary prerequisite for reading comprehension, but recognition without understanding is worth very little.” From this quotation one knows that comprehension is the essence of reading. Without comprehension, one will not get the information needed.

Meanwhile, according to Bormuth (1969) in Harris and Smith (1980:479), comprehension ability is thought to be a set of generalized knowledge acquisition skills which permit people to acquire and explore information gained in consequence of reading printed language. Then, Glinkoff (1973) in Harris and Smith (1980:479) listed the three main components of reading comprehension as;

- 1) decoding,
- 2) lexical access (have a meaning from printed words in one’s memory, and
- 3) text organization (obtaining meaning from units larger than the single word).

The last of these, obtaining meaning from printed units larger than the single word is meant to be reading comprehension.

b. Strategies of Reading Comprehension

In reading comprehension, the readers need some strategies to help them to construct the meaning of the text easily. The following are the principal strategies for reading comprehension are proposed by Brown (2004:188)

- 1) Identifying the purpose in reading a text.
- 2) Applying spelling rules and conventions for bottom up decoding
- 3) Using lexical analysis (prefixes, roots, suffixes, etc) to determine the meaning.
- 4) Guessing the meaning of words, idiom, etc. When the readers are not certain.
- 5) Skimming the text for the gist and for the main idea.
- 6) Scanning the text for specific information (names, dates and keywords)
- 7) Using silent reading technique for rapid processing.

c. Factors affecting reading comprehension ability

There are many ideas of the factors affecting reading comprehension proposed by some experts. Hafner (1974:117) proposes two factors influencing reading comprehension. The first is intelligence. He argues that intelligence is the main factor influencing the reading comprehension. The second are background knowledge and experiences. When the readers have good and sufficient background knowledge about the theme of the text he is going to read, it will help him a lot in comprehending.

In line with Hafner, Klinger, Vaughn, and Boardman (2007:8) state that reading comprehension involves much more than readers' responses to text. It is a

complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types, and so on).

The theories above imply that reading comprehension is not a single matter. It is affected by some factors such as the reader's intelligence and background knowledge, the technique and strategy used and the features of texts. All of those factors relate each other in influencing the readers' reading comprehension ability.

In reference to the explanation above, it is important for English teachers to design effective and interactive reading activities. However, the teachers must understand the principles of effective teaching reading in order to guide them in choosing the best reading strategies which are appropriate for students' need and characteristics in their reading class.

d. Techniques in Teaching Reading Comprehension

In term of the techniques, many experts have different ideas. Brown (2001:299) proposes three techniques in teaching reading comprehension, namely top-down processing, bottom-up processing, and interactive processing.

1) Top-down processing

Top-down processing requires the reader to interpret the text by moving from the highest to the lowest unit analysis. The reader makes use of his existing knowledge to predict the meanings (Goodman in Alderson, 2000:17).

In this process, readers bring a great deal of knowledge, expectations, assumptions and questions to the text and give a basic understanding of vocabularies, they continue to read as long as the text strengths their expectation.

The readers consider the text as a whole, and relate it to their own knowledge and experience. It brings them to predict the writer's purpose or argument and then uses this prediction to interpret the difficult parts of the text. Then, the readers use general knowledge of the world or of particular text components to make an intelligent guess.

This approach makes the readers activate their prior knowledge, common sense, etc in order to comprehend the text.

2) Bottom-up processing

In bottom-up processing, the readers firstly identifies the multiplicity of linguistics signals (letters, morphemes, syllables, words, phrases, grammatical cues and discourse markers) and uses the linguistic data processing mechanism. The reader selects the signals that form a unit and interprets the meaning. The final step in the process is arriving at the meaning of the text.

In other words, bottom-up processing is defined as the process when the readers construct meaning in a linier fashion or form smallest unit that is from letters, words, phrases, and sentences. It considers that in this process the readers build up a meaning from the written words on the page. The readers recognize letters, words, and working cut sentence structure.

3) Interactive processing

Interactive processing is the combination of top-down processing and bottom-up. This process brings the readers to use bottom-up and top-down processing. The reader continuously shifts from one focus to another, now adopting a top-down processing to activate students' background knowledge, then moving to the

bottom-up processing by focusing on the smallest unit. However, these two approaches can also occur at the same time. The movement from one to another are based on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use and beliefs about reading.

This process proposes various types and directions of processing which are based on the context of the text and the available information sources . These types of processing include the identification of letters which is based on the surrounding letters or the word in which it appears, the word identification which is determined by the semantic and the syntactic environment, and the interpretation of the text which is determined by the schematic framework within which it is presented.

In order to get the success of reading comprehension, the reader needs the approaches to get the final purpose in reading the text. The reader not only needs to identify the multiplicity of linguistics signal but also interprets the text by moving from the highest to the lowest to get meaning of the text.

3. Text Organization

Author writes for different reasons and in different ways, but they all want their readers to get the most out of what they have written. So authors organize, or structure, their text in a certain way to get their message to readers as clearly as possible. Recognizing the pattern of organization is an important part of reading comprehension, since writers, too, use patterns to present their ideas in a way that makes sense.

According to Mikulecky (2007), recognizing the pattern of organization is an important part of reading comprehension, since writers, too, use patterns to present their ideas in a way that makes sense. Once the readers recognize the pattern, they will understand and follow their ideas more efficiently.

The following are the common pattern that are often found in paragraph in English:

a. Listing

In the listing pattern, the writer states the main idea in the form of a generalization and gives a list of details or examples to support that general statement.

- 1) Key words/phrases in the main idea: many, several, a number of, a variety of, a few, kinds of
- 2) Signal words/phrases: for example, for instance, first, second, another, also, besides, in addition, final, last, most important.

b. Sequence

In the sequence pattern, the writer explains the main idea with a series of events or steps in a process that follow one after the other in time order.

- 1) Key word/phrases in the main idea: began, account, story, process, history, sequence.
- 2) Signal words/phrases: first, second, then, next, after, while, since, then, soon, finally, at last, in 1965, last June, later, over time, the next step, the following week.

c. Comparison/Contrast

In the comparison/contrast pattern, the writer's main idea is a general statement about two things and how they are similar and/or different. A comparison can include both similarities and differences, or only the similarities. A contrast states only differences.

- 1) Key words/phrases in the main idea: similarities, differences, both, in common, same, different, compare, comparison.
- 2) Signal words/phrases for similarities: similarly, also, in the same way, as, like, both, in common.
- 3) Signal words/phrases for differences: however, but, on the other hand, although, while, in contrast, than, conversely, yet, unlike.

d. Cause/Effect

In this pattern, the writer's main idea is that one event or action caused another event or action.

- 1) Key words/phrases in the main idea and the signal words for details are the same and often include: causes, leads to, is the cause of results in, creates, brings about, makes, provokes, produces, gives rise to, contributes to, is due to, is the result of, comes from, results from, is produced by, is a consequence of, follows, is caused by.

e. Problem/Solution

In this pattern, the main idea names a problem and indicates that one or more solutions. The paragraph always consists of two parts: 1) a statement and 2) a

description and explanation of how it was solved. There are often no signal words for the details.

- 1) Key words/phrases in the main idea: situation, trouble, crisis, dilemma or issue.
- 2) In the body of the paragraph, key words include: solve, solution, resolved.

f. Extended Definition

In this pattern, the writer names a concept or complicated process that the paragraph will define and explain. Usually, the main idea or first sentence of the paragraph states a dictionary definition of the concept or process, followed by a description and/or an explanation. There are usually no signal words for the details.

- 1) Key words/phrases in the main idea: consists of, is, seems to be, are.

B. Conceptual Framework

One of the objectives of teaching English in SMP is enabling the students to access knowledge through English reading. Nowadays, most of the presented information and news are in printed form. Therefore, the students have to read English texts well so they absorb the information through reading them.

The English teacher of SMP Muhammadiyah 8 especially grade IX found out that the students had difficulties in answering some questions related to the text even they did not understand what the text was talking about. This problem happened because they had low vocabulary mastery. They were lazy to check the difficult words in the dictionary. In addition, the teaching strategy that was used in the classroom tend to be monotonous. In the reading lesson, they were often asked

to read a text then answer questions related to the text. This made them get bored and lazy to participate in the teaching and learning process.

Teaching strategy is one of the most important elements affecting English teaching and learning process including teaching reading. The application of the appropriate teaching strategy is very essential in determining the success of the teaching and learning process. In reading, the appropriate strategy can improve students' performance and reading comprehension ability.

CHAPTER III

RESEARCH METHOD

A. Research Type

The research study on improving the students' reading comprehension through recognizing text organization was action research. This was categorized as action research since there was a self reflective, critical and systematic approach that is done by researcher to identify a problematic situation as a way of improvement and changes in educational practice.

In doing this action research, the researcher considered phases which were involved in each cycle. Those were planning, action, observation and reflection. Every phase was done based on the researcher's ideas on the research. The proses of phases could be drawn as figure 1.

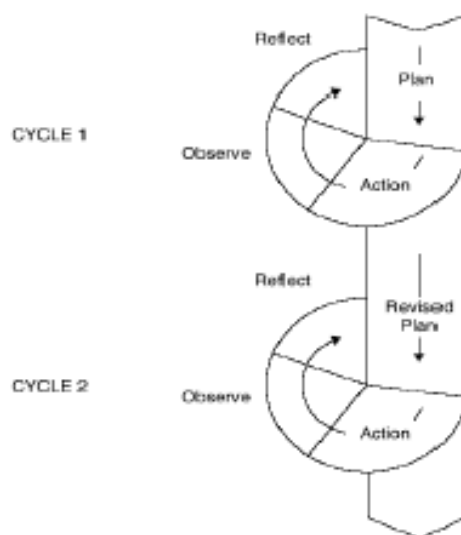


Figure 1. Action Research model based on Kemmis and Taggart (1988) from Burns (2010:9)

B. Research Subject

The researcher chose the student grade IX C in SMP Muhammadiyah 8 Yogyakarta in the academic year of 2014- 2015 as the source of collecting the data. It was because the class had problem in reading comprehension. It was also based on the discussion with the English teacher.

C. Research Setting

The research was conducted in SMP Muhammadiyah 8 Yogyakarta. Besides, the school also has a student union office, school health center, living room, science laboratory, hall, mosque, library, and computer laboratory.

English is conducted two meetings per week. The teaching and learning process of English is conducted 2×40 minutes per meeting. During the teaching and learning process, the English teacher uses some books and LKS as the materials. In choosing the materials, the English teacher refers to the curriculum such as standard competency, basic competence and syllabus.

D. Research Procedure

This research procedure involves five phases including reconnaissance, planning for action, action and observation, reflection, and developing new plan and cycle (Angwin, et. Al. 1997). The explanation of each phase is as follows.

1. Reconnaissance

The reconnaissance step was conducted in the classroom in order to get information and description of students' reading comprehension ability in the English learning process. In reference to the data of observation and interviews, the researcher and the English teacher identified the existing problems related to students' reading comprehension ability and selected the feasible problems which were possible to be solved.

2. Planning for Action

After identifying the problem, the researcher and the English teacher made some plans of action which were appropriate to be implemented both in the first and the next cycle.

3. Action and Observation

After planning the actions, the English teacher and researcher carried out the actions in the classroom. During the implementation of the action research, the English teacher became the teacher and the researcher became the observer who observed the process of English teaching and learning in order to know the success of the actions to improve student's reading comprehension ability and also the problems occurred during the implementation process.

4. Reflection

With regard to the implementation processes, the team members evaluated the result of the implementation. It was done by discussing the success of the action

as problems happening in the classroom during the actions based on the observations and interviews.

5. Developing New Plan and Cycle

After conducting the first cycle and evaluating the result, some ideas as to what to do the next began to be clear. Then, researcher and the English teacher developed new plan and actions to be implemented in the next cycle, so that the changes could be noted systematically over periods of time.

E. Research Instrument

The instruments for collecting the data were an interview guide, an observation guide, and a reading comprehension test. Observation guide was used as guideline to observe the English teaching and learning in the classroom. The, the interview guide was used to gain the opinions, responses, and the feedbacks from the research members before and after implementation of this research. The reading comprehension test was given as a monitoring device which could show the progress of the students' reading comprehension ability. The result of this test was used to support the data of the observation and interview.

F. Data Collection Technique

The data of this research were qualitative in nature. The researcher collected the opinions, suggestions, comments, and expectations from the research members. The qualitative data were collected by conducting observations and interviews. The forms of the data were field notes and interview transcript.

Besides, the researcher also made a reading comprehension test as a part of monitoring sequences. The data were in the form of score transcript.

The observation process was conducted before and during the implementation of the actions. The data of observation were collected by observing the teaching and learning process in the classroom. Meanwhile, the interview was conducted by interviewing the English teacher and students of grade IX C. This interview process aimed to get the responds and feedbacks from the English teacher and students who were directly involved the research process. Besides, the reading comprehension tests were conducted as parts of the monitoring sequences in this research. The result of the tests was used as supporting data.

G. Data Analysis

The data were qualitative in nature. The analysis dealt mostly with qualitative descriptions that with numbers. The steps of the data analysis were collecting the data, comparing the data, building interpretation, reporting the outcomes, and presenting the data. The data were presented in the form of field notes and interview transcripts.

H. Data Validity

The validity of the data was established by fulfilling the democratic, outcomes, process, catalytic, and dialogic validity. Anderson et al. in Burnd (1999: 161-163) propose some criteria to fulfill the validity of the research as follows.

- a. Democratic validity, which is concerned to the extend in which the research is truly collaborative. The researcher fulfilled the democratic validity by asking the researcher, the ninth grade English teacher, the principal, the staff office and class IX C students to work collaboratively to improve the teaching and learning process in the class.
- b. Outcomes validity, which is related to the notion of action leading to outcomes, those are successful within research context. The researchers fulfilled the outcomes validity by providing the genuine data.
- c. Process validity, which raises questions about the process of conducting the research. The researcher fulfilled the process validity by planning, implementing and revising the actions.
- d. Catalytic validity, which allows participants to deepen their understanding the research by monitoring other participants. The researcher fulfilled the catalytic validity by interviewing the teachers and the students, and asking the students to give their feedback.
- e. Dialogic validity, which is related to the notion that the research is conducted through reflective dialogue with critical friend or other practitioner researchers.

The researcher conducted some actions to fulfill those validities such as asking the researcher to collaborate in conducting the research, providing the genuine data, planning, implementing and revising the data, and building communication with the other team members to monitor and control the process of action research.

CHAPTER IV

RESEARCH PROCESS AND FINDINGS

A. Reconnaissance

Classroom observation and interview the English teacher and the students were conducted to gather the information of the reading teaching and learning process at grade IX C at SMP Muhammadiyah 8 Yogyakarta. The interview with the teacher was carried out on August 21st, 2014. While the classroom observation was done on August 22nd, 2014 in IX C class and was continued by conducting interviews with the students after class. Then, the data of the observation and the interviews were discussed collaboratively. The data were identified carefully. The situation of the English teaching and learning process in IX C class was shown in the following vignette.

Vignette 1

Day/date : Friday, August 22nd, 2014

Time : 07.40 - 09.00

Place : Grade IX C at SMP Muhammadiyah 8 Yogyakarta

GBI: Guru Bahasa Inggris

P: Peneliti

S: Siswa

GBI started the class by greeting S with saying “Good morning, everybody” and immediately replied by the S, “Good Morning”, “How are you today?” asked GBI. S answered, “Fine. Thank you. And you?” “I am fine too. Thank you” said GBI. Then GBI checked the attendance list. There was no absent student. GBI said to S that there was a guest that day. Then, P introduces her name, “Okay. My name is Rahmi Salisa Himawati but you can call me mbak Lisa or Ms Lisa. I’m student of Yogyakarta State University”. After P’s brief introduction, GBI started the lesson by continuing the previous lesson. She asked S whether they had finished their homework or not. GBI asked S to check the answer together.

GBI asked them, “Have you done the homework?” S kept silent. **Then, GBI checked the answer through reading the answer without discussion with S. GBI mentioned all of the answers.** While GBI mentioned the answers some of S looked bored and **they did their own activities such as chatting with their friends and read other book.** After done with the discussion, GBI asked S to open LKS page 10. **It showed a text of Earthquake. GBI said, “Read the text carefully and answer the questions!”** Then, S did the tasks. Some of S tried to do the exercises with their friends. **There was also some S who tends to make noise during the teaching and learning process by chatting with their friends.** GBI warned them sometime. Once they obeyed, but they kept make noise after all. Later, GBI asked to the S, “*sudah selesai mengerjakannya?*” S answered, “*Belum bu*”. **Then GBI was silent and doing something with her laptop in her desk while S finishing the tasks.** Some of S were still chatting with their friends and the others were finishing the tasks. The class became noisy because some of them had finished their tasks. GBI asked for the volunteer to write the answer in the board. She then started to check the answer. Then, GBI explained next material until the bell rang out. GBI ended the class by prayer.

1. Identification of the Field Problem

There were many problems in the English classroom. The identification of the problems presented in table 1.

Table 1: **The Field Problems at the English Teaching-Learning Process at Grade IX C at SMP Muhammadiyah 8 Yogyakarta**

No	Field Problem	Codes	Sources
1.	The teacher used much Bahasa Indonesia.	T	O
2.	The activities were not varied.	T	O
3.	The students read and translate the text word by word.	S	O
4.	The students did not have adequate vocabulary.	S	O, I
5.	The students forgot some basic concepts of grammatical points.	S	O, I
6.	The students could not answer the comprehension	S	O

	questions of the text.		
7.	The students considered the reading English texts was difficult.	S	I
8.	The teacher mostly translated the meaning of the unfamiliar words for the students.	T, S	O
9.	The students had low motivation to learn English.	S	I
10.	The students passively used English in the classroom motivation.	S	O
11.	The students had difficulties in recognizing text organization.	T, S	O
T: Teacher S: Students O: Observation I: Interview			

2. Identification of the Problem to Solve

Since there were many problems in the teaching and learning process, so some of them were selected to solve. The selection was also based on the needs of the students and the feasibility of doing the project. The selected problems to solved are presented n the following table.

Table 2: **The Problems to Solve**

No	Field Problem	Codes	Sources
1.	The teacher used much Bahasa Indonesia.	T	O
2.	The activities were not varied.	T	O
3.	The students read and translate the text word by word.	S	O
4.	The students did not have adequate vocabulary.	S	O, I
5.	The students forgot some basic concepts of grammatical points.	S	O, I
6.	The students could not answer the comprehension questions of the text.	S	O
7.	The students considered the reading English texts was difficult.	S	I

8.	The teacher mostly asked students to translate the meaning of the unfamiliar words through dictionary.	T, S	O
9.	The students had low motivation to learn English.	S	I
10.	The students was passive used English in the classroom activities.	S	O
11.	The students had difficulties in recognizing text organization.	T, S	O
T: Teacher S: Students O: Observation I: Interview			

The process of identifying the problems was continued by formulating the problems and analyzing the causes and the results of the problem to solve. The analysis of the causes was useful to find the right solutions through the actions. Here, lists of the problems and the main causes were presented. The result of the analysis is presented in table 3.

Table 3: The Selected Problems, the Main Causes, and the Results

No.	Field Problems	Main Causes	The Results
1.	The students forgot some basic concepts of grammatical points.	The teacher was like single actor and taught a lot of grammatical points.	The students totally depended on the teacher. They were confused learning much grammar.
2.	The students and translated the text word by word.	The teacher asked the students to read and translate the word by word. The students did not have enough reading activities. They never practiced using new vocabulary.	The students were afraid to read English texts, especially the longer ones. They thought the reading activities were reading and knowing every single word of the text.
3.	The students did not have adequate vocabulary.		
4.	The students considered the reading English texts were difficult.		

6.	The students could not answer comprehension questions.	The students did not really understand the questions and did not use any reading techniques and strategies.	The students could not get the main points of the reading activities. They only read the texts without understanding it.
7.	The teacher mostly asked the students to translate the meaning of some unfamiliar words through dictionary.	The students were lazy to guess the word and they only depended on the dictionary.	The students depended on the dictionary.
8.	The activities were not varied.	The students liked to chat with their friends than listen to the teacher explanation. These activities will apply every meeting.	The teacher let the students to do their activities. The students did not pay attention to their teacher.
9.	The students were passive in the classroom activities.		

B. The Process of Cycle 1

1. Planning

a. The Concept of Course Grid and Lesson Plans

1) Designing the Course Grid

The action began by collaboratively discussing some plans for the first cycle.

It started with selecting the basic competency and the standard competency for the first semester of grade IX. From the discussion, standard competency 5 and the

basic competency 5.3 were chosen in Cycle I and II. The standard competency 5 is about understanding the meaning of short essays in the form of procedure, and report to interact with environment.

The basic competency 5.3 is about responding to the meaning and rhetorical steps in the simple essay in the form of procedure and report texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong. From the competency, materials, media and activities were designed. The course grid was appropriated with recognizing text organization. The course grid can be seen followed. The full course grid can be seen in the appendix 3.

Basic Competency	Materials	Teaching-Learning Activities	Indicators	Assessment		Time Allocation	Sources
				Techniques	Form		
5.3 responding to the meaning and rhetorical steps in the simple essay in the form of procedure and report texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.	Procedure text Example Vanilla drops cookies	Pre-Reading Whilst reading Post-reading:	1) Finding the main idea of each paragraph 2) Finding the details information of the text 3) Recognizing pattern organization of the text.	Written Written Written	Answering reading comprehension questions Answering reading comprehension questions Answering reading comprehension question	2x40 minutes	Scaffolding English for Junior High School Grade IX Cakrawala SMP kelas IX internet

support the attempts to reach the objectives of the learning. The lesson plans were designed in order to create meaningful and relevant tasks. The lesson plans made covering the class activities, time allocation, objective of the learning, classroom management, principle of the task and activities designed.

The lesson plans could be the guideline for the teacher, so that it could minimize the irrelevancy and inefficiency activities. It also made the teaching runs

systematically. This could prevent the teacher from making mistakes and forgetting the important materials or activities that needed to be conducted.

b. The Concept of Actions Plan

The project began by collaboratively discussing the actions would be applied. The actions planned based on identified-selected problems. In planning the actions, the action plans made in democratic atmosphere. Responsibilities during the implementation of the actions discussed together. The efforts focused on improving the students' reading comprehension through recognizing text organization. Then, the course grid, lesson plans, and the materials were developed based on the topics that were determined by the teacher.

There would be two meetings in Cycle I and recognizing text organization activities would be included in each meeting as the main action. The main action that would be implemented in the Cycle I was implementing the recognizing text organization activities. To support the main action, there were some supportive actions that would be covered in the teaching and learning process. They were making lesson plan, training the students to use reading techniques and strategies, teaching grammatical points, giving feedback to the students, and using pictures and handouts. The main action and the supportive actions are presented below.

1) Implementing Recognizing Text Organization Activities

The actions that would be implemented in order to improve the students' reading skill such as the discussion and the question-answering. They used to improve their confidence to be active in the English classroom. The discussing and the questioning and answering activities would be applied in all meetings in

the Cycle I. In the beginning of the lesson, the students would be asked some questions related to the topic. It could improve the interaction between the teacher and the students. It also could provide chances for the students to speak.

The activities were also beneficial to activate the background knowledge of the students about the topic and to attract the students' interest to it. They would read some texts and discuss. The students were able to identify the ideas of paragraphs explained in supporting details and topics told in the chronological order in the text so that they understood the texts.

The recognizing text organization strategy has five kinds of patterns organization, i.e. description, sequence, causation, problem/ solution, and comparison. The actions were implemented to improve their reading comprehension. There were some support activities that would be covered teaching-learning process. The support activities presented below.

2) Teaching Grammatical Points

In teaching the students some grammatical points, the activities would (1) integrate both inductive and deductive methods, and (2) focus on high frequency grammar items.

3) Using Pictures and Handouts

The pictures and handouts became the media of teaching. The activities were provided to (1) point of the discussions, (2) lead the students to the topic and activate their background knowledge through pictures series and (3) ease them following the classroom activities through handouts.

2. Actions and Observation in Cycle 1

The actions were carried out two times i.e. on August 29th and September 2nd 2014. The schedule of Cycle I can be seen in table below:

Meeting	Day and Date	Time	Material
1	Friday, August 29 th , 2014	2 × 40 minutes (7.40 a.m. – 8.20 a.m.)	Vanilla drop cookies, Kunyit asam
2	Tuesday, September 2 nd , 2014	2 × 40 minutes (9.40 a.m. – 10.40 a.m.)	How to install printer,

Table 1: the schedule of cycle I

They focused on recognizing text organization to improve students' reading comprehension. The implementation was done by the researcher herself, while the observations were done by both her and the collaborator. She acted as the teacher while the English teacher as the collaborator acted as the observers. The complete description of implementation in the first cycle was presented as the following.

a. Meeting 1

The first meeting was on Friday, August 29th, 2014 at 7.40 a.m.-8.20 a.m. the researcher took control of the class. The English teacher also came to the class and observed the teaching and learning process from the back of the class.

The first meeting was focused on introducing the procedure text for the students. The researcher showed a picture as an attempt to introduce the social function of the text, recalling the current knowledge of the students in text types along with its appearance in daily life was tried.



The example of pictures can be seen in figure 2.

The students were asked whether they made cookies for *lebaran*. However, they quite seemed ignorant at this first time. The interaction between the researcher and the students were still below par.

This can be seen in the following extract of the interview.

P asked the class about the kinds of text. S did not respond well. R prompted the class by mentioning kinds of text type. S still did not respond well.

P : “Class, we’ll talk about text. Can you mention kinds of English text that you have learnt? *Tentang jenis teks?*”

S : (silent)

P : “OK, I’m sure you guys have heard about narrative, recount, procedure, report and so on. Do you?”

S : “Yes”

P : “*Jadi, menurut kalian teks ini termasuk kategori teks apa?*”

S : (silent)

P : “*Coba Sabir di jawab*”

S : “Procedure, miss”

After the materials and the exercise had been distributed to each student, the instructions were generally explained briefly. It was expected that some curious students were willing to ask the detail of the instruction. Yet, no one was apparently interested in asking the researcher.

There were three exercises dealing with the text. Two exercises were about the content of the text and vocabulary. Then, there was an exercise was about recognizing text organization.

The time was up before the students finished the tasks. The students had explained that they should continue their work as homework and present that in the next meeting. The chief of the class, then, was also asked to lead the prayer. The class was closed.

b. Meeting 2

Meeting 2 was the last meeting in Cycle I. The second meeting was on Tuesday, September 2nd 2014 at 7.40 a.m. – 8.20 a.m. This meeting aimed to continue the unfinished first meeting. From the first meeting, it was known that the students needed much time in comprehending the text.

The class was opened by greeting the students and checking the attendance as usual. No one was absent. After the opening, their homework was asked. However, many of the students had not finished their homework. Even some of them did not bring the handouts. Having no other option, the students were asked to finish their homework in group in 30 minutes. It can be seen from the extract of the field note below.

P	: “How is your homework, class? Has it done yet?”
S	: “ <i>Belum</i> , miss”
P	: “ <i>Waduh, terus gimana mbahasnya ini kalau belum dikerjain?</i> ”
S	: (silent)
P	: “OK then, I will give you 30 minutes to do your homework now. You may work in group and good luck”

(Appendix C, interview 11 September 2nd, 2014)

The motivation was still in a low level that time. They seemed to think that whether they did the homework or not, the homework would still be discussed right away. To do or not to do is not the matter.

After the homework had been done, the researcher and the students discussed that together. A problem appeared when they do the finding main idea part. Almost all of the students still could not identify a topic and a main idea of a paragraph. They were still in confusion over the difference between main idea and topic. The main idea matters, then, were being explained intensively.

After discussing the main idea problems, students were asked to present their work in front of the class. They were given some feedback and everything was summed up.

The next phase was assessing the students' individual performance. The students were given another text procedure entitled “How to Install Printer”.



The example of pictures can be seen in figure 3

The worksheets were distributed, the instruction of the two exercises was explained, and they were told the time allocated. They had 30 minutes to do the individual work.

At the first 10 minutes, the situation of the class was conducive. However, a student or two started to make inappropriate gestures. Some students peeked to the others, whispered, and even yawned. It seemed that some of them had thoughts that the exercises were not quite important for them. Thirty minutes had passed, many of the students did their works happily.

3. Reflection of Cycle 1

The implementation of recognizing text organization in the first cycle was done in two meetings. It was on Friday, August 29th, 2014 and Tuesday, September 2nd, 2014. After the implementation, a reflection was conducted.

Recognizing text organization had successfully prevented the students from getting bored. The students enjoyed the materials so the process went well. In

addition, these activities made them become more active because they were accustomed to identifying the patterns before they answered questions. They also enjoyed the teaching and learning process of reading.

However, the students still lacked motivation, they seemed aware in asking about their difficulties. Yet, they could not use their time efficiently. Either allocated time for every exercise was not enough or they failed to focus on their work instead of chatting with their mates might be the cause.

The students also had difficulties in defining main idea of a paragraph. They were confused in differentiating between topic and main idea. This problem had been covered in this cycle by giving a clear explanation and giving examples by doing some exercises.

The interaction between the students and the researcher as a teacher was also getting well. The students were willing to ask her after her prompting. Moreover, the interaction between students themselves was also getting better. They had discussed some issues well together.

The English teacher, as a collaborator, also had a same note. She argued that both of the researcher and the students were in need of improvement. This can be seen from the extract of interview transcript below.

- | | |
|-----|--|
| P | : “ <i>Bagaimana pendapat Ibu mengenai pembelajaran tadi, Bu?</i> ” |
| GBI | : “ <i>Oh, sudah bagus. Tadi mbak Lisa sudah mengajar dengan baik</i> ” |
| P | : “ <i>Terimakasih, Bu. Lalu apakah ada masukan untuk selanjutnya, Bu?</i> ” |
| GBI | : “ <i>Nggak, udah bagus. Cuma suaranya agak lebih keras ya mbak Lisa, soalnya kurang kedengaran sampai belakang</i> ” |
| P | : “ <i>Ya, Bu. Terima kasih atas sarannya.</i> ” |

Appendix D, Interview transcript September 2nd, 2014

In conclusion, recognizing text organization sure had an impact in the students' reading comprehension in the first cycle. Nevertheless, there were still some problems in the students' motivation and the researcher's time management and voice control. The researcher and the collaborator agreed to continue the cycle to solve the remaining problems.

C. The Process of Cycle II

1. Planning

The result of Cycle I gave us pictures of the actions in Cycle II. There were some actions repeated in order to solve the existing problems and to get satisfied outcomes.

a. Designing Course Grid and Lesson Plan

1) Designing the Course Grid

From the discussion between the English teacher and the researcher, standard of competency 5 and the basic competency 5.3 were chosen in Cycle I and II. So the activities were designed to continue the activities in the Cycle I. It is used to make sure that the students had achieved the goal of the teaching-learning activities. The standard of competency 5 is about understanding the meaning of short essay in the form of procedure and report to interact with environment. The basic competency 5 is about responding the meaning and rhetorical steps in simple essay accurately, fluently and appropriately related to environment in the

form of procedure and report. From the competency, materials, media and activities were designed. The course grid can be seen followed. The full course grid can be seen in the appendix 3.

Basic Competency	Materials	Teaching-Learning Activities	Indicators	Assessment		Time Allocation	Sources
				Techniques	Form		
5.3 responding to the meaning and rhetorical steps in the simple essay in the form of procedure and report texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.	Procedure text Example The Blue Whale	Pre-Reading Whilst reading Post-reading:	4) Finding the main idea of each paragraph 5) Finding the details information of the text 6) Recognizing pattern organization of the text.	Written Written Written	Answering reading comprehension questions Answering reading comprehension questions Answering reading comprehension question	2x40 minutes	Scaffolding English for Junior High School Grade IX Cakrawala SMP kelas IX internet

designed with the suitable activities to minimize the problems in the class. The lesson plans were used as the guidance for the teaching and learning process. The class was expected to run smoothly and systematically. It was expected also to ease the students to understand the materials that were given by the teacher.

b. The Concept of Action Plan

1) Implementing Recognizing Text Organization Activities

In this cycle, the activities would (1) deepen the concept of recognizing text organization and (2) provide more activities.

2) Teaching Grammatical Points

Grammar would be taught again during the actions. Moreover, the other activities would teach the students other grammatical points and check their knowledge about part of speech and tense.

3) Using Pictures and Handouts

Since the pictures and the handout were effective to them. It helped them also to learn, so those media still used in Cycle II. There were corrections of the media that would make them more useful such as made the clearer and bigger size so they could read it clearly. The media would be used effectively and efficiently.

4) Giving Rewards to the Students

Giving rewards were necessary to students. It could motivate them to be more active in the class. Giving additional point or compliments would encourage them to do the best.

2. Action and Observation in Cycle II

The actions were carried out two times i.e. on September 9th 2014 and September 12th 2014. The schedule of the Cycle II can be seen in the table below:

Meeting	Day and Date	Time	Material
3	Friday, September 5 th , 2014	2 × 40 minutes (7.40 a.m. – 8.20 a.m.)	The Blue Whale, Komodo Dragon
4	Tuesday, September 9 th , 2014	2 × 40 minutes (9.40 a.m. – 10.40 a.m.)	Flood

Table 2: the schedule of the cycle II

It focused on recognizing text organization in keeping the students in proper mood and prompting the students' awareness by giving tips. The complete description of the implementation in the second cycle was presented as in the following.

a. Meeting 3

The third meeting was held on Friday, September 5th, 2014 at 07.40 a.m-8.20 a.m.. The action plans were still similar but in this meeting, the researcher blended the implementation of recognizing text organization to make the learning activities more varied. In addition, the students stated that they wanted a different activity.

The researcher started the lesson by building the students background knowledge through a picture of a blue whale. They stated what came on their mind while looking at the blue whale.



The example of pictures can be seen in figure 4

The researcher asked the students to work in pairs. Then, she distributed the worksheet which consisted of two tasks. In the first task, students were asked

to answer reading comprehension questions related to “The Blue Whale” They were enthusiastic to work in pairs and some students asked the researcher about vocabulary. The researcher gave assistance to them.

After completing the first task, the students went on to the second task which was related to text organization. At this time, the researcher asked the students to guess what is the text organization of the text 2. They could answer it more fluently. It indicates that they have already understood the concept of recognizing text organization.

Before closing the lesson, the researcher asked students about their difficulties in doing the last tasks then reviewed what had been studied. She also asked that whether her explanation about text organization was understandable. The students said they could follow the explanation even though the researcher talked to fast. It can be seen in the following interview transcript.

P	: “ <i>Gimana adik-adik, sudah paham kan text organization itu apa?</i> ”
S	: “ <i>Ngerti miss</i> ”
P	: “ <i>Alhamdulillah, tapi miss Lisa njelasinnya kecepeten nggak?</i> ”
i	: “ <i>Iya sih, tapi masih bisa dipahami</i> ”

Appendix D, Interview transcript September 5th, 2014

b. Meeting 4

The meeting was conducted on Tuesday, September 9th, 2014 at 9.40 a.m. – 10.40 a.m. This meeting focused on increasing the students’ motivation. The class was started by greeting and checking the attendance.

After that, , the researcher showed the picture of flood.



The example of pictures can be seen in figure 4

During the explanation, the class condition was good. Every students in the class paid attention to what had been explained. The students' motivation also had already started increasing. There was a better interaction between the researcher and the students which can be seen in the following field note:

Sebelum mulai pelajaran inti, P membagikan materi kepada S. Pertama, P mencoba menarik perhatian S dengan menunjukkan gambar sehingga S terlihat lebih antusias. S yang sering ramai terlihat antusias, mereka masih aktif merespon pertanyaan P dan mereka mengerjakan tugas.

(Before starting the main lesson, P shared the material for S. First, P tried to grab S" attention by showing pictures so that Ss looked enthusiastic. Ss that usually made noise looked enthusiastic, they were active in responding P's questions and they liked to do their works.)

Appendix C, Field Note September 9th, 2014

The group discussion went remarkably well. The students did not waste much time. Then, the problems were solved together and good results came up. The lesson was summed up, and the individual tasks were started as an assessment.

The students were given 30 minutes in doing their individual tasks. They were doing well and they had finished theirs before the time is up. Then, the class was closed.

3. Reflection of Cycle II

The implementation in the cycle II was done in two meetings. It was on September 9th 2014 and September 12th 2014. There were changes after the researcher added tip in reading effectively to the students. Furthermore, recognizing text organization still successfully improving students' reading comprehension.

The students' awareness was increased considering their curiosity and their time doing the exercise. They were willing to ask to the researcher when they had difficulties. They had used their time very well in both group and individual tasks.

The reflection above were done based on the observation during the teaching and learning process of reading and the interviews conducted by the researcher with the English teacher as the collaborator. It is in line with the concept of democratic, process, dialogic and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is in line with the concept of triangulation. By looking the results in the second cycle which had shown

improvement in the students' reading comprehension, she and the English teacher as the collaborator decided to stop the cycle.

D. General Findings

Regarding to the findings of cycle I and II, all actions were successful in improving the students' reading comprehension and the objective of the research was achieved. The English teacher and the researcher agreed to end the research in cycle II. The research findings in improving the students' reading comprehension by recognizing text organization supported by some actions in grade IX C at SMP Muhammadiyah 8 Yogyakarta were concluded as follows:

1. Recognizing text organization was successful to improve the students' reading comprehension. The students become more active because they were accustomed to identifying the patterns before they answered questions. They also enjoyed the teaching and learning process of reading.
2. The use of various media and activities could attract the students' interest towards learning activities.
3. Giving rewards and appreciation could improve the students' motivation to participate actively during the teaching and learning process.

The changes (before and after the implementation)

Before the actions were conducted	After the action conducted	
	Cycle I	Cycle II
The students thought that reading English texts was difficult. The students could not answer comprehension question. The students thought that they had to know all vocabulary since they did not have adequate vocabulary.	The use of recognizing text organization strategy eased them to comprehend the text. The students could understand some difficult words by using the reading strategy.	The students could answer comprehension questions correctly. The students had been acquainted to the strategies. It changed students' mind directly that reading English texts were not difficult. The students' vocabulary improved. The students could answer the comprehension questions well.
The students had low motivation in learning English.	Most of the students were happy and more motivated to join the activities.	The activities and media used in the teaching and learning process were more various. The competition atmosphere appeared on some activities. The students were highly motivated to do the activities.
The students had low confidence to speak English.	The students encourage their confidence to speak in English. However, some students still lacked confidence. They were afraid of making mistakes.	All students showed their effort to speak English. Their confidence in speaking was improved. They could help each other in correcting mistakes.
The students were busy with their own activities when the teacher was teaching.	The students were excited to do the activities. They paid more attention to the researcher's explanation.	More various activities were used to maintain the students' interest.
The students were embarrassed to ask when	Group works were implemented in some activities. The students	Good interaction between the students and the researcher was formed.

they found difficulties.	worked together to solve the task.	Some of the students could comfortably communicate their difficulties.
The students had low enthusiasm in the class activities.	All of the students enjoyed the activities. Some of them who still got difficulties in literacy also could join the activities.	The competition atmosphere appeared in some activities. It made them more highly motivated to do the activities.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGESTIONS

This chapter deals with three points. They are conclusions, implications and suggestions. Those points are presented as follows.

A. Conclusions

In reference to the objective of the study, the conclusions of the research were formulated as follows.

1. This research employs two cycles in implementing recognizing text organization in solving the problem at grade IX C students of SMP Muhammadiyah 8 Yogyakarta which had low reading comprehension ability. In reference to the result of the research, the recognizing text organization is believed as a technique that is able to improve students reading comprehension ability. Recognizing text organization helped the students to identify the ideas of paragraphs explained in supporting details and topics told in the chronological order in the text so that they understood the texts. In addition, these activities made them become more active because they were accustomed to identifying the patterns before they answered questions. They also enjoyed the teaching and learning process of reading.
2. In this research, the improvements of the student's reading comprehension ability after the implementation of recognizing text organization were indicated in two kinds of data. In reference to the result of observations and

interviews, the students were interested and motivated to be actively involved in the teaching and learning process during the implementation of recognizing text organization. They followed all of the instructions and were interested to read and complete the task. They answered the questions related to the text correctly. In addition, the implementation of recognizing text organization minimize the students to look at the dictionary. The improvement of the reading comprehension ability is also presented in the score of pre-test and the post-test 51,7 and 63,2.

B. Implication

Based on the result of the study, it was found that the implementation of recognizing text organization improved the student's reading comprehension ability. In addition, the students were interested and actively involved in the teaching and learning process during the implementation of recognizing text organization. It implies that recognizing text organization is highly recommended in the teaching and learning process of reading because it offers some benefits. They are increasing the student's reading comprehension and encouraging them to be more actively participating in comprehending the texts. Furthermore, the result of the study indicated the process of implementing recognizing text organization run well because the teacher was successful in making all of the students actively participated.

C. Suggestions

Based on the conclusions and the implications of the study, some suggestions are directed to the English teacher and other researcher.

1. For the English teachers

It is essential for the teacher especially the English teachers at SMP Muhammadiyah 8 Yogyakarta to improve the student's reading comprehension by applying the various and interesting teaching strategy. The interesting strategy is useful to make the students were enjoyed and participated well during the teaching and learning process. One of the interesting strategy that could be applied by the teachers is recognizing text organization.

In implementing recognizing text organization processing, the teacher has to make sure that all of the students are participated. When she found some students who did not participated well, she has to find a way to make them actively participated as the other students.

2. For other researcher

This research only focused on improving the students' reading comprehension ability through recognizing text organization. This does not embody the other activities in making the learning activities be more various and the reading materials that were modified based on the student's learning interest. Therefore, other researcher may conduct researcher about recognizing text organization which means the interaction between the teacher and the students and between the students and the students.

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APPENDIX A

COURSE GRID

COURSE GRID

School : SMP Muhammadiyah 8 Yogyakarta

Grade : IX/ I

Subject : English

Semester : 1

Standard Competency : 5. Reading

Understanding the meaning of the functional text and simple essay in the form of procedure and report text.

Basic Competency	Materials	Teaching-Learning Activities	Indicators	Assessment		Time Allocation	Sources
				Techniques	Form		
5.3 Responding to the meaning and rhetorical steps in the simple essay	Procedure text: Meeting 1 VANILLA DROPS COOKIES	Pre-Reading 1) The teacher opens the teaching-learning activities by greeting and	1) Finding the main idea of each paragraph 2) Finding the	Written	Answering reading comprehension questions	2x40 minutes	Scaffolding English for Junior High School

in the form of procedure and report texts simply, accurately, fluently, and appropriately to interact with the society in which the students belong.	<p>(Makes 4 dozen)</p> <p>Ingredients:</p> <p>1 ½ cups all purpose flour</p> <p>¼ teaspoons baking powder</p> <p>¼ teaspoons vanilla extract</p> <p>2 eggs</p> <p>1 cup sugar</p> <p>Directions:</p> <p>1. Combine flour and baking powder, set aside.</p> <p>2. Beat eggs, sugar, and vanilla extract in a mixing bowl until light-coloured.</p> <p>3. Stir in the flour and baking powder</p>	<p>checking the students' attendance.</p> <p>2) The teacher shows picture of vanilla drops cookies and asks some questions related to the picture.</p> <p>3) The teacher explains procedure text.</p> <p>4) The teacher distributes the text to the students.</p> <p>5) The teacher asks them to read the text at a glance.</p> <p>Whilst</p>	<p>details information of the text</p> <p>3) Recognizing pattern organization of the text.</p>	<p>Written</p> <p>Written</p>	<p>Answering reading comprehension questions</p> <p>Answering reading comprehension question</p>	<p>Grade IX</p> <p>Cakrawala SMP kelas IX</p> <p>internet</p>
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	<p>mixture.</p> <p>4. Drop the batter by teaspoonfuls about 2 inches apart onto a greased and floured baking sheet. Set aside in a room temperature for 6 hours.</p> <p>5. Bake at 350°F for 6 minutes.</p> <p>6. Remove from baking sheet to a wire rack to cool.</p> <p>Meeting 2</p> <p>How to install printer</p> <ul style="list-style-type: none"> • Connect the paper support and plug in the printer. • Press the 	<p>reading</p> <p>1) The teacher asks the students to find the difficult words in the text.</p> <p>2) The teacher asks them to read the text carefully to find the detailed information.</p> <p>3) The teacher asks them to face down the text.</p> <p>4) The teacher drives them to discuss and memorize the information from the</p>					
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	<p>POWER button to turn on the printer.</p> <ul style="list-style-type: none"> • Put in the ink cartridges. • Connect the printer and computer with a USB cable, and then insert the printer software CD into the CD-ROM drive. • Remove the ink cartridges from their bags. • Press the MAINTENANCE button. • Follow the instruction to install the printer software. • Finally, click EXIT to exit the installation. Your printer is ready to use. 	<p>text by asking them the following guided questions and then asks them to answer or write the correct answers on the work sheet.</p> <p>5) The teacher gives the students 10 minutes to discuss those with their friends next to them.</p> <p>6) The teacher reads the questions one by one then write</p>					
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	<ul style="list-style-type: none"> Remove the container from the box. Remove all tape and packing materials from the printer. <p>Generic Structure of the Procedure Text:</p> <ol style="list-style-type: none"> Goal/ aim Materials 	<p>the answer on the board.</p> <p>Post-reading:</p> <ol style="list-style-type: none"> The teacher drives the students to read the paragraph in taks 3 and write the topic, the main idea, the key words in the main idea, the pattern, supporting facts and ideas. The teacher asks them to work in pairs. 					
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COURSE GRID

School : SMP Muhammadiyah 8 Yogyakarta

Grade : VIII/ I

Subject : English

Semester : 1

Standard Competency : 5. Reading

Understanding the meaning of the functional text and simple essay in the form of procedure and report text.

Basic Competency	Materials	Teaching-Learning Activities	Indicators	Assessment		Time Allocation	Sources
				Techniques	Form		
5.3 Responding to the meaning and rhetorical steps in the	Report text: The Blue Whale	Pre-Reading Pre-Reading 1) The teacher	1) Finding the main idea of each paragraph. 2) Finding the details	Written	Answering reading comprehension questions	4x40 minutes	Scaffolding English for Junior High School Grade IX

	<p>reach over 24 m (80 ft) long; mature females are usually a bit longer than mature males. They weigh between 87,500- 142,500 kg. The skin has a light grey and white spotty pattern.</p> <p>Blue whales feed by opening its mouth into dense groups of small sea creatures like plankton, krill or fish.</p> <p>Blue whales are mammals. They give birth once every two or three years. Mating occurs during the summer season, and they give birth after about 11 months. The calf nurse for seven or eight months and</p>	<p>procedure text.</p> <p>4) The teacher distributes the text to the students.</p> <p>5) The teacher asks them to read the text at a glance.</p> <p>Whilst reading</p> <p>1) The teacher asks the students to find the difficult words in the text.</p> <p>2) The teacher</p>					
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	<p>gain weight about 90 kg (200 lb) per day.</p> <p>Meeting 2</p> <p>FLOOD</p> <p>Flood is an overflow of water that soaks or covers land. Floods are the most frequent type of natural disaster worldwide. It can be caused by several things, naturally and form the effect of human behavior. The most common cause is because of the over capacity of the body of water, e.g. river or lake. As a result some of the water flows outside of the body of water. It can also occur in rivers, when the</p>	<p>asks them to read the text carefully to find the detailed information.</p> <p>3) The teacher asks them to face down the text.</p> <p>4) The teacher drives them to discuss and memorize the information from the text by asking them the following</p>					
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	<p>strength of the river is so high that it flows right out of the river channel. A flood from sea may be caused by a heavy storm, a high tide, a tsunami, or a combination the three. Soil and vegetation absorbs most of the surface water, floods happen when there are lack of trees and the soil alone cannot absorb all the water. The water then runs off the land in quantities that cannot be carried in stream channels or kept in natural ponds or man-made reservoirs. A flood can also be caused by blocked sewage pipes and</p>	<p>guided questions and then asks them to answer or write the correct answers on the work sheet.</p> <p>5) The teacher gives the students 10 minutes to discuss those with their friends next to them.</p> <p>6) The teacher reads the questions one by</p>					
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	<p>waterways, such as the Jakarta flood. There are several types of flood. Periodic floods occur naturally on many rivers, forming an area known as the flood plain. These river floods usually result from heavy rain, sometimes combined with melting snow, which causes the rivers to overflow their banks. A flood that rises and falls rapidly with little or no advance warning is called a flash flood.</p> <p>Generic Structure of the Report Text 1. Identification</p>	<p>one then write the answer on the board.</p> <p>Post-reading:</p> <p>1) The teacher drives the students to read the paragraph in task 3 and write the topic, the main idea, the key words in the main idea, the pattern, supporting facts and ideas.</p> <p>2) The teacher</p>					
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	2. Description	asks them to work in pairs.					
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APPENDIX B

LESSON PLANS

Lesson Plan

School	: SMP Muhammadiyah 8 Yogyakarta
Subject	: English
Grade/semester	: IX/1
Topic	: Food
Time Allocation	: 2 x 40 minutes
Cycle/meeting	: I/1

A. Standard of Competence

5. Understanding the meaning of short functional texts and simple essays in the form of procedure and report which related to surroundings

B. Basic Competency

5.3 Responding to the meaning and rhetoric steps in simple essays accurately, fluently and acceptably which are related to surroundings in the forms of procedure and report texts.

C. Indicators

1. Finding the main idea of each paragraph
2. Finding the details information of the text
3. Recognizing pattern organization of the text.

D. Learning Objectives

1. After the text is read, the students are able to identify main ideas correctly.
2. After the text is given, the students are able to identify the factual information correctly.
3. After the text is given, the students are able to recognize pattern organization of the text correctly.

E. Teaching Materials

Procedure Text

Social function: to describe how something is achieved through a sequence or actions or steps.

Schematic structure of the text:

1. Goal/ aim (*tujuan*)
2. Materials (*bahan-bahan*)
3. Steps (*langkah-langkah*)

Language feature:

1. Simple present tense
2. Imperative sentence
3. Temporal conjunctions (first, second, then, finally, etc)

Note: Procedural text sometimes only consists of goal and steps.

Media



VANILLA DROPS COOKIES

(Makes 4 dozen)

Ingredients:

1 ½ cups all purpose flour
¼ teaspoons baking powder
¼ teaspoons vanilla extract
2 eggs
1 cup sugar

Directions:

1. Combine flour and baking powder, set aside.
2. Beat eggs, sugar, and vanilla extract in a mixing bowl until light-coloured.
3. Stir in the flour and baking powder mixture.
4. Drop the batter by teaspoonfuls about 2 inches apart onto a greased and floured baking sheet. Set aside in a room temperature for 6 hours.
5. Bake at 350°F for 6 minutes.
6. Remove from baking sheet to a wire rack to cool.

Adapted from: Landdoll, America's Best Vol. I A Collection of Savory Recipes

Task 1

In pairs, find the meanings of the following words.

- combine (v) =
- set (v) =
- beat (v) =
- extract (n) =
- stir (v) =
- beat (v) =
- mixture (n) =
- greased (adj) =
- bake (v) =
- wire (v) =

Task 2

Read the passage and answer the question.

1. What does the recipe tell you?
 - A. About vanilla drop cookies
 - B. How to eat vanilla drop cookies
 - C. How to make vanilla drop cookies
 - D. How to mix vanilla drop cookies

2. What do you need to make vanilla drops cookies?
 - A. all purpose flour
 - B. milk
 - C. coconut water
 - D. vinegar

3. How many steps are there to make vanilla drops cookies?
 - A. three
 - B. four
 - C. five
 - D. six
4. How long do you need to bake the cookies?
 - A. six minutes
 - B. sixteen minutes
 - C. sixty minutes
 - D. six hours
5. How long do you need to leave them in room temperature?
 - A. six minutes
 - B. sixteen minutes
 - C. sixty minutes
 - D. six hours
6. How many cookies will you get with the above recipe?
 - A. 4
 - B. 12
 - C. 24
 - D. 48

Task 3

Working with another student, read the paragraphs and write the topic, the main idea, the key words in the main idea, and the pattern. Then add the supporting facts and ideas.

- *Listing, Sequence, Comparison/Contrast or Cause/Effect patterns: Signal words and details*
- *Problem/Solution pattern: The problem and the solution*
- *Extended Definition pattern: Explanation and/or description*

Kunyit Asam

Ingredients:

1 kg turmeric
 1 kg palm sugar
 250 g black tamarind
 salt as much as needed
 3 l of water

Directions:

Peel turmeric and wash it. Then, slice it. Use a grinder or blender to grind the sliced turmeric. Pour the ground turmeric into a deep pan and add the rest of the ingredients.

Bring it to boil. Stir it occasionally. Once it is boiled strain the mixture. Let it cool off and serve it with some ice cubes.

Taken from: www.virgina.multiply.com

Topic: _____

Main idea: _____

Key word in the main idea: _____

Pattern: _____

Supporting facts and ideas:

Signal words/ phrases

Details

F. Teaching – Learning steps

1. Pre reading

- a. The teacher opens the teaching-learning activities by greeting and checking the students' attendance.
- b. The teacher shows the picture of vanilla drop cookies and leads the students to the topic by asking the following questions:
 - 1) What is that?
 - 2) Have you ever make this kind of food?
- c. The teacher explains procedure text.
- d. The teacher distributes the text to the students.
- e. The teacher asks them to read the text at a glance.

2. Whilst reading (Guided Reading activities)

- a. The teacher asks the students to find the difficult words in the text.

- b. The teacher asks them to read the text carefully to find the detailed information.
- c. The teacher asks them to face down the text.
- d. The teacher drives them to discuss and memorize the information from the text by asking them the following guided questions and then asks them to answer or write the correct answers on the work sheet.

The questions to discuss are:

WH Questions	Questions	Responses
What	1. When does the recipe tell you? 2. What do you need to make vanilla drops cookies?	
How	1. How many steps are there to make vanilla drops cookies? 2. How long do you need to bake the cookies? 3. How long do you need to leave them in room temperature? 4. How many cookies will you get with the above recipe?	

- e. The teacher gives the students 10 minutes to discuss those with their friends next to them.
- f. The teacher reads the questions one by one then write the answer on the board.

3. Post study

- a. The teacher drives the students to read the paragraph in taks 2 and write the topic, the main idea, the key words in the main idea, the pattern, supporting facts and ideas.

- b. The teacher asks them to work in pairs.

G. Source and Media

1. Source: Scaffolding English for Junior High School Students Grade IX,
Cakrawala SMP kelas IX, internet
2. Media: pictures

H. Assessment

Task 1

True answer multiple 10

Max score (6x10:6)

Task 2

True answer multiple 10

Max score (5x10:5)

Total score

Task 1 +task 2

Lesson Plan

School	: SMP Muhammadiyah 8 Yogyakarta
Subject	: English
Grade/semester	: IX/1
Topic	: Electronic Device
Time Allocation	: 2 x 40 minutes
Cycle/meeting	: I/2

A. Standard of Competence

5. Understanding the meaning of short functional texts and simple essays in the form of procedure and report which related to surroundings

B. Basic Competency

5.3 Responding to the meaning and rhetoric steps in simple essays accurately, fluently and acceptably which are related to surroundings in the forms of procedure and report texts.

C. Indicators

1. Finding the main idea of each paragraph
2. Finding the details information of the text
3. Recognizing pattern organization of the text.

D. Learning Objectives

1. After the text is read, the students are able to identify main ideas correctly.
2. After the text is given, the students are able to identify the factual information correctly.
3. After the text is given, the students are able to recognize pattern organization of the text correctly.

E. Teaching Materials

Procedure Text

Social function: to describe how something is achieved through a sequence or actions or steps.

Schematic structure of the text:

1. Goal/ aim (*tujuan*)
2. Materials (*bahan-bahan*)
3. Steps (*langkah-langkah*)

Language feature:

1. Simple present tense
2. Imperative sentence
3. Temporal conjunctions (first, second, then, finally, etc)

Note: Procedural text sometimes only consists of goal and steps.

Media



Task 1

Put the instruction on how to install a printer in the correct order. Then, answer the questions. Work in pairs.

- Connect the paper support and plug in the printer.
- Press the POWER button to turn on the printer.
- Put in the ink cartridges.
- Connect the printer and computer with a USB cable, and then insert the printer software CD into the CD-ROM drive.
- Remove the ink cartridges from their bags.
- Press the MAINTENANCE button.
- Follow the instruction to install the printer software.
- Finally, click EXIT to exit the installation. Your printer is ready to use.
- Remove the container from the box. Remove all tape and packing materials from the printer.

Taken from: Epson C.45 Software Installation



The correct order to install printer

-
-
-
-
-
-
-
-
-

Questions

1. What is the first step in installing the printer?
2. Where do you install the ink cartridges?
3. What do you do before connecting the printer with your computer?
4. When do you install the printer software?
5. What is the final step in installing a printer to your computer?

Task 2

Working with another student, read the paragraphs and write the topic, the main idea, the key words in the main idea, and the pattern. Then add the supporting facts and ideas.

- *Listing, Sequence, Comparison/Contrast or Cause/Effect patterns: Signal words and details*
- *Problem/Solution pattern: The problem and the solution*
- *Extended Definition pattern: Explanation and/or description*

Snow Globes

Glue a small object to the inside of the lid - a plastic figurine, etc. Add glitter, beads, or foil confetti, etc. Fill the jar with equal parts water and corn syrup, add food colouring if desired. Seal the lid onto the jar using a watertight sealant (the kind used for aquariums, or the stuff found in the plumbing section of your hardware store). Put a bead of sealant on the threads of the jar and on the inside threads of the lid. Close it up, leave overnight to dry.

Taken from: www.make-stuff.com

Topic: _____

Main idea: _____

Key word in the main idea: _____

Pattern: _____

Supporting facts and ideas:

Signal words/ phrases

Details

F. Teaching – Learning steps

1. Pre reading

- The teacher opens the teaching-learning activities by greeting and checking the students' attendance.
- The teacher shows the picture of printer and leads the students to the topic by asking the following questions:
 - 1) What is that?

2) Can you operate that device?

- c. The teacher explains procedure text.
- d. The teacher distributes the text to the students.
- e. The teacher asks them to read the text at a glance.

2. Whilst reading (Guided Reading activities)

- a. The teacher asks the students to find the difficult words in the text.
- b. The teacher asks them to read the text carefully to find the detailed information.
- c. The teacher asks them to face down the text.
- d. The teacher drives them to discuss and memorize the information from the text by asking them the following guided questions and then asks them to answer or write the correct answers on the work sheet.

The questions to discuss are:

WH Questions	Questions	Responses
What	1. What is the first step in installing the printer? 2. What do you do before connecting the printer with your computer? 3. What is the final step in installing a printer to your computer?	
Where	Where do you install the ink cartridges?	
When	When do you install the printer software?	

- e. The teacher gives the students 10 minutes to discuss those with their friends next to them.
- f. The teacher reads the questions one by one then write the answer on the board.

3. Post study

- c. The teacher drives the students to read the paragraph in taks 2 and write the topic, the main idea, the key words in the main idea, the pattern, supporting facts and ideas.
- d. The teacher asks them to work in pairs.

G. Source and Media

- 3. Source: Scaffolding English for Junior High School Students Grade IX, Cakrawala SMP kelas IX, internet
- 4. Media: pictures

H. Assessment

Task 1

True answer multiple 10

Max score (6x10:6)

Task 2

True answer multiple 10

Max score (5x10:5)

Total score

Task 1 +task 2

Lesson Plan

School : SMP Muhammadiyah 8 Yogyakarta

Subject : English

Grade/semester : IX/1

Topic : Wild animal

Time Allocation : 2 x 40 minutes

Cycle/meeting : II/1

A. Standard of Competence

5. Understanding the meaning of short functional texts and simple essays in the form of procedure and report which related to surroundings

B. Basic Competency

5.3 Responding to the meaning and rhetoric steps in simple essays accurately, fluently and acceptably which are related to surroundings in the forms of procedure and report texts.

C. Indicators

1. Finding the main idea of each paragraph
2. Finding the details information of the text
3. Recognizing pattern organization of the text

D. Learning Objectives

1. After the text is read, the students are able to identify main ideas correctly
2. After the text is given, the students are able to identify the factual information correctly

4. After the text given, the students are able to recognize pattern organization of the text.

E. Teaching Materials

Report Text

Social function: to describe the way things are, with reference to a whole range of phenomenon, natural, culture and social in our environment.

Schematic structure

1. Identification : tells what phenomenon under discussion is
2. Description : specific information

Language feature

1. General noun : reptiles in Komodo island, snake, tigers, etc.
2. Relating verbs/ linking verbs (is, are, has, have, belongs to) example: reptiles are scary animals.
3. Action verbs/ material process: go, walk, fly.
4. Present tense
5. Technical terms: water contains oxygen and hydrogen.

Media



The Blue Whale

The Blue Whale is largest whale and the largest living creature on Earth. Blue whales were hunted a lot for oil, baleen, meat, and other products from the 1930s to the 1960s. This hunting almost caused the extinction of the species. They are now protected and may gradually be returning in several areas.

Blue whales are mainly found in very cold waters, like the Arctic and Antarctic waters. They migrate to the tropics in the winter and to the Arctic and Antarctic in summer.

Blue whales can reach over 24 m (80 ft) long; mature females are usually a bit longer than mature males. They weigh between 87,500- 142,500 kg. The skin has a light grey and white spotty pattern.

Blue whales feed by opening its mouth into dense groups of small sea creatures like plankton, krill or fish.

Blue whales are mammals. They give birth once every two or three years. Mating occurs during the summer season, and they give birth after about 11 months. The calf nurse for seven or eight months and gain weight about 90 kg (200 lb) per day.

Taken from: Microsoft ® Encarta ® 2006

1. What is the text about?
2. What is a blue whale?
3. Why are blue whales endangered?
4. Where do they live?
5. What do they eat?
6. How do they look like?
7. What do they eat?
8. When do they usually mate?
9. When do they reproduce?
10. How long does the calf nurse?

Task 2

Working with another student, read the paragraphs and write the topic, the main idea, the key words in the main idea, and the pattern. Then add further information for each pattern.

- ***Listing, Sequence, Comparison/Contrast or Cause/Effect patterns: Signal words and details***
- ***Problem/Solution pattern: The problem and the solution***
- ***Extended Definition pattern: Explanation and/or description***

KOMODO DRAGON

The Komodo Dragon is the world's biggest lizard. It is a reptile, a cold-blooded animal. It is diurnal, most active during the day. The Komodo Dragon is a fast runner; it can run up to 11 mph (18 kph). It is also a good tree climber and swimmer.

The Komodo Dragon's scientific name is *Varanus komodoensis*. It is in danger of extinction because of habitat lost. Its life span is about 20 years.

Komodo Dragons live on islands in Indonesia, including the island of Komodo. They live in hot, humid, grassy lowlands and in rainforests.

The Komodo Dragon is about 9 feet (2.8 m) long, but can get up to 10 feet (3 m) long and weighs up to 300 pounds (135 kg). It has large jaws, four short legs, and fivetoed feet with sharp claws. The tail is longer than the body. It senses chemicals with a long, yellow, forked tongue.

The Komodo Dragon is a carnivore (meat-eater). It eats almost anything that it can catch, including goats, deer, wild boars, other lizards, and carrion (dead meat that it finds).

The Komodo Dragon has disease-ridden bacteria in its mouth. After it bites its prey, the victim will get sick and die from blood poisoning in one or two days. The Komodo Dragon will then find the body and eat it.

Topic: _____

Main idea: _____

Key word in the main idea: _____

Pattern: _____

Supporting facts and ideas:

Signal words/ phrases

Details

F. Teaching – Learning steps

1. Pre reading

- a. The teacher opens the teaching-learning activities by greeting and checking the students' attendance.
- b. The teacher shows the picture of blue whale and leads the students to the topic by asking the following questions:
 - 1) Have you ever seen this animal?
 - 2) Where do they usually live?
- c. The teacher explains report text
- d. The teacher distributes the text to the students.
- e. The teacher asks them to read the text at a glance.

2. Whilst reading (Guided Reading activities)

- a. The teacher asks the students to find the difficult words in the text.

- b. The teacher asks them to read the text carefully to find the detailed information.
- c. The teacher asks them to face down the text.
- d. The teacher drives them to discuss and memorize the information from the text by asking them the following guided questions and then asks them to answer or write the correct answers on the work sheet.

The questions to discuss are:

WH Questions	Questions	Responses
What	1. What is the text about? 2. What is the blue whale? 3. What do they eat?	
Why	1. Why are blue whales endangered?	
Where	1. Where do they live?	
How	1. How do they look like? 2. how long does the calf nurse?	
When	1. When do they usually mate? 2. when do they reproduce?	

- e. The teacher gives the students 10 minutes to discuss those with their friends next to them.
- f. The teacher reads the questions one by one then write the answer on the board..

3. Post study (Summarizing Procedures activities)

- e. The teacher drives the students to The teacher drives the students to read the paragraph in taks 2 and write the topic, the main idea, the key words in the main idea, the pattern, supporting facts and ideas.
- f. The teacher asks them to work in pairs.

G. Source and Media

5. Source: Scaffolding English for Junior High School Students Grade IX,
Cakrawala SMP kelas IX, internet
6. Media: pictures

H. Assessment

Task 1

True answer multiple 10

Max score (10x10:10)

Task 2

True answer multiple 10

Max score (5x10:5)

Total score

Task 1 +task 2

Lesson Plan

School : SMP Muhammadiyah 8 Yogyakarta

Subject : English

Grade/semester : IX/1

Topic : Natural Disaster

Time Allocation : 2 x 40 minutes

Cycle/meeting : II/1

A. Standard of Competence

5. Understanding the meaning of short functional texts and simple essays in the form of procedure and report which related to surroundings

B. Basic Competency

5.3 Responding to the meaning and rhetoric steps in simple essays accurately, fluently and acceptably which are related to surroundings in the forms of procedure and report texts.

C. Indicators

1. Finding the main idea of each paragraph
2. Finding the details information of the text
3. Recognizing pattern organization of the text

D. Learning Objectives

1. After the text is read, the students are able to identify main ideas correctly
2. After the text is given, the students are able to identify the factual information correctly

3. After the text given, the students are able to recognize pattern organization of the text.

F. Teaching Materials

Report Text

Social function: to describe the way things are, with reference to a whole range of phenomenon, natural, culture and social in our environment.

Schematic structure

1. Identification : tells what phenomenon under discussion is
2. Description : specific information

Language feature

1. General noun : reptiles in Komodo island, snake, tigers, etc.
2. Relating verbs/ linking verbs (is, are, has, have, belongs to) example: reptiles are scary animals.
3. Action verbs/ material process: go, walk, fly.
4. Present tense
5. Technical terms: water contains oxygen and hydrogen.

Media



FLOOD

Flood is an overflow of water that soaks or covers land. Floods are the most frequent type of natural disaster worldwide. It can be caused by several things, naturally and form the effect of human behavior. The most common cause is because of the over capacity of the body of water, e.g. river or lake. As a result some of the water flows outside of the body of water. It can also occur in rivers, when the strength of the river is so high that it flows right out of the river channel. A flood from sea may be caused by a heavy storm, a high tide, a tsunami, or a combination the three. Soil and vegetation absorbs most of the surface water, floods happen when there are lack of trees and the soil alone cannot absorb all the water. The water then runs off the land in quantities that cannot be carried in stream channels or kept in natural ponds or man-made reservoirs. A flood can also be caused by blocked sewage pipes and waterways, such as the Jakarta flood. There are several types of flood. Periodic floods occur naturally on many rivers, forming an area known as the flood plain. These river floods usually result from heavy rain, sometimes combined with melting snow, which causes the rivers to overflow their banks. A flood that rises and falls rapidly with little or no advance warning is called a flash flood.

Adapted from: <http://en.wikipedia.org/wiki/Flood>

Questions

1. What is the report about?
2. What are the natural causes of flood?
3. What are the human causes of flood?
4. What is periodic flood?
5. What is flash flood?

Task 2

In this exercise, each paragraph is missing a sentence. Working with another student, read each paragraph, identify its pattern of organization, and then choose the sentence that fits best. Use these abbreviations: Listing (L), Cause/Effect (C/E,) Sequence (S,) Problem/Solution (P/S), Comparison/Contrast (C/C) Extended Definition (ED)

1. Rainbow is an optical and meteorological phenomenal that produces the spectrum of light in the sky when the sun shines when it rains. Sequence, the color is red, orange, yellow, green, blue, indigo and violet. Rainbow produced when light refracts through water droplets in the air. That's why the rainbow is always seen after rain. It's curved in the air as water droplets spherical. But usually the bottom of the rainbow is protected by the earth. Rainbow phenomenal can also be seen with the back of the sun and spray water on a sunny day.

Rainbow occurs due to refraction of sunlight by the drops. When the sunshine pass through water droplets, such as when it was refracted through _____ a _____ prism _____ of glass._____. Some of the colored light is then reflected from the far side on the droplets of water, again and again out of the water droplets.

Pattern _____ **Missing Sentence** _____

2. A tornado is a violently rotating column of air which is in contact with both a cumulonimbus cloud or, in rare cases, a cumulus cloud base and the surface of the earth. Tornadoes come in many sizes but are typically in the form of a visible condensation funnel, whose narrow end touches the earth and is often encircled by a cloud of debris.

Most tornadoes have wind speeds of 110 mph (177 km/h) or less, are about 250 feet (75 m) across, and travel a few miles (several kilometers) before disappears._____

Although tornadoes have been observed on every continent except Antarctica, most occur in the United States. They also commonly occur in southern Canada, south central and eastern Asia, east-central South America, Southern Africa, north-western and central Europe, Italy, western and south-eastern Australia, and New Zealand

Pattern_____ **Missing sentence**_____

3. Earthquake is a sudden shaking of the earth's surface that often causes a lot of damage. It is the result of a sudden release of stored energy in the Earth's crust that creates seismic waves. Earthquakes may happen naturally or as a result of human activities. Smaller earthquakes can also be caused by volcanic activity, landslides, mine blasts, and nuclear experiments.

At the Earth's surface, earthquakes can be seen from the shaking or displacement of the ground. Sometimes, they cause tsunamis, which may lead to loss of life and damage of property. There are two types of earthquake that occurs naturally, they are tectonic and volcanic earthquakes. Tectonic earthquakes are earthquakes that are caused by tectonic plates getting stuck and putting a strain on the ground. The strain becomes so great that rocks give way by breaking and sliding along fault planes.

Volcanic earthquakes are earthquakes which are caused by the movement _____ of _____ magma _____ in volcanoes._____. Such earthquakes can be an early warning of volcanic eruptions

The size of an earthquake is usually reported using the Richter scale or a related Moment scale. Earthquakes which are 3 on the Richter scale or lower are hard to notice. Whereas, those which are 7 on the Richter scale causes serious damage over large areas

Pattern_____ **Missing sentence**_____

4. Flood is an overflow of water that soaks or covers land. Floods are the most frequent type of natural disaster worldwide. It can be caused by several things, naturally and form the effect of human behavior. The most common cause is because of the over capacity of the body of water, e.g. river or lake. As a result some of the water flows outside of the body of water. It can also occur in rivers, when the strength of the river is so high that it flows right out of the river channel. A flood from sea may be caused by a heavy storm, a high tide, a tsunami, or a combination the three.

oil and vegetation absorbs most of the surface water, floods happen when there are lack of trees and the soil alone cannot absorb all the water. The water then runs off the land in quantities that cannot be carried in stream channels or kept in natural ponds or man-made reservoirs. A flood can also be caused by blocked sewage pipes and waterways, such as the Jakarta flood.

There are several types of flood. _____ These river floods usually result from heavy rain, sometimes combined with melting snow, which causes the rivers to overflow their banks. A flood that rises and falls rapidly with little or no advance warning is called a flash flood.

Pattern _____ **Missing sentence** _____

5. Avalanche is a sudden flow of a large mass of snow or ice down a slope or cliff. Such flows can be destructive of life and property. Avalanches are most common on slopes exceeding 30°, frequently when a deep snow falls suddenly and does not have a chance to cohere, or when a thaw undercuts a blanket of older snow. Pellet like snow (graupnel) is also more prone to avalanche than a fall of ordinary snowflakes. Flows of wind-packed slabs of snow can be especially hazardous.

Many avalanches are small slides of dry powdery snow that move as a formless mass. These "sluffs" account for a tiny fraction of the death and destruction wrought by their bigger, more organized cousins. Disastrous avalanches occur when massive slabs of snow break loose from a mountainside and shatter like broken glass as they race downhill. These moving masses can reach speeds of 80 miles (130 kilometers) per hour within about five seconds. Victims caught in these events seldom escape. Avalanches are most common during and in the 24 hours right after a storm that dumps 12 inches (30 centimeters) or more of fresh snow. The quick pileup overloads the underlying snowpack, which causes a weak layer beneath the slab to fracture. The layers are an archive of winter weather: Big dumps, drought, rain, a hard freeze, and more snow. How the layers bond often determines how easily one will weaken and cause a slide.

Storminess, temperature, wind, slope steepness and orientation (the direction it faces), terrain, vegetation, and general snowpack conditions are all factors that influence whether and how a slope avalanches.

Pattern _____ **Missing Sentence** _____

Missing sentences:

- a. In volcanic regions earthquakes may be caused both by tectonic faults and by the movement of magma in volcanoes.
- b. So in the droplets of water, we've got a different color from one side to the other water droplets.

- c. Different combinations of these factors create low, moderate, considerable, and high avalanche hazards.
- d. Periodic floods occur naturally on many rivers, forming an area known as the flood plain.
- e. Some reach wind speeds of more than 300 mph (480 km/h), stretch more than a mile (1.6 km) across, and stay on the ground for dozens of miles (more than 100 km)

Task 3

Compare your answers with those of another pair of students.

F. Teaching – Learning steps

1. Pre reading

- a. The teacher opens the teaching-learning activities by greeting and checking the students' attendance.
- b. The teacher shows the picture of flood and leads the students to the topic by asking the following questions:
 - 1) What is that?
 - 2) How it can be happened?
- c. The teacher explains report text
- d. The teacher distributes the text to the students.
- e. The teacher asks them to read the text at a glance.
- f.

2. Whilst reading (Guided Reading activities)

- a. The teacher asks the students to find the difficult words in the text.
- b. The teacher asks them to read the text carefully to find the detailed information.
- c. The teacher asks them to face down the text.
- d. The teacher drives them to discuss and memorize the information from the text by asking them the following guided questions and then asks them to answer or write the correct answers on the work sheet.

The questions to discuss are:

WH Questions	Questions	Responses
What	1. What is the report about? 2. What are the natural causes of flood? 3. What are the human causes of flood? 4. What is periodic flood? 5. What is flash flood?	

e. The teacher gives the students 10 minutes to discuss those with their friends next to them.

f. The teacher reads the questions one by one then write the answer on the board..

3. Post study (Summarizing Procedures activities)

g. The teacher drives the students to The teacher drives the students to read the paragraph in taks 2 and write the topic, the main idea, the key words in the main idea, the pattern, supporting facts and ideas.

h. The teacher asks them to work in pairs.

G. Source and Media

7. Source: Scaffolding English for Junior High School Students Grade IX, Cakrawala SMP kelas IX, internet

8. Media: pictures

H. Assessment

Task 1

True answer multiple 10

Max score (10x10:10)

Task 2

True answer multiple 10

Max score (5x10:5)

Total score

Task 1 +task 2

2

APPENDIX C

FIELD NOTES

FIELD NOTES

FN 01

Monday, August 18th, 2014 at 09.00-09.30

P: Peneliti K: Kaprodi PBI

Proposal penelitian P disahkan oleh pembimbing I. Selanjutnya P menemui kaprodi PBI, oleh K, P disuruh meminta pengesahan proposal beserta pengesahan surat ijin penelitian ditujukan kepada wakil dekan II FBS.

FN 02

Tuesday, August 19th, 2014 at 09.00-09.30

P: Peneliti PTD: Petugas Kantor Dekanat WD 1: Wakil Dekan 1

Pukul 09.00 P mengantar surat dan proposal penelitian yang sudah disahkan kaprodi ke bagian dekanat FBS. PTD meminta semua blanko ditinggal di meja resepsionis untuk dimintakan pengesahan WD I jika WD I datang ke kantor.

FN 03

Wednesday, August 20th, 2014 at 09.00-09.30

P: Peneliti PTD: Petugas Kantor Dekanat WD 1: Wakil Dekan 1

Pukul 09.00 P mengambil surat ijin penelitian yang sudah disahkan oleh WD I di meja resepsionis. Kemudian, P mengantar surat tersebut ke subdik PLA beserta proposal penelitian dan diterima oleh PSD. PSD mengurus surat yang ditujukan ke Majelis Dikdasmen PDM Yogyakarta.

FN 04

Thursday, August 21st, 2014 at 10.30

P: Peneliti GP: Guru Piket GBI: Guru Bahasa Inggris

KTU: Kepala Tata Usaha PDM: Majelis Dikdasmen PDM Yogyakarta

Peneliti datang ke sekolah dengan tujuan untuk mengadakan penelitian skripsi. P ditemui oleh GP. Setelah member salam dan dipersilakan duduk, GP menanyakan tujuan P ke sekolah, dan P menjawab akan bertemu GBI untuk melakukan observasi dan penelitian di kelas IX terkait tugas akhir skripsi. GP meminta P untuk menunggu sebentar dikarenakan GBI sedang ada kegiatan di luar sekolah dan akan kembali sebentar lagi. Setelah beberapa menit, GBI tiba di sekolah. Setelah bertemu dengan GBI, P pun menyampaikan maksud kedatangannya. GBI meminta proposal yang telah P buat beserta perangkat pengajarnya seperti pre test, course grid dan lesson plan. GBIpun melihat sekilas dan bersedia membantu P, namun beliau menyarankan P untuk melakukan penelitian di kelas IX sebab kelas VII dan VIII sudah memakai kurikulum 2013. Selain itu, GBI juga menyarankan P untuk merubah instrument penelitian yang semula dirancang untuk kelas VIII menjadi kelas IX sebab sudah tidak relevan lagi. GBI juga menyampaikan tentang pembelajaran bahasa Inggris di SMP Muhammadiyah 8. Dari perbincangan dengan GBI, P pun mengetahui kesulitan terbesar yang sering dihadapi siswa dalam mengikuti pelajaran bahasa Inggris yaitu memahami teks bahasa Inggris, selain ada masalah-masalah lain seperti motivasi siswa.

Selanjutnya, GBI mempersilahkan P menemui kepala TU terkait persyaratan agar dapat melaksanakan observasi dan penelitian di sekolah tersebut. KTU menyampaikan bahwa jika ingin melakukan observasi dan penelitian harus membawa surat permohonan izin penelitian dari universitas yang kemudian dilanjutkan ke Majelis Dikdasmen PDM Yogyakarta. Ketika informasi yang didapat sudah dianggap cukup, P memohon pamit.

FN 05

Friday, August 22nd, 2014 at 07.00

P: Peneliti

GBI: Guru Bahasa Inggris

KTU: Kepala Tata Usaha

PDM: Majelis Dikdasmen PDM Yogyakarta

P datang ke sekolah pukul 07.00. kemudian, P menemui kepala TU untuk menyerahkan surat permohonan izin penelitian dari universitas kepada kepala sekolah untuk kemudian dilanjutkan ke Majelis Dikdasmen PDM Yogyakarta. Kepala TU menjanjikan surat izin yang telah ditanda tangani kepala sekolah dapat diambil pada siang harinya. Setelah urusan administrasi dirasa sudah selesai, P menemui GBI yang kebetulan sudah membuat janji sebelumnya. P menyerahkan lembar RPP, course grid dan soal reading comprehension test untuk kelas IX kepada GBI. Kemudian P menyampaikan rencana penelitian di kelas IX dan meminta izin serta bantuannya. Dengan beberapa pertimbangan yang positif beliau menyanggupi dengan senang hati, namun untuk jadwal beliau masih menunggu izin dari Dikdasmen PDM Yogyakarta turun yang biasanya memakan waktu 1 minggu. GBI mengingatkan kepada P bahwa pertengahan Oktober, kelas 9 sudah mulai les tambahan. Oleh karena itu setelah izin keluar, P disarankan harus segera menyesuaikan waktu penelitiannya agar bisa selesai sebelum siswa memulai les tambahan.

FN 06

Friday, August 22nd, 2014 at 07.40-09.00

P: Peneliti

GBI: Guru Bahasa Inggris

S: Siswa

Setelah kegiatan penjasroh usai, Pada pukul 07.40, P dan GBI menuju ruang kelas IX C untuk mengadakan observasi pembelajaran. Pertama-tama GBI menyapa S dan menanyakan siapa yang tidak hadir. Tidak ada siswa yang tidak hadir. GBI mengatakan bahwa hari ini mereka kedatangan tamu. GBI mempersilahkan P untuk memperkenalkan diri. P pun menyebutkan nama dan asal institusinya. Setelah perkenalan singkat P, GBI memulai pelajaran dengan meneruskan pelajaran pada pertemuan sebelumnya. Sementara GBI mengajar S, P duduk di baris paling belakang. GBI bertanya apakah S sudah selesai mengerjakan PR. Semua S diam. GBI mencocokkan jawaban PR tanpa berdiskusi dengan S. Pada saat GBI membacakan seluruh jawaban, banyak S sibuk dengan urusannya

sendiri, ada yang ngobrol dengan temannya ada juga yang membaca buku lain. S terlihat tidak ada motivasi untuk belajar bahasa Inggris. Beberapa dari S tidak mau melaksanakan instruksi GBI untuk mengerjakan tugas yang ada di LKS. Sebagian besar malah asyik berbincang-bincang dengan teman sebangkunya. Jika S ditegur GBI hanya patuh beberapa saat kemudian ramai lagi. Kemudian siswa menulis jawabannya di papan tulis secara sukarela. GBI mengecek jawaban di papan tulis. Kemudian GBI mengulas materi selanjutnya sampai bel berbunyi. Pukul 09.00 GBI mengakhiri pelajaran dengan berdoa.

FN 06

Saturday, August 23rd, 2014 at 08.00

P: Peneliti PDM: Majelis Dikdasmen PDM Yogyakarta

P datang ke Majelis Dikdasmen PDM Yogyakarta pukul 08.00 untuk menyerahkan surat izin yang telah ditanda tangani kepala sekolah. P juga menyertakan proposal penelitian yang nantinya akan diperiksa dahulu kemudian diberikan rekomendasi-rekomendasi. P diminta kembali lagi pada hari Sabtu minggu depan.

FN 07

Saturday, August 23rd, 2014 at 09.40

P: Peneliti GBI: Guru Bahasa Inggris

PDM: Majelis Dikdasmen PDM Yogyakarta

P tiba di SMP Muhammadiyah 8 Yogyakarta pukul 09.40 untuk berkonsultasi dengan GBI apabila diperbolehkan memulai penelitian tanpa menunggu surat izin dari Majelis Dikdasmen PDM Yogyakarta disebabkan karena keterbatasan waktu. GBI berkata akan berkonsultasi dahulu dengan KS dan bagian kurikulum sebab ini bukan wewenang beliau. GBI menjanjikan akan member kabar lewat SMS.

Sebelum pulang, GBI menyuruh P untuk memfoto kopi jadwal pelajaran semester gasal SMP Muhammadiyah 8 tahun ajaran 2014/ 2015 dan daftar hadir siswa seluruh kelas IX.

FN 08

Tuesday, August 25th, 2014 at 09.00

P: Peneliti GBI: Guru Bahasa Inggris

P datang ke sekolah dengan tujuan untuk menyelenggarakan pre-test setelah sebelumnya mendapat kabar gembira dari GBI lewat SMS bahwa P diperbolehkan memulai penelitian tanpa menunggu turunnya surat izin dari Majelis Dikdasmen PDM Yogyakarta. Rencananya P akan mengadakan penelitian di kelas yang sudah P observasi pada hari Jumat, 22 Agustus 2014 yaitu kelas IX C.

FN 09

Tuesday, August 25th, 2014 at 09.40

P: Peneliti GBI: Guru Bahasa Inggris S: Siswa

P masuk ke kelas di damping GBI. GBI menyampaikan kepada S bahwa kelas hari ini akan diisi oleh P. P menyampaikan akan mengambil data skripsi untuk itu P memohon bantuan dan kerja sama dari S. P menjelaskan apa yang akan mereka lakukan hari ini. Setelah kertas soal reading comprehension test didistribusikan, P mengingatkan bahwa alokasi waktu untuk mengerjakan soal adalah 2×40 menit. S diminta mengerjakan soal sebaik-baiknya, tidak usah tanya teman maupun membuka kamus. Penyelenggaraan pre-test berjalan mulus, walaupun ada beberapa S bisik-bisik minta contekan. Seluruh S dapat menyelesaikan soal pre-test bahkan sebelum bel tanda ganti jam pelajaran berbunyi. Tidak lupa P memberikan S makanan ringan berupa bika ambon sebagai ucapan terima kasih atas kerja samanya. Kesempatan ini dipakai P untuk mewawancarai S. Sementara

S diwawancarai, sisanya diminta untuk tidak gaduh. Mereka boleh mengerjakan hal lain asal tidak mengganggu.

FN 10

Friday, August 29th, 2014 at 07.40-09.00

P: Peneliti

TP: Teman Peneliti

GBI: Guru Bahasa Inggris

S: Siswa

P dan TP sampai di sekolah pukul 07.00. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 07.40, P menemui GBI untuk masuk ke ruang kelas IX C. Pertama GBI menyapa S dan mengungkapkan bahwa hari ini P akan mengajar. GBI duduk di baris paling belakang dan T mengambil foto suasana pembelajaran. Setelah dipersilakan, P membuka pelajaran dengan salam dan menanyakan kehadiran siswa. P membagikan materi kepada S. S terlihat antusias karena ada guru yang berbeda yang akan mengajar, namun beberapa dari mereka terlihat tidak tertarik dengan pelajaran Bahasa Inggris. Pertama, P mencoba menarik perhatian S dengan menunjukkan gambar. Mereka terlihat antusias dengan gambar yang ditunjukkan P. "What is that?", tanya P. Seorang S di barisan depan menjawab, "cookies". "Have you ever make this kind of food?", P menambahkan. S terlihat kebingungan dengan pertanyaan P, maka P mengubah pertanyaannya menjadi "Kalian waktu lebaran kemarin bikin kue sendiri apa beli?" Ada yang menjawab beli, ada yang menjawab buat. Setelah lembar kerja di distribusikan ke seluruh S, P secara acak meminta beberapa orang S untuk membaca teks tersebut. setelah text selesai dibaca, P menjelaskan secara singkat instruksi pada task 1 dan 2 yang merupakan task tentang kosa kata dan konten. Setelah task 1 dan 2 selesai dikerjakan dan dibahas, P meminta S untuk mencermati kembali teks berjudul vanilla drop cookies tadi. P bertanya kepada S tentang jenis text. "Class, we'll talk about text. Can you mention kinds of English text that you have learnt? Tentang jenis teks?" S nampak tidak merespon dengan

baik. P pun menyebutkan macam jenis teks. “OK, I’m sure you guys have heard about narrative, recount, procedure, report and so on. Do you?” S menjawab, “yes”. “Jadi, menurut kalian teks ini termasuk kategori teks apa?” S tidak ada menjawab. P menunjuk siswa di depan meja guru. “Coba Sabir di jawab”. “procedure, miss” jawab S. P kemudian menjelaskan tentang teks procedure, termasuk di dalamnya social function, schematic structure dan language feature nya. Sebelum masuk task 3, P memperkenalkan strategi membaca text bahasa Inggris yang dinamakan recognizing text organization. S diajarkan mengidentifikasi pola bacaan sebelum menjawab pertanyaan. Waktu jam pelajaran sudah habis sebelum S selesai mengerjakan task 3. P meminta S melanjutkan mengerjakan task 3 di rumah. Kelas ditutup dengan doa yang dipimpin oleh ketua kelas.

FN 11

Tuesday, September 2nd, 2014 at 09.00-10.40

P: Peneliti

TP: Teman Peneliti

GBI: Guru Bahasa Inggris

S: Siswa

P dan TP sampai di sekolah pukul 08.45. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Pertama P menyapa S lalu membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Semua siswa hadir. Lalu P menanyakan pekerjaan rumah minggu lalu. “*How is your homework, class? has it done yet?*” dan ternyata hanya beberapa siswa yang mengerjakan, selebihnya belum. Bahkan ada siswa yang tidak membawa handout minggu lalu. Sebagai jalan keluar, P meminta S menyelesaikan PRnya dengan diskusi kelompok selama 30 menit. “*OK then, I will give you 30 minutes to do your homework now. You may work in group and good luck*”. PR dibahas setelah S selesai mengerjakannya. Diketahui bahwa S kesulitan dalam menemukan main idea. Mereka masih belum bisa membedakan perbedaan main idea dan topic. P menjelaskan bagian tersebut lebih dalam. setelah selesai membahas main idea, S diminta mempresentasikan

jawabanya di depan kelas. Tahap selanjutnya, S diberikan teks yang lain yang berjudul “how to install printer”. P menunjukkan gambar sebuah printer dan bertanya kepada S. “*What is that?*” “*Can you operate that device?*”

kemudian S diminta mengerjakan comprehension question yang ada di worksheet. Sepertinya S nampak bosan dengan tugas yang diberikan, meskipun pada akhirnya seluruh materi dapat dibahas tepat waktu.

FN 12

Friday, September 5th, 2014 at 07.40-09.00

P: Peneliti

TP: Teman Peneliti

GBI: Guru Bahasa Inggris

S: Siswa

P dan TP sampai di sekolah pukul 07.00. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah salam dan mengecek presensi siswa, P memberikan materi baru, yaitu report text. Untuk menggali pengetahuan S, P menunjukkan gambar seekor paus biru. Siswa ditanyai beberapa pertanyaan seperti, “*why are blue whales endangered?*” dan “*Where do they live?*”

Kemudian S diminta mengerjakan 2 tasks yang tersedia. P membuat variasi pada soal-soal agar S tidak bosan. Sepertinya tanggapan S bagus. Mereka tampak antusias, bahkan mulai lancer menebak task organization pada task 2.

Kelas ditutup dengan doa yang dipimpin oleh ketua kelas.

FN 13

Tuesday, September 2nd, 2014 at 09.00-10.40

P: Peneliti

TP: Teman Peneliti

GBI: Guru Bahasa Inggris

S: Siswa

P dan TP sampai di sekolah pukul 08.45. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Pertama P menyapa S lalu membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Kemudian P menunjukkan gambar mengenai bencana banjir dan melontarkan beberapa pertanyaan seperti "*What is that?*" dan "*How it can be happened?*". S memperhatikan dengan seksama pembahasan P.

Kegiatan pembelajaran dilanjutkan dengan menjawab soal comprehension text dan yang terkait dengan text organization. Manajemen waktu pembelajaran kali ini lebih baik sebab S dapat mengerjakan semua tasks dalam 30 menit. Sisa waktu yang ada p pergunakan untuk sesi wawancara. Jam pelajaran berakhir, kelas ditutup dengan doa yang dipimpin oleh ketua kelas.

APPENDIX D

INTERVIEW

TRANSCRIPT

INTERVIEW TRANSCRIPT

Interview 1

Date : Thursday, August 21th, 2014 P : Peneliti

Time : 10.30 GBI : Guru Bahasa Inggris

Place : Teacher Room

P	“Bagaimana kondisi kelas reading di kelas IX C bu?”
GBI	“Kelas IX C ini termasuk kelas yang lumayan. Kemampuan murid-muridnya tidak bisa dikatakan bagus semua tapi jelek sekali juga tidak, sedengan lah.”
P	“Tidak ada kendala sama sekali bu?”
GBI	“Kalau kendala tentunya ada ya, anak-anak itu sering kurang kesadaran. Mereka itu benar-benar saya persiapkan, kan mereka sudah kelas IX, sebentar lagi menghadapi ujian-ujian. Sudah saya persiapkan dengan memberikan tugas-tugas, tapi ya itu, pada mengeluh tugasnya terlalu banyak.”
P	“Dalam skill membaca, ada kendala khusus tidak pada murid secara umum bu?”
GBI	“Mereka itu masih lemah dalam memahami teks bacaan. Selain itu perbendaharaan kata juga kurang, makanya tiap ada pelajaran Bahasa Inggris, saya mewajibkan mereka untuk membawa kamus.”
P	“Oh ya bu, saya rasa sudah cukup, terima kasih waktunya.”

Interview 2

Date : Tuesday, August 26th, 2014

P : Peneliti

Time : 09.00 -10.40

S : Siswa bernama Laras

Place : Classroom

P	“Terima kasih waktunya ya Ras, bisa cerita nggak, bagaimana pelajaran Bahasa Inggris menurut kamu? Sulit apa mudah?”
S	“Sulit, miss.”
P	“Oh, gitu. Emang kalo pelajaran Bahasa Inggris terutama reading kegiatannya apa?”
S	“Biasanya baca teks di LKS lalu ngerjain soal.”
P	“Kamu enjoy nggak?”
S	“Sebenarnya males sih baca teks panjang-panjang.”
P	“Oh, lalu kalian pernah dikasih tau strategi membaca teks bahasa Inggris nggak?”
S	“Wah, nggak tuh miss.”
P	“Jadi menurut kamu cara mudah memahami teks bahasa Inggris gimana?”
S	“Buka kamus kali ya.”

Interview 3

Date : Friday, August 29th, 2014

P : Peneliti

Time : 07.40- 09.00

S : Siswa

Place : Classroom

P	“Gimana tadi pelajarannya, Dik? Asyik nggak?”
S	“Asyik.” “Menyenangkan.”
P	“OK. Menyenangkan tapi jelas nggak?”
S	“Jelas kok miss.” “Lumayan”
P	“Tadi miss Lisa menjelaskan pola-pola kalimat dalam teks procedure. Bisa dipahami tidak, dik?”
S	“Iya, miss” “Aku masih bingung miss bedain topic sama main idea, miss.”

Interview 4

Date : Friday, August 29th, 2014

P : Peneliti

Time : 09.00

GBI : Guru Bahasa Inggris

Place : Teacher room

P	“Bagaimana pendapat Ibu mengenai pembelajaran tadi, Bu?”
GBI	“Oh, sudah bagus. Tadi mbak Lisa sudah mengajar dengan baik”
P	“Terimakasih, Bu. Lalu apakah ada masukan untuk selanjutnya, Bu?”
GBI	“Nggak, udah bagus. Cuma suaranya agak lebih keras ya mbak Lisa, soalnya kurang kedengaran sampai belakang”
P	“Ya, Bu. Terima kasih atas sarannya.”

Interview 5

Date Tuesday, September 2nd, 2014 P : Peneliti

Time : 09.00 -10.40 S : Siswa

Place : Classroom

P	“Em, terus kalian suka nggak sama pelajaran Bahasa Inggris hari ini?” “Kenapa kok suka?”
S	Suka, Mbak.” “Nggak bikin bosan soalnya kelompokan juga.”
P	“Terus, kesulitan apa yang kalian temui?”
S	“Artinya, Mbak”
P	“O ya, tadi Miss Lisa kan udah nyediakan dan njelaskan text organizaion. Bagaimana menurut kalian? Bantu nggak?”
S	“Bantu mbak, dikit”
P	“Bantunya gimana?”
S	Jadi bisa tau itu teks apa asal inget keywordnya. Gitu ga sih?”
P	“Ya. Kurang lebih seperti itu”

Interview 5

Date Friday, September 12th, 2014 P : Peneliti

Time : 09.00 -10.40 GBI : Guru Bahasa Inggris

Place : Teacher's Room

P	“Bagaimana pendapat ibu mengenai pembelajaran yang telah saya lakukan dalam beberapa pertemuan ini, Bu?”
---	--

GBI	“Mbak Lisa sudah bagus, media, semuanya sudah bagus.”
P	“Menurut ibu apakah motivasi siswa dan kemampuannya meningkat, Bu?”
GBI	“Jela ada. <i>Grammarnya</i> sudah mulai lumayan. Anak-anak kelihatannya antusias.’
P	“Lalu apakah saya perlu menambah pertemuan atau dirasa suah cukup?”
GBI	“Sudah saja, Mbak. 4 pertemuan sudah keliatan peningkatannya kok”
P	“Ya Bu, terima kasih atas bantuannya selama ini”
GBI	“Sama-sama, Mbak”

APPENDIX E

OBSERVATION

CHECKLIST

OBSERVATION CHECKLIST

Day/ Date : Friday, August 29th, 2014

Meeting : 1

Check (✓) each item in the column that most clearly represents your observation.

Teaching and Learning Process		Yes	No
A. Opening			
1.	The teacher greets the students.	✓	
2.	The students respond to the teacher.	✓	
3.	The teacher leads the student to pray.	✓	
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
B. Pre- Reading			
1.	The teacher presents picture of some procedure text and asks the students about anything related to the pictures.	✓	
2.	The students respond to the question related to the pictures.	✓	
3.	The teacher presents a picture of the story.	✓	
4.	The students write down anything they know about the picture.		✓
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
C. Whilst Reading			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about report text.	✓	
3.	The students observe the generic structure of the text.	✓	
4.	The students respond to the teacher's questions related to the generic structure of the text.	✓	
D. Post-Reading			
1.	The students underline the present verbs in the text.		✓
2.	The students answer comprehension questions related to the text.	✓	
E. Closing			
1.	The students summarize the materials assisted by the teacher.		✓
2.	The teacher gives the students a short explanation for	✓	

	the next lesson.		
3.	The teacher leads the prayer.	√	
4.	The teacher greets the students.	√	

Adapted from Format Observasi Pembelajaran di Kelas, NPma 1. Universitas Negeri Yogyakarta

The English Teacher

Puji Astuti, SS

OBSERVATION CHECKLIST

Day/ Date : Tuesday, September 2nd, 2014

Meeting : 2

Check (✓) each item in the column that most clearly represents your observation.

Teaching and Learning Process		Yes	No
A. Opening			
1.	The teacher greets the students.	✓	
2.	The students respond to the teacher.	✓	
3.	The teacher leads the student to pray.	✓	
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
B. Pre- Reading			
1.	The teacher presents picture of some procedure text and asks the students about anything related to the pictures.	✓	
2.	The students respond to the question related to the pictures.	✓	
3.	The teacher presents a picture of the story.	✓	
4.	The students write down anything they know about the picture.		✓
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
g. Whilst Reading			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about report text.		✓
3.	The students observe the generic structure of the text.		✓
4.	The students respond to the teacher's questions related to the generic structure of the text.		✓
h. Post-Reading			
1.	The students underline the present verbs in the text.		✓
2.	The students answer comprehension questions related to the text.	✓	
i. Closing			
2.	The students summarize the materials assisted by the teacher.		✓
3.	The teacher gives the students a short explanation for	✓	

	the next lesson.		
4.	The teacher leads the prayer.	√	
5.	The teacher greets the students.	√	

Adapted from Format Observasi Pembelajaran di Kelas, NPma 1. Universitas Negeri Yogyakarta

The English Teacher

Puji Astuti, SS

OBSERVATION CHECKLIST

Day/ Date : Friday, September 5th, 2014

Meeting : 3

Check (✓) each item in the column that most clearly represents your observation

Teaching and Learning Process		Yes	No
A. Opening			
1.	The teacher greets the students.	✓	
2.	The students respond to the teacher.	✓	
3.	The teacher leads the student to pray.	✓	
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
B. Pre- Reading			
1.	The teacher presents picture of some procedure text and asks the students about anything related to the pictures.	✓	
2.	The students respond to the question related to the pictures.	✓	
3.	The teacher presents a picture of the story.	✓	
4.	The students write down anything they know about the picture.	✓	
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
C. Whilst Reading			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about procedure text.	✓	
3.	The students observe the generic structure of the text.	✓	
4.	The students respond to the teacher's questions related to the generic structure of the text.	✓	
D. Post-Reading			
1.	The students underline the present verbs in the text.		✓
2.	The students answer comprehension questions related to the text.	✓	
E. Closing			
1.	The students summarize the materials assisted by the teacher.		✓
2.	The teacher gives the students a short explanation for	✓	

	the next lesson.		
3.	The teacher leads the prayer.	√	
4.	The teacher greets the students.	√	

Adapted from Format Observasi Pembelajaran di Kelas, NPma 1. Universitas Negeri Yogyakarta

The English Teacher

Puji Astuti, SS

OBSERVATION CHECKLIST

Day/ Date : Tuesday, September 9th, 2014

Meeting : 4

Check (✓) each item in the column that most clearly represents your observation.

Teaching and Learning Process		Yes	No
A. Opening			
2.	The teacher greets the students.	✓	
2.	The students respond to the teacher.	✓	
3.	The teacher leads the student to pray.	✓	
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
B. Pre- Reading			
1.	The teacher presents picture of some procedure text and asks the students about anything related to the pictures.	✓	
2.	The students respond to the question related to the pictures.	✓	
3.	The teacher presents a picture of the story.	✓	
4.	The students write down anything they know about the picture.		✓
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
C. Whilst Reading			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about procedure text.		✓
3.	The students observe the generic structure of the text.		✓
4.	The students respond to the teacher's questions related to the generic structure of the text.	✓	
F. Post-Reading			
1.	The students underline the present verbs in the text.	✓	
2.	The students answer comprehension questions related to the text.	✓	
G. Closing			
2.	The students summarize the materials assisted by the teacher.		✓
2.	The teacher gives the students a short explanation for		✓

	the next lesson.		
3.	The teacher leads the prayer.	√	
4.	The teacher greets the students.	√	

Adapted from Format Observasi Pembelajaran di Kelas, NPma 1. Universitas Negeri Yogyakarta

The English Teacher

Puji Astuti, SS

APPENDIX F

INTERVIEW

GUIDELINE

Preliminary 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?

After Implementation Interview Guideline

A. Teacher

1. Setelah implementasi *recognizing text organization*, dalam pengajaran teks Bahasa Inggris, bagaimana menurut Ibu tentang penggunaan strategi itu dalam pembelajaran?
2. Bagaimana menurut Ibu mengenai pemaksimalan strategi *recognizing text organization*, dalam pembelajaran *reading*?
3. Apakah sekiranya stratgi ini dapat diterapkan untuk mengajarkan *reading* dalam pembelajaran selanjutnya?
4. Apakah yang Ibu harapkan dari pembelajaran *reading* berikutnya?

B. Students

1. Setelah mengikuti pembelajaran *reading* menggunakan *recognizing text organization*, 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 G

TEST AND ITEMAN

ANALYSIS

BLUE PRINT OF READING COMPREHENSION TEST

No.	Indicator	Numbers	Total
1.	Finding the main idea	4, 9, 15, 26	4
2.	Finding the topic	18	1
3.	Identifying main point/important information/detail information	2, 8, 12, 17, 19, 21, 22, 23, 24	9
4.	Interpreting reference	5, 13	2
5.	Critical reading	7, 10, 20	3
6.	Making inference	1, 3, 6, 16, 25, 27, 28, 29	8
7.	Vocabulary	11, 14, 30	3
8.	Moral value		0
TOTAL			30

KEY ANSWER:

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

NAME :

CLASS :

DATE :

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

Questions from number 1-2

MIXED ICE (*ES CAMPUR*)

(1 serving)

Ingredients:

½ of avocado

3 tbs. of condensed milk

1 can of coconut water and coconut shavings

some ice cubes

How to make it:

1. Cut the avocado into small pieces.

2. Put ice cubes into the glass.

3. Fill ½ of the glass with some coconut water and coconut shavings.

4. Add the sliced avocado.

5. Add the condensed milk on the top of avocado.

6. MIXED ICE is ready to be served.

Taken from: www.azcentral.com/12news/recipes/articles/indonesiandrin041607-CR.html

1. The text tells you

- A. about avocado
- B. how to mix ice
- C. how to make Mixed Ice
- D. how to eat Mixed Ice

2. You need the following things to make Mixed Ice, EXCEPT....

- A. avocado
- B. ice cubes
- C. condensed milk
- D. sugar

Questions from number 3-5

How to Install CD-ROM

1. Turn off your computer and unplug power cord from power outlet.
2. Carefully remove the computer cover.
3. Set the Master/Slave jumper on the rear panel of drive. (To get best results, we strongly suggest that you connect your device to the Secondary IDE port as the MASTER device.)
4. Connect the IDE cable to the **drive**.
5. Connect the 4-pole power cable to the drive.
6. Connect the audio cable (if applicable).
7. Carefully slide the drive into the empty **bay** and mount it. Then replace the computer cover.
8. Plug your computer back to power **outlet** and then turn the power on.

Taken from: Lite-On CD-ROM

3. The text above shows us how to
 - A. unpack CD-ROM
 - B. install the CD-ROM
 - C. uninstall CD-ROM
 - D. remove CD-ROM from our computer
4. What is the purpose of the text?
 - A. To explain how to install CD-ROM.
 - B. To tell the readers how to connect computers using CD-ROM.
 - C. To discuss the influence of CD-ROM on the computer work.
 - D. To measure the effectiveness of computer working with CD-ROM installed.
5. What should be done first before installing the CD-ROM?
 - A. Remove the computer cover.
 - B. Unplug all other devices first.
 - C. Turn off the computer and unplug the power cable.
 - D. Turn the computer on before installing CD-ROM.

Questions from number 6-14

How to operate a blender

- Make sure the switch is off.
- Place ingredients into the blender container. Add some water if needed.
- Put the lid on.
- Place the container on the motor housing.
- Plug in the cable.
- Select one of two speed buttons as required. Use PULSE switch for precision blending. When adding ingredients or seasonings, remove the small lid for adding things in the middle of the blender lid.
- After grinding, press the switch off.
- Unplug the cable.

Taken from: BSE, Scaffolding for Junior High School Students

6. What does the manual tell you?
 - A. How to grind.
 - B. How to use a blender.
 - C. How to make use a refrigerator.
 - D. How to operate a mixer.

7. What do we press when we want a very smooth result?
 - A. Off switch.
 - B. On switch.
 - C. One switch.
 - D. Pulse switch.

8. How many speed buttons are there?
 - A. One.
 - B. Two.
 - C. Three.
 - D. Four.

9. What is the purpose of the text?
 - A. To describe something.
 - B. To instruct something.
 - C. To narrate a story.
 - D. To argue on something.

10. Do you always have to add water?
 - A. Of course.
 - B. No.
 - C. Yes.
 - D. Certainly.

11. Use PULSE switch for precision blending. The word which is not the synonym of the underlined word, EXCEPT....
 - A. fine
 - B. well
 - C. chunks
 - D. excellent

12. What do we do when we want to add something in the blender?
 - A. Open the lid.
 - B. Open the small closure on the lid.
 - C. Plug in the cable.
 - D. Place the container on the motor housing.

13. When do we plug the cable in?
- A. Before placing the container on the motor housing.
 - B. Before putting the lid on.
 - C. After placing the container on the motor housing.
 - D. After pressing the switch on.
14. The following are the synonyms of lid, EXCEPT....
- A. cover
 - B. top
 - C. close
 - D. cap

Questions from number 15-17

Polar Bear

The polar bears, which are usually called white bears, are found on the sea ice of the Arctic Circle throughout the North Polar basin. They are classified as *Ursus maritimus*. They live for about 25 to 30 years. They are now endangered because of habitat destruction.

Polar bears have white fur which may yellow in the summer. Their bodies are longer than other bears and streamlined for aquatic life. The females grow up to 1.8 m (6 ft) long; males grow up to 2 m (7 ft) long. Most male polar bears weigh an average of about 350 kg (about 880 lb), and most females weigh about 250 kg (550 lb). They have the plantigrade feet (heel and sole touching the ground, with five sharp, curved claws on each foot for grasping the ice and holding its prey. Long hair between the pads protects the bear's feet from the cold and provides grip on the ice. Stiff hairs on the forelegs, and very broad front feet, help the bear swim.

Polar bears have a strong navigational sense and an extremely good sense of smell, and they are unusually clever at solving problems in order to obtain food. Since they are carnivores; they eat primarily ringed seals, and occasionally bearded seals, walruses, or white whales. They also feed on berries, sedges, mussels, and kelp.

They live in pack ice where water is accessible. They can be found throughout Arctic regions.

Except during the breeding season, male polar bears are solitary and roam over vast expanses of sea ice while hunting. During the breeding season (May to June), the males fight furiously over females. Both the male and female may mate with other individuals as well. The female typically gives birth to two cubs after a four- to five month gestation period. Cubs remain with the mother for about 28 months, often nursing the entire time. The young are very small when born: about 1 kg (about 2 lb). Their eyes remain closed for about 40 days and they must nurse every few hours. The mother holds them close to keep them warm.

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15. What is the text about?
- A. Grizzly bears.
 - B. Honey bears.

- C. Arctic.
- D. White bears.

16. How long can a polar bear live?

- A. Up to two and a half years.
- B. Up to twenty years.
- C. Up to fourteen years.
- D. Up to forty years.

17. The following is true about polar bears, EXCEPT

- A. It has five sharp claws
- B. It has a nine-month-gestation period
- C. It has two cubs at a time
- D. It is the longest type of bear

Questions from number 18-19

Tsunami, Japanese word meaning “harbour wave,” used as the scientific term for a class of abnormal sea wave that can cause catastrophic damage when it hits a coastline. Tsunamis can be generated by an undersea earthquake, an undersea landslide, the eruption of an undersea volcano, or by the force of an asteroid crashing into the ocean. The most frequent cause of tsunamis is an undersea earthquake.

A tsunami can have wavelengths, or widths (the distance between one wave crest to the next), of 100 to 200 km (60 to 120 mi), and may travel hundreds of kilometers across the deep ocean, reaching speeds of about 725 to 800 km/h (about 450 to 500 mph). A tsunami is not one wave but a series of waves. In the deep ocean, the waves may be only about half a meter (a foot or two) high. People onboard a ship passing over it would not even notice the tsunami. Upon entering shallow coastal waters, however, the waves may suddenly grow rapidly in height. When the waves reach the shore, they may be 15 m (50 ft) high or more. Tsunamis can also take the form of a very fast tide or bore, depending on the shape of the sea floor.

Tsunamis have tremendous force because of the great volume of water affected and the speed at which they travel. Just a cubic yard of water, for example, weighs about one ton. Although the tsunami slows to a speed of about 48 km/h (30 mph) as it approaches a coastline, it has a destructive force equal to millions of tons. Tsunamis are capable of obliterating coastal settlements.

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18. What is the topic of the text?

- A. natural disasters
- B. catastrophes
- C. tsunamis
- D. storm surges

19. The following causes tsunami, EXCEPT

- A. flood
- B. undersea earthquake
- C. undersea landslide
- D. undersea volcano eruption

Questions from number 20-30

ORANGUTAN

Orangutans or *Pongo pygmaeus* belong to the Primate order. The orangutan spends most of its time in trees. Each evening it builds a new treetop nest. They are endangered because of habitat lost and poachers keep on killing, owning, and exporting orangutans.

They only live on the island of Borneo and in the northern corner of the island of Sumatra.

Orangutans are characterized by rough, long, reddish-brown fur. Male orangutans are about 95 cm (37 in) in length and about 77 kg (170 lb) in weight. Females are smaller, reaching about 78 cm (31 in) in height and weighing only about 37 kg (81 lb). The male has puffy cheeks and a hanging throat-pouch. This pouch contains air sacks that help produce a groaning, bubbling call, which can be heard at least 1 km (0.6 mi) away.

Half of the orangutan's diet consists of fruit, but they also eat young leaves, soft inner bark, termites, eggs, and occasionally monkeys.

When a female is ready to mate, she will seek out an adult male. Orangutan are mammals; females give birth to a single infant about once every four to eight years. The gestational period for orangutans is just under nine months, nearly the same as in human beings. Infants stay very close to their mothers for the first three years until they don't consume their mother's milk.

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20. Why are orangutans endangered?

- A. Habitat lost and hunting.
- B. Hunting and helping.
- C. Killing and reserving.
- D. Habitat lost and saving.

21. What is the male's throat-pouch for?

- A. Digesting.
- B. Keeping food.
- C. Producing a loud groaning and bubbling call.
- D. Produce bubbling call and keeping food.

22. Where are the orangutans' habitats?

- A. Only in Borneo island.
- B. Only in the Java island.
- C. In Borneo and Sumatra island.

D. In Borneo, Sumatra, Kalimantan island.

23. How often do orangutans give birth?

- A. Once a year.
- B. Twice a year.
- C. Once every three years.
- D. Once every four to eight years.

24. How long do orangutan babies consume their mother's milk?

- A. Nine months.
- B. Three months.
- C. Three years.
- D. One year.

25. "Infants stay very close to their mothers for the first three years." The underlined word means

- A. Orangutan babies
- B. Orangutans
- C. adult orangutans
- D. old orangutans

26. What is the function of the first paragraph?

- A. Explaining what orangutan is.
- B. Explaining orangutans' diet.
- C. Explaining orangutans' habitat.
- D. Explaining orangutans' anatomy.

27. What is the third paragraph about?

- A. What orangutan is.
- B. Orangutans' diet.
- C. Orangutans' habitat.
- D. Orangutans' anatomy.

28. "When a female is ready to mate, she will seek out an adult male." The underlined word refers to

- A. an orangutan baby
- B. male orangutans
- C. adult female orangutans
- D. female orangutans

29. What does the last paragraph tell you?

- A. Orangutan's habitat.
- B. Orangutan's diet.

- C. Orangutan's reproduction.
- D. Orangutan's anatomy.

30. The word "poacher" means

- A. hunter
- B. animal saver
- C. pet lover
- D. animal lover

-GOOD LUCK-

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Item analysis for data from file ANALYSIS.TXT

Page 1

Statistics		Item Statistics			Alternative			
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Seq.	Scale	Prop.	Point		Prop.			
Point								
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	
Biser.	Key							
----	-----	-----	-----	-----	-----	-----	-----	--
----	---							
1	0-1	0.200	0.689	0.482	A	0.200	0.219	
0.153								
					B	0.200	-0.563	-
0.394								
					C	0.200	0.689	
0.482	*							
					D	0.367	-0.283	-
0.221								
					Other	0.033	0.138	
0.057								
2	0-2	0.133	0.800	0.507	A	0.300	-0.365	-
0.277								
					B	0.133	0.393	
0.249								
					C	0.433	-0.330	-
0.262								
					D	0.133	0.800	
0.507	*							
					Other	0.000	-9.000	-
9.000								
3	0-3	0.433	1.000	0.799	A	0.133	-0.217	-
0.137								
					B	0.433	1.000	
0.799	*							

9.000					C	0.000	-9.000	-
0.704					D	0.433	-0.887	-
9.000					Other	0.000	-9.000	-
4 9.000	0-4 *	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000					B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
5 9.000	0-5	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000					B	0.000	-9.000	-
9.000	*				C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
6 9.000	0-6	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000	*				B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
7 9.000	0-7	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000					B	0.000	-9.000	-

9.000		C	0.000	-9.000	-
9.000	*	D	0.000	-9.000	-
9.000		Other	1.000	-9.000	-

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Page 2

Item Statistics					Alternative			
Statistics								
-----					-----			
Seq.	Scale	Prop.	Point		Prop.			
Point								
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	
Biser.	Key							
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----	----							
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9.000								
9.000	*				B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
9	0-9	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
9.000	*				B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-

9.000					Other	1.000	-9.000	-
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9.000								
9.000	*				B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
11	0-11	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
9.000	*				B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
12	0-12	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
9.000					B	0.000	-9.000	-
9.000	*				C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
13	0-13	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
9.000	*				B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-

9.000					Other	1.000	-9.000	-
14	0-14	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
9.000					B	0.000	-9.000	-
9.000	*				C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-

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Page 3

Item Statistics					Alternative			
Statistics								
-----					-----			
Seq. Point	Scale	Prop.	Point		Prop.			
No. Biser.	-Item Key	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	
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9.000								
9.000					B	0.000	-9.000	-
9.000	*				C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
16	0-16	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								

9.000					B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000	*				D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
17 9.000	0-17	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000	*				B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
18 9.000	0-18	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000	*				B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
19 9.000	0-19	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000					B	0.000	-9.000	-
9.000	*				C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
20 9.000	0-20 *	0.000	-9.000	-9.000	A	0.000	-9.000	-

9.000					B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-

21	0-21	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000	*							
9.000					B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-

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Page 4

Item Statistics					Alternative		
Statistics							
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Seq. Point	Scale	Prop.	Point		Prop.		
No. Biser.	-Item Key	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.
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9.000							
9.000					B	0.000	-9.000

9.000	*				C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
23	0-23	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000					B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000	*				D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-
24	0-24	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000					B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000					D	0.000	-9.000	-
9.000	*				Other	1.000	-9.000	-
25	0-25	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000					B	0.000	-9.000	-
9.000					C	0.000	-9.000	-
9.000	*				D	0.000	-9.000	-
9.000					Other	1.000	-9.000	-

26	0-26	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
					B	0.000	-9.000	-
9.000	*							
					C	0.000	-9.000	-
9.000								
					D	0.000	-9.000	-
9.000								
					Other	1.000	-9.000	-
9.000								
27	0-27	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000	*							
					B	0.000	-9.000	-
9.000								
					C	0.000	-9.000	-
9.000								
					D	0.000	-9.000	-
9.000								
					Other	1.000	-9.000	-
9.000								
28	0-28	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
					B	0.000	-9.000	-
9.000								
					C	0.000	-9.000	-
9.000								
					D	0.000	-9.000	-
9.000	*							
					Other	1.000	-9.000	-
9.000								

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Statistics		Item Statistics			Alternative			
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Seq.	Scale	Prop.	Point		Prop.			
Point								
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	
Biser.	Key							
----	-----	-----	-----	-----	-----	-----	-----	--
----	---							
29	0-29	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
					B	0.000	-9.000	-
9.000								
					C	0.000	-9.000	-
9.000	*							
					D	0.000	-9.000	-
9.000								
					Other	1.000	-9.000	-
9.000								
30	0-30	0.000	-9.000	-9.000	A	0.000	-9.000	-
9.000								
					B	0.000	-9.000	-
9.000								
					C	0.000	-9.000	-
9.000	*							
					D	0.000	-9.000	-
9.000								
					Other	1.000	-9.000	-
9.000								

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Page 6

There were 30 examinees in the data file.

Scale Statistics

Scale: 0

N of Items	30
N of Examinees	30
Mean	0.767
Variance	0.579
Std. Dev.	0.761
Skew	0.419
Kurtosis	-1.169
Minimum	0.000
Maximum	2.000
Median	1.000
Alpha	0.103
SEM	0.720
Mean P	0.026
Mean Item-Tot.	0.596
Mean Biserial	0.830

Based on the analysis using ITEMAN 3.00 above, Pre-Test was then developed. The table below presents the analysis results for items in the blueprint of Pre-Test in terms of *item facility*, *item discrimination*, and *distractor analysis*.

Table 1: **Item Analysis Results for the Pre-Test**

Item No.	Item Facility (0.3 – 0.7)	Item Discrimination (≥ 0.25)	Distractor Analysis (chosen minimally by 5% of test takers)	Description
1	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
2	Acceptable	Acceptable	Distractor C is ineffective	Accepted with Revision
3	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
4	Unacceptable	Unacceptable	Distractor B is ineffective	Not Accepted
5	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
6	Acceptable	Acceptable	All distractors are effective	Accepted
7	Acceptable	Unacceptable	All distractors are effective	Accepted with Revision
8	Acceptable	Acceptable	All distractors are effective	Accepted
9	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
10	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
11	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
12	Acceptable	Acceptable	Distractor D is ineffective	Accepted with Revision
13	Acceptable	Acceptable	All distractors are effective	Accepted
14	Acceptable	Acceptable	All distractors are effective	Accepted
15	Acceptable	Acceptable	Distractor D is ineffective	Accepted with Revision
16	Acceptable	Acceptable	Distractor C is ineffective	Accepted with Revision
17	Acceptable	Acceptable	Distractor D is ineffective	Accepted with Revision
18	Acceptable	Acceptable	All distractors are effective	Accepted
19	Acceptable	Acceptable	All distractors are effective	Accepted

20	Acceptable	Acceptable	All distractors are effective	Accepted
21	Acceptable	Acceptable	All distractors are effective	Accepted
22	Acceptable	Acceptable	All distractors are effective	Accepted
23	Acceptable	Acceptable	Distractor D is ineffective	Accepted with Revision
24	Acceptable	Acceptable	All distractors are effective	Accepted
25	Unacceptable	Unacceptable	All distractors are effective	Not Accepted
26	Acceptable	Acceptable	All distractors are effective	Accepted
27	Acceptable	Acceptable	All distractors are effective	Accepted
28	Acceptable	Acceptable	All distractors are effective	Accepted
29	Acceptable	Acceptable	All distractors are effective	Accepted
30	Unacceptable	Acceptable	All distractors are effective	Accepted with Revision

The analysis result in the table above shows that from the total of 30 items in the blueprint of Pre-Test, 8 items are rejected (1,3,4,5,9,10,11,25), 8 items are accepted with revision (2,7,12,15,16,17,23,30), and 22 items are accepted without revision (6, 8, 13, 14, 18, 19, 20, 21, 22, 24, 26, 27, 28 and 29). Pre-Test was then developed using this analysis result. The final draft of the Pre-Test is given in the next page.

APPENDIX H

STUDENTS' SCORE

AND SPSS

ANALYSIS

**STUDENT'S SCORE OF READING COMPREHENSION TEST OF
GRADE IX C SMP MUHAMMADIYAH 8 YOGYAKARTA**

NO	NAME	PRE- TEST	POST- TEST
1.	RAMADHANI SABIRIN	80	86
2.	RAMADHENIA SUCI PUTRI P.	56	66
3.	RIZAL AGUS SAPUTRA	56	63
4.	ANGGA DWI WINANTO	43	60
5.	ANNISA NABELA WIDYA P.	46	56
6.	ARIF NUR HIDAYAT	46	50
7.	ARMA MANGGALA P.	63	70
8.	BAYU PAMUNGKAS	50	56
9.	BILLY YOSI PRATAMA	60	73
10.	DIVA HAIDAR AGUSTYAN	26	46
11.	ERLITA ARSYANTI	46	50
12.	IGA PITALOKA PUSPITA D.	50	66
13.	ILHAM ANGGARA KUSUMA	40	53
14.	IRMA YUNITA	33	50
15.	IRWAN HARIYANTO	40	66
16.	JOVITO ARDENY GANIM	46	63
17.	M. PRATAMA SETYA W.	63	66
18.	MUHAMMAD BAYU S.	43	50
19.	MUHAMMAD RIZKI R.	50	66
20.	NOVA FAJARINI	60	70
21.	NOVITA LARASATI W.	60	73
22.	NUR UMI SALAMAH	50	66
23.	NUR UNTARI HNINGATI	50	63
24.	OLIVIA ANDITA OKTAVIANA	50	66
25.	PUTRI DEWAYANTI NUR S.	43	53
26.	RIZKY AJENG NURDIAN A.	56	66
27.	TRI AGUS PAMUNGKAS	46	66
28.	WAHYU NING TYAS	56	60
29.	AAS APRILITA PRAYUWANTI	66	73
30.	AFIANY CAESARIA AZIZAH	76	86
TOTAL SCORE		1550	1898
MEAN		51, 7	63, 2

APPENDIX I

ATTENDANCE LIST

DAFTAR HADIR

Mata Pelajaran: Bahasa Inggris

Semester

: Genap

Kelas : IX C

Tahun Pelajaran

: 2014/ 2015

No	Nama	Pertemuan					
		Pre-test	1	2	3	4	Post- test
1.	RAMADHANI SABIRIN	√	√	√	√	√	√
2.	RAMADHENIA SUCI PUTRI P.	√	√	√	√	√	√
3.	RIZAL AGUS SAPUTRA	√	√	√	S	√	√
4.	ANGGA DWI WINANTO	√	√	√	√	√	√
5.	ANNISA NABELA WIDYA P.	√	√	√	√	√	√
6.	ARIF NUR HIDAYAT	√	√	√	√	√	√
7.	ARMA MANGGALA P.	√	√	√	√	√	√
8.	BAYU PAMUNGKAS	√	√	√	√	√	√
9.	BILLY YOSI PRATAMA	√	√	√	√	√	√
10.	DIVA HAIDAR AGUSTYAN	√	√	√	√	√	√
11.	ERLITA ARSYANTI	√	√	√	√	√	√
12.	IGA PITALOKA PUSPITA D.	√	√	√	√	√	√
13.	ILHAM ANGGARA KUSUMA	√	√	√	√	√	√
14.	IRMA YUNITA	√	√	√	√	√	√
15.	IRWAN HARIYANTO	√	√	√	√	√	√
16.	JOVITO ARDENY GANIM	√	√	√	√	√	√
17.	M. PRATAMA SETYA W.	√	√	√	√	√	√
18.	MUHAMMAD BAYU S.	√	√	√	√	√	√
19.	MUHAMMAD RIZKI R.	√	√	√	√	√	√
20.	NOVA FAJARINI	√	√	√	√	√	√

21.	NOVITA LARASATI W.	√	√	√	√	√	√
22.	NUR UMI SALAMAH	√	√	√	√	√	√
23.	NUR UNTARI HNINGATI	√	√	√	√	√	√
24.	OLIVIA ANDITA OKTAVIANA	√	√	√	√	√	√
25.	PUTRI DEWAYANTI NUR S.	√	√	√	√	√	√
26.	RIZKY AJENG NURDIAN A.	√	√	√	√	√	√
27.	TRI AGUS PAMUNGKAS	√	√	√	√	√	√
28.	WAHYU NING TYAS	√	√	√	√	√	√
29.	AAS APRILITA PRAYUWANTI	√	√	√	√	√	√
30.	AFIANY CAESARIA AZIZAH	√	√	√	√	√	√

APPENDIX J

PHOTOGRAPHS



Figure 5 Students were doing pre-test



Figure 6 Students were paying attention to the teacher explanation



Figure 7 A student was trying to answer question on white board



Figure 8 A student was doing a task individually



Figure 9 Students were working in pair

APPENDIX K

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/>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 958/UN.34.12/DT/VIII/2014
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

19 Agustus 2014

Kepada Yth.
Majelis Dikdasmen PDM 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 RECOGNIZING TEXT ORGANIZATION FOR NINE GRADE STUDENTS OF SMP MUHAMMADIYAH 8 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama : RAHMI SALISA HIMAWATI
 NIM : 07202244122
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Agustus –September 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

Tembusan:
 1. Kepala SMP Muhammadiyah 8
 Yogyakarta

الْمَدِينَةُ الْمَحْمَدِيَّة

**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. : 515/REK/III.4/F/2014

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

No. : 958/UN.34.12/DT/VIII/2014 Tgl. : 19 Agustus 2014

Perihal : **Surat Izin Penelitian**

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari **Kamis** tanggal **02 Dzulqo'dah 1435 H**, bertepatan tanggal **28 Agustus 2014 M** yang salah satu agenda sidangnya membahas pemberian penelitian/praktek kerja/observasi, maka dengan ini kami memberikan izin kepada:

Nama Terang : **RAHMI SALISA HIMAWATI**

NIM. **7202244122**

Pekerjaan : Mahasiswa pada prodi Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta

alamat Karangmalang Yogyakarta

Pembimbing : -

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

Judul : **IMPROVING READING COMPREHENSION THROUGH RECOGNIZING TEXT ORGANIZATION FOR NINE GRADE STUDENT OF SMP MUHAMMADIYAH 8 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015.**

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 :

29-08-2014 sampai dengan 29-10-2014

Tanda tangan Pemegang Izin,

Rahmi Salisa Himawati

Rahmi Salisa Himawati

Yogyakarta, 29 Agustus 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