IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH VISUALIZATION OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 PEDAN IN THE ACADEMIC YEAR OF 2013/2014

A Thesis
Submitted as Partial Fulfillment of the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education

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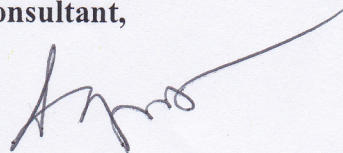**YOGYAKARTA STATE UNIVERSITY**
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APPROVAL

IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH THE VISUALIZATION OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 PEDAN IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

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RATIFICATION

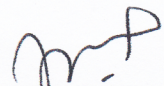**IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY
THROUGH THE VISUALIZATION OF THE EIGHTH GRADE
STUDENTS OF SMP NEGERI 1 PEDAN IN THE ACADEMIC YEAR OF
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Accepted by the Board of Examiners of the Faculty of Languages and Arts of State University of Yogyakarta on January 17th, 2014 and declared to have fulfilled the requirements for the attainment of a *Sarjana Pendidikan* Degree in English Language Education.

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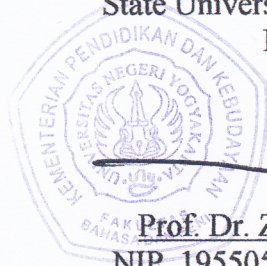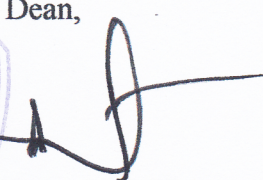|				
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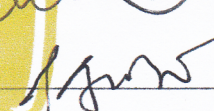
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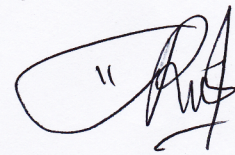
Judul Skripsi   : *Improving the Students' Reading Comprehension Ability through Visualization of Eighth Grade Students of SMP Negeri 1 Pedan in the Academic Year of 2013/2014*

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahawa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, 22 Januari 2014

Penulis

Ratna Dyah Anggraeni

MOTTOS

There is an ease behind a difficulty.

Turn to Allah, He's never far away, put your trust in Him, raise your hands and pray.

"Forgive him who wrongs you; join him who cuts you off; do goodness to him who does evil to you, and speak the truth although it'll be against yourself."

(Prophet Muhammad)

Sometimes the cards we are dealt are not always fair. However you must keep smiling & moving on.

Tom Jackson

DEDICATIONS

In the name of Allah, the Most Beneficent, and the Most Merciful.
No God but Allah and Muhammad is His Prophet

I DEDICATE THIS THESIS TO:

My beloved mother and father for their long lasting love and prayers along my life,
(Sri Darini and Toto Sunarto)

My beloved Sister,
(Lutfi Rahmawati)

My beloved soulmate,
(Wisnu Arsi)

My Relatives,

and

My lovely friends who have helped & prayed for me.

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Josep, Yanuar, Tede, Riska, Tareq who have encouraged me to finish this study. I would also like to express my grateful to my friends.

Finally, I expect that this thesis gives some improvements of the English teaching and learning and for the readers. However, I realize that this writing is far from being perfect. Therefore, any critics, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, January 22nd, 2014

The Writer

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ABSTRACT

The aim of this research is to improve reading comprehension ability through *Visualization strategy* at Eighth Grade students of SMP Negeri 1 Pedan. Based on the initial observation, the students had low motivation in reading text and got difficulty in understandingtext.

This research is an Action Research, which consists of two cycles. In conducting the study, the researcher involved the English teacher, the collaborator (student of English Department of UNY), and the students of VIII D. The participants of the study were 30 students of VIII D of SMP Negeri1 Pedan in the academic year of 2013/2014.The data instruments were obtained from observing the teaching-learning process, taking pictures of the teaching-learning process in the class, interviewing (the students of VIII D, the English teacher and the collaborator), and holding discussion with the English teacher and the collaborator. The data were in the forms of field notes, reading test scores, pictures, and interview transcripts. The data validity was obtained by applying democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

The study revealed that the uses of *Visualization strategy* in this study successfully improved the students' reading comprehension ability. The students' difficulties in reading can be solved by applying the *Visualization strategy*. With reference to the obtained data, the students were more enthusiastic and had a good motivation to read. As a result, they performeda better comprehension and tended not to make the same mistakes in their work. In conclusion, the use of *Visualization strategy*can improve the students reading comprehension ability in class VIII D.This study suggests that the English teacher may improve her teaching strategy by optimizing the use of a variation technique in school. The teacher should be creative in delivering materials in the class.

CHAPTER I
INTRODUCTION

A. Background of the Problem

Reading in English as a foreign language constitutes a part of essential skills to be taught beside listening, speaking and writing. Reading is important to be required by people because it has a tight relation to knowledge and information that they got through reading books or texts. If someone does not have a good reading skill, he or she will not be able to understand information or idea accommodates in those kinds of books or texts.

As one of the four language skills, reading is really important for students of Junior High Schools. As it is stated in *Permendiknas no.23 Tahun 2006*, the aim of reading in the curriculum is to make students able to comprehend the meaning of written language, both interpersonal and transactional. Students are directed to understand many kinds of texts such as recount, descriptive, and narrative. They are also expected to gain knowledge and information from the texts. In fact, research on reading comprehension in Indonesia has revealed that students' comprehension on reading is low.The teacher only taught the students to read the passages, finding the meaning of difficult words and answering exercises in teaching-learning process. In this case the teachers never use an appropriate strategy for teaching reading to the students.

According to the English curriculum in Junior high School, the aim of foreign language teaching (English) in Indonesia is often defined with reference to the four fundamental language skills, such as; listening, speaking, reading and

writing. Among the four language skills, reading places itself as the domain objective. This suggests that priority is given to the development of the reading skill. The component of language such as structure, vocabulary, pronunciation and spelling can be emphasized to support the four skills of the language itself. Beside, this curriculum also expects the students to have reading ability in English for daily life.

Related to this, teaching reading in Junior High School is very important to support other skills. The purpose of teaching reading is to develop the students' attitudes, abilities and skills needed for obtaining information, fostering and reacting to the ideas, developing interest and finally deriving pleasure by reading through understanding or comprehension (Badrawi, 1992). Moreover, Harmer (1998) says that reading is useful for the other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. Some of the language sticks in their minds as a part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading comprehension is important to be improved because most students in Junior High School have difficulty in understanding a text. Poor word recognition is the most common characteristic of the readers with a specific reading disability. Students are almost slow at word recognition and they are sometimes inaccurate as well. Another reason is that students of Junior High School sometimes read without understanding every word.

In view of the theory, it implies one of the requirements in order to reach success in comprehending reading a text. One of the available techniques or strategies which are associated with reading is *Visualization strategy*. This technique actually allows the students to understand the text better. Visualization (sometimes also referred to as visualizing, sensory imaging or imaging process) or the result of forming mental images while reading and recalling texts has been assumed to be one of the efficient strategies in reading comprehension. As Tomlinson (1998) asserts, visualization is functionally significant in L2 as well as L1 reading comprehension and recall.

Related to this, the writer is interested in conducting the activity, which focuses on improving the ability of the eighth grade students in reading comprehension through the use of the technique above. Moreover, the writer hopes that the solution or the technique can also minimize the student's errors in reading comprehension.

B. Identification of the Problem

There are some factors that affect students in comprehending the text. Those factors come from the teacher, the students, the material and the technique being used by the teacher. The problems of teaching were just identified through observation and interview by the researcher.

The first problem is related to the teacher. A teacher is the important element in undertaking the teaching and learning process. Based on the observation, the researcher found that the teacher did not give attention to what students need in reading. The teacher just gave the materials and asked students to

answer the questions without giving guidance to comprehend the text. The teacher had difficulties in handling students during lesson and also did not try to build interaction with the students. It made the students did not enjoy the lesson and felt bored.

The second problem was concerned with the students. Based on the result of the observation, most students are passively involved in the classroom reading activities. Most of them did not pay attention to the teacher when he gave explanations, especially when the teacher explained in English. The students' vocabulary mastery was still low. As a result, they got difficulty in interpreting the meanings of the difficult words. The students were also incapable of finding the main idea. They were not able to find the detail information of a text.

The third problem of the weakness was related to the materials. The materials were only taken from LKS, which was less interesting activities. That LKS is rarely supported by latest texts. Thus, the students felt the activities were boring.

The fourth aspect was concerned with the teaching methods and techniques. Teaching reading skills for students was held traditionally. The teacher used too much translation practices in teaching reading. The reading class made them bored because the English teacher in teaching reading only involves tasks in the text book, read the text, and answers the questions following the text. The teacher never provided different activities so that the teaching and learning process did not seem fun and interesting. The teacher also dominated the whole session of the lesson as she talked to the students in most of the time of the

teaching and learning process. She did not give a chance to the students to share knowledge.

In relation to the above explanation, in fact, it is realized that many students frequently have problems in reading comprehension. Various solutions have been offered by the educators to overcome the problems. The solutions involve techniques and strategies, which are intended to improve the students' reading. The educators try to use some strategies that help the students read the text or passage in an efficient and effective way in order to comprehend the text or passage.

Furthermore, visualizing can help the readers better understand by calling on all their sense conjuring images. Harvey and Goudvis (2000) suggest that the images readers create through visualizing are deeply personal and make the reading experience more pleasurable and engaging. Visualizing is a mental activity that students may naturally do when they think about or read something, but many students need to be taught how to visualize strategically. When readers visualize, they create mental pictures to accompany what they are reading. Visualizing promotes active reading, which enables students to pay closer attention to the text, especially when the text becomes difficult.

C. Limitation of the problem

In reference to the background of the study and identification of the problem, the researcher and the teacher focus on the technique that is *Visualization*. The reason for the limitation is that the technique can be a crucial case in students' reading comprehension. Furthermore, *Visualization strategy* is

seen as an effective technique to improve students' reading comprehension. It also has not ever been used by the teachers of SMP N 1 Pedan as a technique in teaching reading. In light of this view, the researcher conducted a research study to fulfill her curiosity by focusing it on improving students' reading comprehension by using *Visualization* in SMP N 1 Pedan.

D. Formulation of the Problem

Based on what the writer has discussed in the background of the problems, identification of the problems, and the limitation of the problems, the problem in this research can be formulated as follows: How is *Visualization* technique used to improve the students' reading comprehension ability?

E. Objective of the Research

The objective of the study is to improve students' reading comprehension grade eleven in SMP N 1 Pedan using *Visualization*.

F. Significance of the Study

1. Theoretical Significance: to give more insight into or find new ideas in teaching and learning process reading.

2. Practical Significance:

   a. For the lecturers/teachers, this study is expected to be useful for the junior high school English teachers in teaching reading.

   b. For the students, this study is intended to directly contribute to their improvement in reading comprehension.

   c. For the department/school, this study is expected to be a reference for the reader that wants to improve their comprehension.

CHAPTER II
REVIEW OF RELATED THEORIES

A. Review of Related Theories

It is mentioned in the previous chapter that the aim of this study is to improve students' reading comprehension by using *Visualization*. Thus, in this chapter the researcher describes some related theories on reading comprehension and *Visualization*that will support this study.

1. Reading Comprehension

In this sub-chapter, there are some relevant theories that are presented. Those are divided into nine parts. They are definition of reading comprehension, the process of reading comprehension, teaching reading comprehension, strategies in reading comprehension, principles in teaching reading comprehension, components of reading comprehension, problems of teaching reading comprehension, component in the teaching and learning of reading, *Visualization*. The discussion of each part is presented below.

a. Definition of reading comprehension

Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009: 5). Learning happens when there is a change in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

> Grabe (2009: 15) states that
> "Reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals."

Comprehension can be defined as the process of constructing meaning from a connected text involving the word knowledge (Pang, Muaka, Bernbardt, and Kamil, 2003: 14). By having such skill, the readers combine their background knowledge with the additional information from a text, draw the meaning of words, and connect it to construct meaning.

Snow (2002: 11) defines reading comprehension as the process of extracting and constructing meaning involving the written language. In line with Snow, Johnson (2008: 110) states reading comprehension as the use of strategies in reading in retrieving information and constructing meaning of texts done by the readers. Strategies that are used by the readers may be different from one another. It depends on the readers' aim in reading comprehension.

Hence, reading comprehension can be defined as the process in which the readers construct meaning from a text being read connected to the background knowledge they have.

b. The process of reading comprehension

As it is mentioned above, reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. Understanding the process of reading is closely related to the way how the readers construct meaning from a text. The ways of constructing meaning may be vary based on the readers' reference. According to Hudson (2007: 33-57) and Brown (2001: 298-299), there are three types of reading processes, as presented below:

1) Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. The readers construct meanings by scanning from letters to letters. It is continued by recognizing the words from one to another. The process is furthered by associating among phrases, clauses, and sentences. Finally, it is processed into phonemic units representing lexical meaning and attains some comprehension of the text. This process mainly focuses in a linier processing which allows the readers' ability in recognizing words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

2) The top-down processing

In top-down processing, the readers involve their knowledge of syntax and semantic to create meaning of a text (Goodman cited in Hudson, 2007: 37). On

the beginning of the process, the readers make some prediction of the text. It is followed by taking samples which will be confirmed or not to the predictions having made. These are the process in which meanings are created by transforming the text. In the end of the process, the readers do some correction on the predictions. The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

3) Interactive processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers' prior knowledge. This process combines the two previous processing i.e. the bottom-up and top-down processing. As the process of reading happen, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in interactive process, the readers both recognize words and predict the implied information in creating meaning.

From the discussion above, it can be concluded that there are three typesin the process of reading. Those are bottom-up processing dealing with recognizing the words, top-down processing using the readers' background knowledge, and interactive processing combining words recognition and background knowledge of the readers. Those approaches help the readers in reading comprehension.

c. Teaching reading comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do activities in the

effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, it means that the teacher let the students study by themselves. To make the teaching and learning process runs well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence in the way she/ or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make the learners reach their reading comprehension on texts using a certain technique. The teacher can lead the learners to understand a text by using some strategies on reading comprehension (Pang, Muaka, Bendhardt, and Kamil, 2003: 14). By using certain strategies, students are also guided to find the main idea and detail information of the text.

In teaching reading comprehension, the teacher also helps the students to learn micro-skills in reading so that they can enhance their reading comprehension. As stated in Brown (2001: 307), there are fourteen micro skills that the students must do to reach their reading comprehension.

Some of them are: (1) recognizing core of words and interpreting word order patterns, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc.), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and

effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8) distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts.

In conclusion, teaching reading comprehension is an activity which is done by the teacher to give opportunities for students to comprehend texts by using certain strategies. In teaching reading comprehension, the teacher has to consider which strategies that suit to the learners' need, the texts and the condition of the class during the teaching and learning process. It is because different comprehensions texts need different reading comprehension strategies (Pang, Muaka, Bendhardt, and Kamil, 2003: 14).

d. Strategies in reading comprehension

Reading comprehension cannot be done instantly. There must be some strategies that are used by the students to reach their comprehension in reading. The strategy that is used by the students must be different from one another. It depends on which strategy they fit in. Students can also use some strategies in reading comprehension proposed by Brown (2001: 306-310) as follows:

1) Identifying the purpose in reading

The purpose of reading is important in reading. The readers need to know the aim of what they are reading before they read the passage. It is the same as

the students. Students have to know the purpose of the reading as it can help them in comprehending the text.

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

This strategy is mainly addressed to beginning learners. The learners are introduced to some patterns of both in oral language and written language. This will help them in understanding the text.

3) Using efficient silent reading techniques for relatively rapid comprehension

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meanings from context. It is also best practices to make the students become efficient readers.

4) Skimming

Skimming is done by the students to grasp the information by reading the text at glance. It is useful for the students as they can practice on prediction. For example, they predict the aim of the text, the main idea, and even supporting details.

5) Scanning

Like skimming, scanning is included in fast reading. In contrast, scanning concerns only in finding certain information. The students find the information they need without reading the whole text.

6) Guessing when the readers are not certain

This strategy is useful to encourage the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical

relationship (for example pronoun references), a discourse relationship, a cultural reference, content messages, and infer implied meaning.

7) Analyzing vocabulary

In analyzing the vocabulary, the students have to notice the prefixes, suffixes, roots, grammatical contexts, and semantic contexts. Prefixes give the clues to the meaning of a word. Suffixes indicate the part of speech the word brings. Grammatical contexts give signals of information and semantic contexts can be clues for the topic.

8) Distinguishing between literal and implied meaning

This strategy is closely related to the top-down processing skill. The meanings are got not only from its literal but also from the surface structure.

9) Capitalizing on discourse markers to process relationship

To relate among ideas, the students need to pay attention to the discourse markers in the text. They have to notice on the phrases, clauses, and sentences as those usually bring discourse markers.

Indeed, there are some of strategies that can be used by the students to achieve their comprehension in reading. They can identify the purpose of reading, use bottom-up approach, use semantic mapping, guess, do skimming and scanning, and analyze the vocabulary. They can also pay attention to the literal meaning, implied meaning, and discourse markers to help them in achieving the reading comprehension.

e. Principles in teaching reading comprehension

It is mentioned that teaching reading is not as simple as it might be. Pointing at the previous discussion, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it.There are some principles which have to be considered by the teacher. As it is proposed by Harmer (1998: 70-71), there are six principle in teaching reading. Those are described as follows:

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

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

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

To make students interested in reading is important**.** When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits. They can get more knowledge and new information from the text they are reading.

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

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

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

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

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

Tasks are one of the ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teacher has to consider choosing or creating the right tasks for the students.

6) The teacher should exploit reading texts to the full.

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

f. The teaching of reading in Junior High School

Based on the standard competence, for reading, students in Junior High School have to be able to comprehend short functional texts and simple essays in the form of recount and descriptive. The learning genre is presented as one of the subjects in English lesson for junior high school students. The students learn how to comprehend the content of texts; they also study about the generic structure and what language used to construct the texts varying to each other. The generic structure and language features which are commonly found in different text from one to another which are used based on the purpose of each genre.

There are some abilities or micro skills that should be mastered by students in reading texts, for example in reading recount, which is based on graduate competence standard in *Permendiknas* (No.75, 2009). In recount, the students are expected to be able to determine general description, certain information, detailed information, main idea, and meaning of words.

The eighth grade students of junior high school have special characteristics. At this age, teenagers start looking for their own personality, they concern about appearance and start considering the importance of relationship with others. Here, Brown (2001: 92) says the considerations in teaching teens are as follows.

(1) Intellectual capacity adds abstract operational thought around the age of twelve.

(2) Attention spans are lengthening as a result of intellectual maturation but, once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.

(3) Varieties of sensory input are still important.

(4) Factors surrounding ego, self-image, and self-esteem are at their pinnacle.

(5) Secondary school students are of course becoming increasingly adult-like in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

Teaching reading in Indonesia is arranged in the School-Based Curriculum (SBC). The school-based curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is ready and able to develop it (BSNP, 2006: 5).

The aim of the English teaching and learning process according the school-based curriculum is to achieve students' communicative competence, in which students are expected to be able to master five competence: linguistic competence (vocabulary, grammar, punctuation, and intonation), socio-cultural competence (the way to communicate such as language style and politeness), discourse competence (context), strategic competence (competence to overcome the problems or difficulties in communication), and action competence (listening, speaking, reading and writing).School - Based Curriculum has provided guidelines for the teachers in teaching the subject. The guidelines for teaching reading for Junior High School are as follows.

(1)   The aims of reading

Based on School - Based Curriculum, in teaching English subjects, students are expected to: a) develop competences to communicate in the spoken and written form to reach the level functional literacy, b) have awareness the truth and importance of English subject to improve the competitiveness of nation, and c) develop their comprehension about connection between language and culture.

(2) Scopes of reading

As stated in School - Based Curriculum, English subject in Junior High School includes: expression ability, comprehension ability and production ability of various short functional and monologue text along with essay of text types (genre), and support of competence.

(3) Text types

Based on School - Based Curriculum for SMP and MTs in the semester two, the kinds of text or genres that should be taught are recount and descriptive.

g. Components of reading comprehension

Reading comprehension is the activity in which there must be more than one component in it. There are three components of reading comprehension (Snow, 2002: 11-16) as follows:

1) The reader

The readers are the first component in reading comprehension. In relation to this study, the readers are the students involved in reading. The students

need to have abilities and cognitive knowledge of language as a basis in reading texts. The cognitive knowledge includes the vocabulary mastery, linguistic and discourse knowledge. They also should have motivation in reading.

While they are reading, there are changes in the ability and cognitive knowledge they have. The students might increase their knowledge by reading. However, their motivation can also change. It depends on their success in reading. The changes of ability and knowledge in reading can also be affected by the instructions that the teacher gives to the students. Thus, relevant instructions will promote the students' reading comprehension.

2) The text

Texts may give great contribution to the students' reading comprehension. Those can be said easy or difficult. Texts which are easy are those that suit to the background knowledge of the readers, the students. It means that when the students can relate between what is being informed in the text and what has been there in their prior knowledge, the texts are easy. If it happens, the students' reading comprehension is achieved. In contrast, if the students cannot connect the information from the text to their background knowledge, the texts can be said as difficult texts because comprehension is not attained.

The topic of the text is also influence the students' reading comprehension. When the students are given a text with uninterested topic, they may find it difficult to understand although the text was categorized as easy. They even seem unwilling to read the text. On the other hand, the students can understand

the text well when they are given a text which is interested and relevant to them (Snow, 2002: 26).

3) The activity

The activity on reading is closely related to the purpose of the reading. Different aims of reading have different activities. In this study, the activity on reading is aimed at achieving the students' reading comprehension on texts. To achieve the students' reading comprehension, the activities entail the process of finding main idea, finding detail information, guessing meaning of difficult words from context, and creating meaning to the whole text.

h. Assessing reading comprehension

Assessment is a measurement done by the teacher to know how far the students have already understood about the materials that have been discussed. In teaching reading comprehension, assessment is aimed to know how far the students comprehend texts. The teacher usually gives a test to assess the students' ability. In assessing the students' reading comprehension, the teacher may refer to some techniques for tests. There are some techniques that can be used by teachers (Alderson, 2000: 206-232). Some of them as follow:

1) Integrative tests

These tests are designed to obtain a much more general idea of how well students read a text.

2) The cloze test and gap-filling tests

Cloze tests are constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, gap-filling test does not use random deletion, but it

uses rational deletion. The words which are deleted represent the idea to what the whole sentence.

3) Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given.

4) Matching techniques

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs.

5) Dichotomous techniques

This technique allows the testers to choose the two possible answers given i.e. true and false. The students have two choose one of those two choices.

6) Short-answer techniques

Short-answers technique is constructed by giving questions requiring a brief response in a few words. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

7) The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text.

i. Problems of teaching reading comprehension

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Like teaching other skills of English and teaching other subjects in the schools, teaching reading cannot be said as easy. Some teachers

find problems in teaching reading comprehension. The first problem is that the teacher cannot know exactly the students' prior knowledge (National Research Council, 2003: 62). Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension.

Teachers find the fact that deciding suitable tasks of reading are almost complicated (National Research Council, 2003: 63). It is reasonable enough as tasks will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading and comprehension can be easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

Another problem that might be faced by the teacher is that teachers feel that finding the best method and strategies to teach the students is quite difficult. It is because they face students with different characteristics and level of intelligence. In fact, the method and strategies chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable methods and strategies are needed to conduct by teachers in teaching reading comprehension.

From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate methods and strategies are problems

which appear in teaching reading comprehension. In relation to the last problem, the difficulty in choosing appropriate methods and strategies,the researcher feels necessary to apply certain method in teaching reading comprehension. For this study, she will try to use *Visualization* in the teaching and learning process of reading.

j. Components in the teaching and learning of reading

Teaching reading can occur when there are some components put together in a certain condition of teaching and learning process. Those components include the teacher, the students, the materials, and the techniques.

1) The teacher

The teacher becomes the most important component in teaching reading as her/ or his attitude can influence the students performance. She /or he takes role as a facilitator in teaching and learning process not as the instructor (Dorn and Soffos, 2005: 80). The teacher explains and models the strategies that will be used in reading. Besides, she / or he also has to encourage the students to participate in the teaching and learning process and helps them when they have difficulty in reading (Dorn and Soffos, 2005: 31).

2) The students

In teaching reading, the students take role as the readers. They read many kinds of texts based on the aim of learning in junior high schools such as recounts, descriptive, narratives, procedures, and reports. The aims of their reading are to achieve comprehension so that the students can get new information and knowledge from a text they read. To achieve a good

comprehension in reading the students must have adequate prior knowledge for understanding the content and sufficient time to process the information, reread the passage, clarify the information, analyze the content, and have opportunities to discuss a text with other students (Dorn and Soffos, 2005: 17).

3) The materials

The materials for teaching reading are closely related to the kinds of the texts. The texts that are chosen must be suitable for the need of the learners (Harmer, 1998: 68). If the text is too difficult for the students, it will make them frustrated. On the other hand, if the text is too easy for them, they will consider it as unimportant.

It is also considered that the materials depend on who the students are (Harmer, 1998: 69). As this study is conducted in junior high school, the students are categorized as teenagers whose interest is different. That is why materials are chosen by considering the interest and the need of the students based on the curriculum.

4) Media

Media is one of the components in the teaching and learning process. It can be used by the teacher to facilitate learning. In the teaching and learning process of reading, media such as textbooks, multimedia, advertisements, and the internet become the sources where various texts are presented (Snow and Chair, 2002: 25). The teacher can choose one or two of the media based on the need and the text that will be taught by her or him.

5) The techniques

A technique is one of the important components in teaching reading. The use of a technique will represent how the teaching and learning process will be. The technique that is used by the teacher will also influence the students in the way they understand texts. Zimmermann and Hutchins Cited in Moreillon (2007: 11) state that there are seven strategies in teaching reading comprehension. Some of them are as follows:

a) Activating or building background knowledge

Building background knowledge is very important in reading comprehension. It is done by making connection between new information in a text with information that the readers have already had. In the process of building background knowledge, the teacher has to remind that sharing knowledge among students is recommended. It is useful as it allows the students to make connections with their own thought.

b) Using sensory image

Sensory image is the strategy in which the students use their sense to achieve comprehension. By using this strategy, the students work on the experience that they have and visualize it in their memories. This visualization is called as imagination. Through imagination, the students can be encouraged to use their senses and make mental pictures of what they are reading.

c) Questioning

This strategy allows the students to have practice in making questions and answer these by themselves. The questions that should be made are those

which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

d) Making predictions and inferences

Predictions and inferences are two strategies which are useful for the students in understanding a text. When the students predict, it means that they use their background knowledge and connect it with the information of the text to create meaning. Meanwhile, through inferences, the students have to find some clues, combine them with the background knowledge and experience they have, and then make illustrations in their mind to interpret meaning of a text.

e) Determining main ideas

Determining main idea is probably the common thing that is done in reading. This strategy gives opportunities for students to have practice in differentiating between main ideas and supporting details. By practicing this, the students can separate which information that they need and they actually look for.

f) Using fix-up options

Fix-up option is a strategy that allows the students to keep their understanding on reading a text. This strategy can be said as a bridge for students in reading. It can be done by the students when they are no longer making connections of what they are reading. This strategy can be used by the students to recover meaning and figure out unknown words.

The seven strategies above are only several from many strategies or techniques that can be used by the teacher to teach reading comprehension. There are still many other strategies which can be an alternative technique in teaching reading. One of them is *Visualization* which is actually proposed in this study. The further explanation of that technique will be presented in the following sub-chapter.

2. *Visualization*

a. Definition

There are some theories *Visualization*.Goudvis and Harvey (2000) in Nelson (2005:7) define visualization as a process of making images in readers' mind which will be different among the readers. Miller (2001) in Nelson (2005:7) also defines visualization as a process of forming a mental image in one's mind. Wooley (2011: 81) defines visualization as a powerful tool which can help improving reading comprehension. According to Reinolds and Miller (2003), in the working memory, there are two ways of information process; verbal and visual. The verbal model comes from spoken words through auditory sensory while the visual model come from pictures or printed words through visual sensory memory.

According to Wooley (32011:81), the visualization strategy links between visually and verbally encoded information. Reynolds and Miller (2003:52) state that the knowlwdge is constructed when the learners integrate the visual and verbal information with their background knowledge. Furthermore, the knowlegde is stored in the long-term memory.

Visualizing refers to our ability to create pictures in our heads based on text we read or words we hear. It is one of many skills that make reading comprehension possible. Visualizing strengthens reading comprehension skills as students gain a more thorough understanding of the text they are reading by consciously using the words to create mental images. As students gain more deliberate practice with this skill, the act of visualizing text becomes automatic. Students who visualize as they read not only have a richer reading experience but can recall what they have read for longer periods of time (Harvey &Goudvis 2000).

Visualization as it is being read or heard also creates personal links between the readers and text. Readers, who can imagine the characters they read about, for instance, may become more involved with what they are reading. This makes for a more meaningful reading experience and promotes continued reading.

Visualization has been defined as "the process of seeing pictures in the mind" (Tomlinson, 1997, p. 1). The term refers to all types of mental imaging or visual imaging produced in the mind especially while one is busy reading a text. As far as reading is concerned, the product of visualization is an image relevant to the events, scenes, characters, or ideas described in the text. Many poor readers do not visualize, do not see pictures in their minds as they read, while those readers who do typically visualize achieve greater comprehension and recall (Tomlinson, 1997). Stevick (1986) believes that "words that have

come into our heads from reading or listening commonly leave us with pictures, sounds and feelings in our minds."

Harvey and Goudvis (2000) suggest that the image readers create through visualizing are deeply personal and make the reading experience more pleasurable and engaging, like movies in the mind. Visualization can help readers better understand the text by calling on all their senses- conjuring smells, tastes, sounds, textures, or images that bring the text alive and make reading much more enjoyable. Good readers form mental images as they read by using their background experiences and the author's words to form images. The pictures in our mind personally connect us to the text or what we are learning, and they often leave lasting impressions. (Keene and Zimmermann, 1997).

In summary, the visualization strategy is a reading strategy in which in which the readers create their own images of the text in their mind. The images created in the readers' mind are mostly influenced by their background knowledge. This strategy employs limited working memory because it embeds both visual and verbal information. Therefore, the readers will comprehend the text in a whole mening. This strategy also helps the readers memorizing more detail information. Since the readers's schema and background knowledge plays and important role in the process, the emotion and personal opinion also involve in gaining the meaning of the text. As a consequence, the intrinsic motivation will be increased.

b. Strategies in Visualization

Goudvis and Harvey (2000) in Nelson (2005:11) propose some some strategies of visualization. Those strategy are (1) Visualizing with Wordless Pictures; (2) Visualizing from a Vivid Piece of Text; (3) Visualizing in Reading, Showing not Telling; and (4) Creating Mental Images that go beyond Visualizationthose ideas are developed under the format of visualization strategies. Those strategies promote the use of the readers' mental imagery in different ways.

Nelson (2005, 11) explains the steps of these strategies. In Visualizing with Wordless Picture, the students use the clues from a few points to predict the next part. The students visualize their prediction and draw it. At the last, the students share their prediction. The next strategy is Visualizing from Vivid Piece of Text. This strategy is similar with the Draw and Label Visualization from McLauglin (2003). In this strategy, the teacher reads the text aloud and stops at a certain point and the students visualize the scene. The students share their visualization in groups before they draw it. In Draw and Label Visualization Strategy the students draw their visualization first then share it in groups. The third strategy is Visualizing in Reading, Sharing not Telling. In this Strategy, the student read the text with full of vivid nouns and verbs. The teacher reads the passage aloud while the students visualize the scene. The students are asked to give comments. After the comments are given, the teacher labels the part of the speech. The strategy helps the students learn about part of speech.

The last strategy is Creating Mental Image that goes beyond visualization. In this strategy, the students visualize a character in the text. The students write down what their heard, tasted and smelled when they visualize the character.

McLaughlin (2003) in Nelson (2005:8) developed two strategies based on the format of visualization proposed by Goudvis and Harvey (2000). Those strategies are Draw and Label Visualizations and Mind or Alternative Mind Potraits. The first strategy is helpful for understanding the text with two perspectives. In this strategy, the students choose two characters and visualize them. The students also record the ideas using Draw-and-Label Visualizations.The second strategy is Draw and Label Visualization. This strategy is designed with the process gradual release of responsibility. This process has three levels of instructions. Those are (1) Teacher Models; (2) Guided Practice; and (3) Independent Practice. It is believed that without this process the students may not understand what they are expected to accomplish. In this strategy, the students visualize what the teacher reads and sketch their visualizations then label them with some detail information. After they finish sketch their visualization, they share their sketch to promote better understanding and point out the different schema and background knowledge.

In brief, there are many strategies which have developed under the formats of visualization strategy. Those strategies are (1) Visualizing with Wordless Pictures; (2) Visualizing from a Vivid Piece of Text; (3) Visualizing in Reading, Showing not Telling; (4) Creating Mental Images that go beyond Visualizationthose ideas are developed under the format of visualization

strategies; (5) Draw and Label Visualizations; and (6) Mind or Alternative Mind Potraits. In implementing those strategies, the teacher needs to ssuit the strategy with the level proviciency of the students.

c. Draw and Label Visualization Strategy in Teaching Reading

Goudvis and Harvey (2000) in Nelson (2005:7) suggest the use of gradual releases of responsibility in which consist of four steps. Those are (1) Teacher Models; (2) Guided Practice; and (3) Independent Practice; and Application of the stategy in Real Reading Situations. Based on the format from Goudvis and Harvey (2000), McLaughlin (2003) in Nelson (2005:8) designs the steps of Draw and Label Visualizations with implementing of process of gradual release responsibility those steps are described as follows.

1) Teacher Models

    a) The teacher demonstrates (model) the strategy by using reading title and first paragraph to the students.

    b) Then, the teacher sketches what she sees in her mind and labels the pictures. The teacher reminds the students that sketchs are acceptable. The teacher also makes simple sketch for them.

    c) The teacher continues reading more paragraphs and again sketches what is visualized and labels it.

2) Guided Practice

    a) It begins with the teacher reading aloud a view more pages, stopping at points of interest.

b) The teacher asks the students to visualize and creates pictures in their mind.

c) The teacher encourages students to discuss their visualization and helps students sketch their visions on paper.

d) After the students finish sketching thir own vision, the teacher thinks aloud and makes the teacher's sketch.

e) The students share their sketches with their partner and the teacher points out individual differences.

3) Independent Practice

a) This level starts wih the teacher continuining to read aloud the text while the students draw and label their own visualization.

b) When complete, the students share the final product and discuss the story/ text.

c) The students are encouraged to reflect their sketch in improving their understanding.

B. Conceptual Framework

As it is stated in the previous chapter, reading plays important role for Junior High School students. Students are expected to have an ability to comprehend many kinds of texts such as recounts, descriptives, narratives, procedures, reports and discussion either formally or informally. They are also expected to gain knowledge and information from the texts.

However, there are some problems in teaching reading comprehension. One of them is the difficulty of the teacher in finding the best technique to teach

reading comprehension. Sometimes, the technique used by the teacher does not suit the situation of the classroom and the condition of the students. The teacher dominates the whole session of the lesson. She rarely lets the students have discussion with other students and tends to let the students work individually.

Based on the problem above, the researcher tries to apply *Visualization* as a technique in the effort to improve students' reading comprehension. The use of this technique is based on some reasons i.e. *Visualization* provides the students to remember and understand what they are reading. *Visualization* also provides students to learn specific strategies i.e. they visualize the text to help them predict, to clarify something or to remember about the characters, events and settings. By *Visualization*, the researcher expects that the students' reading comprehension in SMP N 1 Pedan can improve.

C. Research Hypothesis

Based on the discussion above, the hypothesis of this research can be formulated as follows: The use of *Visualization* can improve students' reading comprehension at grade eight in SMP N 1 Pedan.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

The research study on improving the students' reading comprehension by using *Visualization* was action research. This was categorized as action research since there was a self-reflective, critical, and systematic approach that is done by the 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 processes of phases could be drawn as figure 1.
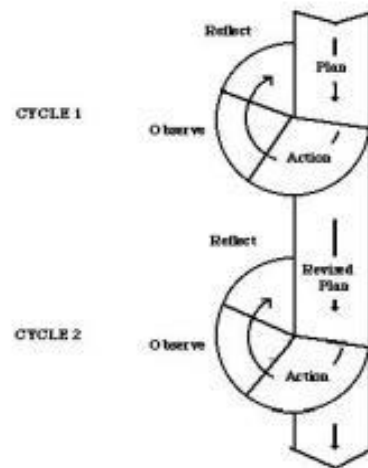
Figure1**: Scheme of action research by Kemmis and McTaggart.**

B. Subject of the Research

The researcher chose the students VIIIDin SMP N 1 Pedan in the academic year of 2013/ 2014 as the source of collecting the data. It was because the students VIIID had problems in reading comprehension. It was also based on the discussion with the English teacher and the agreement with the headmaster. Besides, the researcher had a discussion with the collaborator. The collaborator was the student of English Education Department.

C. Research Setting

The research was conducted in SMA N 1 Pedan. It is located in Jl. Gelora, Pedan, Klaten. This school has 21 classrooms with seven classrooms for each grade. SMP N 1 Pedan has 35 teachers and 7 staffs. The school has a lot of facilities which can support the teaching and learning process such as science laboratory, language laboratory, computer laboratory, and library. There are also some extracurricular activities conducted both of academic and non-academic.

English is conducted two meetings per week. The teaching and learning process of English is conducted 2 x 40 minutes per meeting. During the teaching and learning process, the English teacher rarely uses LCD to present the materials to the students. The materials that are used by teacher are taken from some books and LKS. In choosing the materials, the English teacher refers to the curriculum such as Standard Competency, Basic Competence, and syllabus. Sometimes, when the English teacher teaches listening, she asks the students to go to the language laboratory.

D. Procedure of the Research

To do the action research, the researcher used procedures as proposed by Kemmis and McTaggart as follows:

1. Planning

In this step, the researcher determined problem and analyzed it. After determining the problem, the researcher planed some actions in improving students' reading comprehension. She prepared the lesson plan based on the curriculum and the syllabus from the school. Meanwhile the materials and other instruments needed in the research were selected based on the technique that was implemented in the action. She also tried to find the suitable materials based on the syllabus and lesson plans. After that, the researcher organized the steps in implementing *Visualization* in the teaching and learning process of reading.

2. Action

After planning the actions, the researcher and the English teacher implemented the actions in the teaching learning process. The action was conducted until the improvement has been achieved. The researcher did the actions in two cycles with three meetings for each cycle. During the actions, the researcher and the English teacher observed the processes.

3. Observation

When the action was done, the researcher and the English teacher observed the impact of the technique used in the action. The observation was done to know the success of the action and the problems that occurred during the implementation. The researcher then wrote notes about everything that happened

in the class during the action. She also conducted interviews with the students and the English teacher to know their opinions and feelings after the action.

4. Reflection

Based on the observation in the action, the reflection was done by the researcher and the English teacher. It was done by discussing the success of the action during the implementation and evaluating the action. Evaluation was done after each cycle was completed. In this step, the researcher and the English teacher evaluated the problems occurred in the action and tried to find the solution of the problems so that the researcher could do better in the next cycle.

E. Data Instruments of the Research

The main instrument was the researcher herself because she undertook the planning, the action, the observation, reflection, and then made the report. Besides, the researcher used interview guidelines, field notes, pre-test and post-test, and some photographs as the other instruments to collect the data.

F. Data Collection Techniques

The data was collected in the form of qualitative data which was supported by quantitative data. It meant that the data were the description of the reality happening during the research and the result of the test. In gaining the data, the researcher used some data collection techniques as follows:

1. Observation

Stake (2010: 90) states that observation can allow the researcher to get the information which can be seen, heard, or felt directly. By doing observation, the

researcher had an opportunity to understand the situation that happened during the teaching and learning process, to see things that might be unconsciously missed, and to discover things that might not be obtain in interview situation. The researcher observed the condition of the teaching and learning process when the technique was implemented, the students' behavior during the technique was implemented, and the problems that appeared when the action was implemented by using observation guidelines and observation checklists. The researcher also wrote everything so that she could keep the information in the form of field notes.

2. Interview

In gathering the data, the researcher conducted some interviews to the English teacher and the students. Stake (2010: 95) argues that interview enables the researcher to obtain the unique information or interpretation from many people and to find out things that the researcher cannot observe by herself. In this research, interview was done by the researcher so that she could know how the English teacher and students' responses, opinion, suggestion, and expectation while and after doing the implementation of *Visualization* in the teaching and learning process of reading, clarify their idea about the technique being implemented, and reflect the students' practices.

3. Test

In this study, the researcher used tests to know the improvement of using *Visualization*in teaching reading. There were pre-test and post-test. Pre-test was conducted before the researcher did the action. Meanwhile, post-test was held if last cycle was done. The tests were in the form of multiple choices. There were

20 items for each test. The researcher tried the tests out before she used them for pre-test and post test.

G. Techniques of Data Analysis

The data collected were in the form of qualitative and quantitative. The qualitative data were collected from the observation and the interviews. They were in the forms of field notes, interview transcripts, and photographs. Then, all the data were interpreted and analyzed. Next, they were connected to the relevant theories. After that, the outcomes of the data were reported from the beginning to the end.

Meanwhile, quantitative data of this research were obtained from the tests conducted. In analyzing the quantitative data, descriptive analysis was used. It was the mean which was used as a represent from central tendency. The mean was used to know the improvement of the students before and after the actions.

H. Validity and Reliability of the Data

Data that were obtained from the research must be valid and reliable. As this study was action research, there were five criteria of validity that must be achieved by the researcher as follows (Burns, 1999: 161-162):

1. Democratic validity

It is related to the extent in which the research was truly conducted collaboratively and includes multiple voices. In gaining the democratic validity, the researcher conducted the interviews with the stakeholders i.e. the students VIIID of SMP N 1 Pedan, the English teacher, and the collaborator to tell their opinions about the research conducted.

2. Outcome validity

Outcome validity was related to the notions of actions leading to outcomes that were successful within the context. To achieve this validity, the researcher did maximally in doing the action. She did not only find solutions of the problem but also reframe the problem in a certain way into questions. She did reflection in every meeting.

3. Process validity

This validity was closely related to the reliability and competency of the research itself. To get the process validity, the researcher did the observation during the implementation of the technique (by using field notes), did the interviews with the students, and had discussion with the English teacher and collaborator.

4. Catalytic validity

Catalytic validity was related to the extent in which the research could allow the participants to be more understood about the social context conducted than before. It could show how the participants make changes within the research. To get this validity, the researcher did the planning, action, observation, and reflection in cycles using *Visualization*.

5. Dialogic validity

To obtain the dialogic validity, the researcher conducted dialogues with the English teacher, the students, and the collaborator. She asked them to give comments about the implementation of the technique in every meeting so that

there was evaluation. It was done to know the strength and weaknesses of the action and the researcher could do better than before in the next meeting.

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

1. Time triangulation

Time triangulation meant that the data were collected over period of time. It was done to get a sense of what factors were involved in change processes. In this research, the researcher did the action from August until September 2013

2. Investigator triangulation

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

3. Theoretical triangulation

Theoretical triangulation meant that the data were analyzed from more than one perspective from some theoretical reviews. In this research, the researcher reviewed the theories from some experts of some books.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Procedure and Findings

This research used action research proposed by McTaggart. There were some procedures which were done by the researcher. Those were planning, action, observation, and reflection. In planning, the researcher and the English teacher determined the problems based on the observation she had done before in the teaching and learning process of reading conducted by the English teacher. Then, she determined the problems that were possibly solved by having a discussion with the teacher. After that, she planned the actions that might be implemented to overcome the problem. In action, the researcher implemented the *Visualization* in the teaching and learning process of reading. During the implementation, the researcher, the English teacher, and the collaborator observed the condition of the teaching and learning process and the students to know the students' responses and the impact of the actions. Finally, they did reflection on each meeting and per cycle. It was done to evaluate the success and the problems appearing during the implementation. The researcher did the actions in two cycles for three meetings in each cycle.

The researcher began the research by conducting observation during the teaching and learning process of reading. The observation was done on Saturday, July 27th, 2013 at 08.20 a.m. in the VIIID classroom. The situation in the teaching and learning process of reading could be seen from the vignettes. They were presented as follows:

Vignette I
Saturday, July 27th, 2013
R : Researcher
ET: English Teacher
Ss : Students

R came to the class with the ET. ET stood by the class and Ss paid attention to the ET. Before the lesson was started, ET asked R to introduce himself. R introduced himself and explained the purposes why the R came to the class. ET asked R to seat back in the class. R began to observing the class situation and the teaching and learning process. The descriptions were as follow:

ET greeted the Ss by saying "*Good morning everybody*" and followed by "*How are you?*"Ss responded to the greetings by saying "*Good morning". Fine thanks, and you?*" loudly. ET answered with" *I'm fine. Thanks.*ET called the roll. No one of them was absent. ET asked some questions to Ss about the materials that have been taught in previous meeting but many of them forgot the materials. Next, ET reminded the materials and asked Ss to open their course book. ET asked Ss to open the course book by saying "*Open your book at page 11 and look at the text*" after the reviewing the previous materials the ET started to explain the further material, followed by "*Today we are going to talk about descriptive text*". ET checked the students' understanding about the descriptive text by giving some questions but no one of the Ss answered and they kept silent, some of Ss talked to other friends. ET delivered them the materials and explained the material about generic structure of descriptive text. After that ET asked Ss to do the task in the hand out. Ss had to translate the descriptive text. Then the Ss began completing the questions. Many of Ss still confused and did not know the vocabularies in the text. Some Ss used dictionary to help them. It took 20 minutes to finish the Task. ET controlled the Ss' work. ET asked Ss to read their work from their seat. When R asks Ss to read the result of their works, there is no S who wants to be a volunteer to read it. To solve this problem, ET calls some Ss from the attendance list to read their works from their seat. After the questions were answered, ET gave an opportunity to Ss to ask a question but no one of them asked a question. ET led the discussion about the materials and closed the lesson.

From the vignettes, the researcher found some problems during the teaching and learning process of reading in VIIID. It could be said that there was little interaction between the English teacher and the students. The students were

passive during the lesson. When the English teacher asked them questions, they kept silent. They rarely asked questions when they found difficulties. Besides, there was also little interaction among the students. There was not any discussion among the students. The students tended to do the activity individually. When they had a chat with their friends, they did not talk about the text being read but they talked about something else.

Furthermore, the teacher did not pay much attention to the students. For example, when she started discussing the homework, she did not check whether all students did the homework or not. Besides, when the students gave the wrong answer on the questions related to the text, she merely gave the right answer without explaining and making sure that the students really understood about the text. It showed that the English teacher did not give a chance to the students to share their knowledge.

Another fact is that the students had low motivation during the teaching and learning process of reading. It is showed from the students' behavior in the class. For example, the students did not pay much attention toward the English teacher's explanation. Instead of reading the text, they chatted with other friends.

After conducting the observation and concluded some problems above, the researcher interviewed the English teacher and the students. The interviews were conducted after the teaching and learning process of reading.

1. Determining the Problems

In doing this research, the researcher did collaboratively with the English teacher, the collaborator, and the students of VIIID. To determine the problems of the teaching and learning of reading in the class of VIIID, the researcher conducted the observation during the teaching and learning process of reading and interviewed the English teacher and some students of VIIID.

Based on the observation and the interview with the English teacher and the students, there were some problems in the teaching and learning process of reading. The problems were related to the students' reading comprehension. Those problems could be seen as follows:

Table 1: **Field Problems**

No	Problems
1.	The students could not comprehend texts fully.
2.	The students had difficulty in finding the main idea.
3.	The students lacked vocabulary mastery.
4.	The students had difficulty in finding the details of information.
5.	The students had low motivation in learning.
6.	The teacher rarely conducted collaborative work.
7.	There was little interaction between the students and the teacher, and among the students.
8.	The use of media was monotonous.
9.	The materials were sometimes not interesting.

Having formulated the problems above, the researcher had a discussion with the English teacher. They discussed the problems in VIIID that might be solved. By considering the time, funds, and energy, the researcher and the English

teacher decided to solve five of the problems in the teaching and learning process of reading. Those problems were as follows:

    a. The students could not comprehend texts fully.

    b. The students lacked vocabulary.

    c. The students had difficulty in finding the main idea and the details of information.

    d. The students had low motivation in learning.

2. Determining the actions to solve the problems

    After the researcher, the English teacher, and the collaborator had further discussion about the problems, they looked for the actions that were possible to do in solving the problems. They discussed the actions that could be applied in the teaching and learning process of reading aiming to improve the students' reading comprehension. Based on the agreement between the researcher and the English teacher, the actions that would be implemented were as follows:

    a. Conducting *Visualization* to improve the students' ability in finding the main ideas and the details of information, the students' interactions between the students and the English teacher, and among the students, the students' motivation in the teaching and learning process of reading, and students' reading comprehension.

    b. Conducting *Visualization* strategy in to improve the students' vocabulary mastery.

B. The Report of Actions and Discussion

1. The implementation of the actions in cycle I

a. Planning

As the base for formulating the action, the researcher considered the problems that were discussed with the English teacher. Based on the decided problems to solve, they agreed and planned to use *Visualization* to improve the students' reading comprehension totally. By doing *Visualization*, the researcher and the English teacher expected that there would be changes in the teaching and learning process of reading. Those changes covered the improvements on the students' vocabulary mastery, the ability in finding the main idea and the details of information, and the motivation in learning.

In implementing the *Visualization*, the researcher followed the procedures. These were presented as follows:

1) The researcher planned to make lesson plans. The material was about recount text.

2) The researcher planned to give an example of a recount text, and then explain about the recount text, and the generic structure used in a recount text.

3) The researcher planned to teach the students how to comprehend the recount text in an effective way by introducing *Visualization* technique.

4) The researcher planned to make the students understand the recount texts by practicing the use of *Visualization* technique in comprehending of some texts given to them.

5) The researcher planned to ask the students first to do brainstorming and then predict the content of the text.

6) The researcher planned to ask the students to write down the difficult words that they found in the text and guess the word by applying that technique.

7) The researcher planned to ask the students found the main idea of each paragraph and details of information of the text.

8) The researcher planned to ask the students to answer questions, after that the researcher and the students discussed the answers together.

b. The implementation of the Actions and Observation

The actions were carried out three times i.e. on August24[th], 30th, and 31th, 2013. The schedule of Cycle I can be seen in the table below:

Table 2: **The schedule of Cycle I**

Meeting	Day and Date	Time	Material
1	Saturday, August 24th, 2013	2x40 minutes (08.20 a.m.–09.55 a.m.)	*"Pangandaran Beach"* *"A Study Tour to Bali"* (Recount text)
2	Friday, August 30th, 2013	2x40 minutes (07.40 a.m.–09.00 a.m.)	*"Visiting Bali"* *"A Trip to Bandung"* (Recount text)
3	Saturday, August 31th, 2013	2x45 minutes (08.20 a.m.–09.55 a.m.)	*"Camping"* *"The Flood"* (Recount text)

The actions focused on the use of *Visualization* in improving students' reading comprehension. The actions were done by the researcher herself. She acted as the teacher while the English teacher and the collaborator acted as the observers. The complete description of implementation in the first cycle was presented as in the following.

1) Meeting 1

The first meeting was on Saturday, August24[th] 2013 at 08.20 a.m. Before the researcher taught the students, the English teacher greeted the students. She told them that in the next meetings, the researcher would teach those English. Then, the English teacher gave the chance for the researcher to take turn as the teacher.

In this meeting, the researcher focused on introducing the technique to the students. The teacher started the class by saying a prayer. Then, she greeted the students and checked the students' attendance. As it was the first meeting, the teacher introduced herself first. After that, she gave the general apperception about the material that would be learnt by the students. It was done by the researcher as she wanted to build interaction between the teacher and the students. There were only few students who responded to the questions and the others kept silent. Some of them even had a chat with their friends. However, some students answered the questions in Indonesian. The teacher then told them that they would learn about Vacation.

Before the teacher gave the worksheet to the students, she introduced *Visualization* technique to them together with them. This technique was still new for the students. She told the students how they dealt with the technique and explained each step in*Visualization*. While the teacher was explaining the technique, the students listened carefully to the teacher explanation. When she finished explaining the steps in *Visualization*, she gave a text entitled

"Pangandaran Beach" to the student. Then, she distributed the worksheet to the students.

After distributing the worksheet, the teacher asked the students to read the text by implementing *Visualization*. As it was the first meeting, she guided in each step on *Visualization*. First, she guided the students to do   brainstorming and prediction. She asked the students to make a simple sketch about what they have in their mind related to the text. As the students were still confused, she repeated by using Indonesian. Then, the teacher asked them to start the activity and asked them to call her if they found difficulties. When the students were working on brainstorming and prediction, the teacher monitored the students and gave feedback to them. It was found that some students could do brainstorming and prediction. However, there were also some students who had not understood in doing brainstorming and prediction. Here, it was found that when the students had difficulties, they just kept silent and did not try to ask the teacher.

Having monitored and given feedback to all the students, the teacher asked the students to look their sketches. It was to help the student understand the text. She also asked the student to write down the difficult. The teacher reminded them that they were not allowed to open the dictionary. She explained again that the students had to guest difficult words using the pictures. She asked the student to visualize the text to help them guess the words. If they still found difficulties, they might ask the teacher.

The teacher then asked the students to move to the next step. In this step, the students found the main idea of each paragraph and found the detail

information of the text. The teacher reminded them how to find the main idea and the detail information by reading the text and visualizing the text. She gave them some questions related to the text when the students dealt with the detail information. Then, the teacher monitored them and did not forget to give feedback and helped the students when they had difficulties.

For the next step, the students tried to summarize the content of the text. The teacher asked them to write down two or three sentences containing the important information of the text. In this activity, the teacher also monitored every student. Based on the finding, the students summarized the content of the text. There were some students who could write the summary. The written summary represented the important parts of the texts. However, there were also other students who just wrote what they wanted to write without paying attention to the content of the text and the pictures. Although the teacher had given feedback to them, they did not notice it. Then, the teacher discussed the text together with the students.

After that she asked the students to make groups of four. Then, she distributed the worksheet to the students in the form of a text.

After distributing the worksheet, the teacher asked the students to read the text by implementing *Visualization*. She still guided the students to do brainstorming and prediction the text. When the students were working on brainstorming and prediction, the teacher monitored from one group to another. She asked the students to use their sensory image based on their experience to achieve comprehension.

The teacher also asked the students to write down the difficult words. She explained again that the students had to visualize the text when they dealt with the difficult words. If they still found difficulties, they might ask the teacher. Those difficult words that were written were from each student in the group. It meant not all the words written by the students were not known by all students in the group.

It was observed that the students found the meaning of the difficult words from their friend in the group. Some of the students were still confused about how they found the meaning of difficult words by visualizing the text. Then, they called the teacher to help them in clarifying the meaning.

This can be seen from the extract of Field notes 6.

R came in one group and saw the group was writing down the word 'exhausted'.
*S asked: **"what is the meaning of that word miss?"***
*R answered: **"Okay, please read the paragraph and then try to imagine what the writer felt in that situation?"***
*S asked:"uhm, maybe she felt **tired miss?***
*R answered: **"That's right!"***
Then, R continued to come in another group and found the students were writing 'exhausted=capek'.

*From this activity**, it was seen that the students found the meaning of the difficult words by visualizing the situation of the text**.*
(Appendix A, Field Notes6 August 24th, 2013)

The teacher then asked the students to move to the next step. In this step, the students found the main idea of each paragraph and found the detail information of the text. The teacher reminded them how to find the main idea and the detail information. She gave them some questions related to the text when the students dealt with the detail information. Then, the teacher monitored from one group to another and did not forget to give feedback and helped the students when

they had difficulties. When she came to a group, there was a student who just laid his head down on the table while other students in the group were doing the task. Some of the students still found the difficulties in finding the main idea.

> ***In practice, many groups wrote the main ideas in phrases. They were still confused about how to find main ideas.*** *Then, the teachers came to some groups to give feedback.*
>
> (Appendix A, Field Notes 6 August 24th, 2013)

Next, the students tried to summarize the content of the text. The teacher asked them to write down three of four sentences containing the important information of the text. In this activity, the teacher also monitored every group.

After the students had finished doing the worksheet, they had to present the result of the discussion in front of the class. When the students had a discussion with the students, concurrently she observed whether the students could comprehend the text or not. She found that there were some groups who understood about the text and the other groups who were not really sure that they understood. There were few students who were brave to share their ideas. Nevertheless, by conducting this activity, the teacher tried to encourage the students and build an interaction between the teacher and the students.

In the last activity, the teacher asked the students to summarize all the materials that had been learned by the students. After that, the teacher asked them to learn about recount texts by giving homework. The teacher promised to explain in the next meeting as the time was up. Then, she ended the lesson by saying a prayer.

2) Meeting 2

The second meeting was on Friday, August30[th] 2013at 07.20 a.m. – 09.00 a.m. In this meeting, the researcher focused on improving the students' reading comprehension of a recount text. It covered how the students decided the topic of the text, dealt with visualizing strategies for the difficult word and found the main idea and supporting details. The teacher started the class by greeting the students and led them to pray. After that, she checked the attendance. There was no student who did not come at this meeting. The teacher tried to encourage the students to be active in the class by asking questions about the lesson from the previous meeting. Most of the students still remembered the materials that they had learned before. This can be seen from the extract Field notes 7.

*After that, the teacher reviewed the previous meeting; she asked **"What did you learn last week? Some of the students answered "Reading a text about Pangandaran miss".** Most of the students still remembered the materials given in the previous lesson.*

(Appendix A, Field Notes 7, August 30th, 2013)

Next, the teacher discussed the homework together with the students. After that, she explained the social function of the text, the generic structure of the text, and the general characteristics of recount texts. After the students understood about recount texts, the teacher gave apperception about the topic that would be discussed. She talked about recount text and chose "*Visiting Bali*" as the topic. The teacher talked about Bali that might be known by the students. In fact, most of the students knew Bali Island. They were very happy and enthusiastic when they knew they were going to read a text about Bali.

Before the teacher distributed the worksheet to the students, she asked them to make groups of four. She also explained again about the technique because some students were not sure that they really remembered how to deal with the technique. Then, she distributed the texts. The teacher asked them to do brainstorming. Then, the discussion was begun. The teacher started to monitor each group and gave feedback to them. Most of them knew what they should do in brainstorming. After that, the teacher distributed paper to the students and asked them to read the text at a glance and make a sketch. When the teacher monitored every group discussion, she found that the students knew what they should do in visualization. It can be seen from the extract of Field notes 7.

> *The researcher saw a group read and tried to visualize the text. Then, she asked **"Are you doing visualization?"**. One of the students in that group answered **"Yes miss, we tried to visualize the content of the text. We also drew the events based on the text miss."***
> (Appendix A, Field Notes 7, August 30th 2013)

In this meeting, the teacher did not guide every step in *Visualization* because she wanted the discussion to run naturally. After she made sure that all students previewed the text, she asked them to begin reading. The students then started to write down the difficult words that they found in the text. The teacher monitored each group. In this activity, the students were very curious. She observed that the students had a good discussion among them to guess the meaning of the difficult words. Some of the students even now bravely called the teacher to guide them in guessing the meaning of the difficult word by imagine the events of the text.

Next, the students tried to find the main idea and detail information of the text. The teacher went around the class to monitor each group. When the teacher came in one group, she found that the discussion could run well. Every student in that group showed their participation in finding the main idea and detail information of the text. Based on the observation, most of the students could manage the discussion among their friends in groups. They also could find the main idea and answered some questions related to the text. They said that there was no difficulty anymore in finding the details of information.

> *The researcher found that in this second meeting, **the discussion ran more naturally than before.** The students shared their ideas one another although the situation of the class became noisy. **They also did not find the serious problem to find main ideas and the details of information of the text.***
> **S1: "The second paragraph is about the activities of the writer right?"**
> **S2: "Yes, but how will you write it then?"**
> **S1:"Just write the writer's activities with her family in Bali".**
> **S2: "Do you think so?"**
> **S3: I think that is the main point in this paragraph.**
> **S2: "Ya, I agree with you."**

(Appendix A, Field Notes 7, August 30th 2013)

After the students finished reading, they tried to summarize the content of the text. The teacher found that some of them used their own sentence when they summarize the text. However, there were also some students who just combined the main idea from each paragraph.

In the next activity, the teacher asked some groups to present the result of the discussion. She asked a volunteer to represent his/ or her group but there was not any student to be the volunteer. They pointed out one another. It made the situation in the class very noisy. As there was not any volunteer, the teacher

appointed one group and asked one member of that group to come in front of the class. After the student presented the result of the discussion, the teacher asked the class whether there was any question and comment or not. All the students were silent. Then, the teacher asked the students with the same question. Most of them said that there was not any question or comment. As the time was limited, the teacher just could ask one group to present their discussion result in this meeting. After that, the teacher discussed the whole text with the students. In this activity, some students were active to give their opinion. There were also some students who asked questions to the teacher. However, the students who were brave to ask questions or give opinion were the same students. Other students still kept silent and some of them chatted to their friend. It was found that many groups stated wrong topic. Then, the teacher reminded them again about how to decide the topic of the text. Next, the teacher gave a recount text again to each student. She asked them to answer the question based on the text individually by applying *Visualization*. The teacher discussed the answers and scored the students' work together with the students.

Finally, the teacher and the students summarized the lesson on that day. The students had understood about recount texts. They knew the characteristic, the social function, and detail information of recount texts. As the time was up and there was not any question again from the students, the teacher ended the lesson by saying a prayer.

3) Meeting 3

The third meeting was on Saturday, August 31st 2013 at 08.20 a.m. until 09.55 a.m. The teacher still focused on improving students' reading comprehension of a recount text and building interaction between the teacher and the students, and among the students. In this meeting, most of the students still remembered the previous lesson. They were also active in answering the question from the teacher.

After the teacher gave apperception to the students about the topic that was going to discuss, she told them that they were going to read a text about Camping. They seemed interested about the topic. It was shown by their face and their utterances.

> *Then, the researcher told the students about the topic of this day. That was about camping. **The students seemed interested in the topic. Some of them said "Miss, I ever went to Prambanan for camping".** Another student said **"I like go to camp very much miss because I got many experiences".***
>
> (Appendix A, Field Notes 8, August 31th 2013)

Then, the students did brainstorming. It did not take long time for them to do it as they knew how to do that. Next, the teacher distributed the text. She asked them to predict the content of the text.

In this meeting, the teacher also did not guide the students in each step. By doing this, she expected that the discussion could run naturally. Then, the teacher monitored from one group to another. The students were trying to find the meaning of the difficult word. It was found that the meanings of the difficult words were known by their friends and were guessed by visualizing the context of

the text. Some students also still called the teacher to guide them in guessing the meaning of the difficult words.

The teacher continued monitoring other groups. She found that the students tried to find the main idea and detail information of the text. The teacher came in one group and found that they had written the answers from some questions based on the text. In fact, they knew and they told the main ideas of some paragraphs to the teacher. Some of them tried to make some sketches related to the text. A few of them admitted that they were just lazy to draw because they could not do it. As a result, it took long time for them to complete the work. The teacher gave suggestion if they will not to draw, they could just make a simple sketch. Nevertheless, the teacher found that in this meeting the students were really able to find the main ideas and detail information.

Next, the teacher reminded the students to summarize the content of the text by writing the important points. It was found that the students had combined their own words with some parts of the text.

Then, the teacher asked the students to present the result of the discussion. She asked some volunteers to come forward. In this meeting, the students were enthusiasm to come in front of the class and the other studentsgave comments to other groups. As the time was limited, the teacher continued giving the other text to each student as individual work. It was found that most of the students had better understanding on reading texts when they use *Visualization*.

As the time was up, the teacher summarized the lesson on that day. After she made sure that there was no question from the students, she ended the lesson by saying a prayer.

c. Reflections of Cycle I

The implementation of *Visualization* in the first cycle was done in three meetings. It was on Saturday, August 24th 2013, on Friday, August 30th 2013, and on Saturday, August 31st 2013. After implementing *Visualization* in three meetings, the researcher did reflections. Before that, she presented the condition of the teaching and learning process of reading in the last meeting of the first cycle. It was presented in the following vignette.

Vignette II
October 31st 2013
R : Researcher
ET: English Teacher
Ss : Students
C : Collaborator

The bell rang at 08.20 a.m. R together with ET and C went to the class. When they came in the class, Ss were busy organizing their desks. ET and C sat at the back. R greeted Ss and checked the attendance lists. There was no student who did not come at that day. R reviewed the previous lesson by asking questions to them. Ss were active in answering the questions from the teacher. Most of them still remembered the previous lesson.

After that, R gave apperception to the students. She asked the student's experience about camping. Then, the teacher told them that they were going to read a text about Camping. Ss seemed interested with topic. As usual, R asked them to work in groups. Some of them chose different members of the group. As they were in groups, R distributed the texts. R asked them to do brainstorming. Ss did that fast. Then, R asked them to do prediction.

Next, Ss read the text. They wrote down the difficult word while reading the text. Ss were trying to guess the meaning of the difficult words they found by visualize the text. When R came to a group, the members of the group were trying to find the meaning of '*countryside*'. R heard a student said '*country said*

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tuartinyaapa?negarasebelahbukan?'. Another student said *'yabukanlah, artinyaitudesa. Iyakan Miss?Masamaukemahndadakkenegara lain, dibayanginajakangakmungkinjauhbanget'*. R said 'yes, *that's right'*.

Ss continued the next activities. They tried to find the main idea of each paragraph. R asked whether Ss still remembered how to find the main ideas or not and Ss said that they still remembered. R went around monitoring Ss. R checked their understanding by asking questions on a group 'What is the main idea of paragraph 2?'Ssanwered '*Ini miss, pokoknya about* the activities of the writer and her/his family after arriving at camping site '. R went around again monitoring them. Ss worked to find the details of information. Then, Ss wrote down the summary of the content of the text.

R asked volunteers to present the result of the discussion. R asked whether any comments or questions or not. Ss said 'no'. R continued calling on another group. As the time limited, R gave individual work and then discussed and scored it. Finally, R invited Ss to summarize the lesson of that day and asked whether there were still questions or not. Ss and R summarized the text and the whole lesson. SstoldR that they had understood about the text and did not have any questions. Then, R ended the lesson by asking Ss to say a prayer.

The vignette showed that there were changes in the teaching and learning process and the students' reading comprehension after the researcher implemented *Visualization*. Before the implementation, the students did not want to answer the teacher's questions during previewing and to ask questions when they found difficulties. After the implementation, the students were active to answer the questions from the teacher. They also willingly called the teacher when they had difficulties in reading.

From the vignette, it can be seen that the students were able to find the meaning of the difficult words by asking to their friends in a group, guessing the meaning by *Visualization*, and calling the teacher to guide them in guessing the

meaning. The students were also able to find the main ideas and the details of information of the text by imagine what that they have read.

At the end of the first cycle, the researcher wrote the results of the reflection in Cycle I. Those were presenting as in the following.

The use of *Visualization* from the first meeting until the third meeting was successful in improving the students' ability in finding the main ideas and detail information of the text. Formerly, the students needed to adapt the use of this technique as it was new for them. They felt that the technique was very simple and fun. They said it was easy to be understood and it could help them in understanding the text, especially in finding the main idea and the details of information. It can be seen from the extract of Interview transcripts below.

> R: **MenurutkamubagaimanadenganpenggunaanteknikVisualizationini di kelas***?* (What do you think about the use of *Visualization* in the class?)
> Ss: **Yainituhbagus miss bisamenambahkosa kata. Terustahugimanacari ide pokokceritanyagimana.** (Well, this is good for us to improve vocabulary mastery. We can know how to find main idea.)
> (Appendix B, Interview transcript,August 31th 2013)

The use of *Visualization* was successful to improve the students' reading comprehension on texts. They could understand the texts by having discussion among their friends in the group and sharing knowledge with their friends. The technique also increased their curiosity in understanding the texts by doing the activities in each step of the technique. This can be seen from the extract of Interview transcripts below.

> R:
> *Trus**apakamubisalebihmemahamibacaandenganmenggunakantekniki ni?**(Then, do you think that this technique can help you to understand the text?)

Ss: ***Oh iyamiss,akujadilebihngerti****bacateksteksgituan.* ***Oh teksnyatuhisinyainigitu****.* (Yes miss, I have better understanding in reading that kind of texts. Then I can say oh the text is about this.)
(Appendix B, Interview transcript , August 31th 2013)

R:
*Trus****apakamubisalebihmemahamibacaandenganmenggunakanteknik i ni?****(Then, do you think that this technique can help you to understand the text?)
Ss: ***Iyamiss,jadilebihngerti. Jadibisaingetteruskejadiannyaapaajadandimanaaja****(Yes miss, I have better understanding. As this technique allows us to remember about the events and settings)
(Appendix B, Interview transcript , August 31th 2013)

R: Menurutkamu, ***bagaimanadenganpenggunaaanteknikini*** *di* ***kelas?****(What do you think about the use of Visualization in the class?)
C: ***Menurutkusihbagus. CukupefektifuntuksiswaSMP****.Takliat****merekajugasenengdanantusiasbi samemahamiteksdenganmembayangkanisiteksnya****.Takliatjugakalau****m erekajadibisamemahamibacaan,bisaingetterus setting dan event nyajuga****.* *Tapikamuharuspinter-pinterbagiwaktunya.Soalnyawaktumembayangkanapalagiwaktugambar , merekabutuhwaktu yang lama.*(I think it is good. It is effective enough for the students of junior high schools. I saw that they were happy and enthusiastic when they could imagine the content of the text. I also saw that they could understand the text and remembered the setting and events of the text. However, you should consider the time. Having visualizing and drawing spends time.)
(Appendix B, Interview transcript , August 31th 2013)

The use of *Visualization* was also successful in improving the interaction between the teacher and the students, and among the students. By monitoring, guiding, and giving feedback to every group, the teacher could know the students' want. She directly knew the students' difficulties while they were learning. They were also very happy when the teacher cared with them. The interaction among students increased too. The students could share their knowledge and understanding when they had difficulties while they were reading by*Visualization*. It can be seen from the extract of Interview transcripts below.

*R :**Kamusenengpakaiteknikini di kelas?***(Do you like using this technique in the class?)

Ss: ***Yasenengbanget miss,****kanbisaefektif to miss **kalaugini, bisasalingtukarpendapatjuga, kankadangapa yang bisakitabayangingtentangteksitubeda-beda.*** (Yes, I do miss. This becomes effective ways. We can share one another about the text, sometimes we had different imagination.)
(Appendix B, Interview transcript , August 31th 2013)

*R: MenurutIbu, **bagaimanainteraksiantarasiswadan guru selama proses belajarmengajarberlangsung?***(What do you think about the interaction between the teacher and the students during the teaching and learning process?)

ET: *Menurutsaya**bagusmbak**, sayalihattadi**anak-anaksudahberanibertanyapadambakRatnaketikamerekamengalamik esulitan.***KemudianmbakRantajugamenjawabpertanyaandarianak-anakdenganjelas.Dan sayaliatanak-anakjugapuasdanmengertidenganjawaban yang diberikan.*(I think it is good. I saw the students were brave to ask questions when they found difficulties. Then, mbakRatna also answered the questions clearly. I saw that the students were satisfied with the answer and understood it.)

*R :**Kalauinteraksiantarsiswanyasendiribagaimana Bu?***(What do you think about the interaction among the students?)

ET:
*Kalau**interaksiantarsiswanyasendirijugacukupbagusmbak.***Walaupun ramai di kelas, tapi**merekaramaidiskusi.**Sayaamati**merekasalingbertukarpendapatda lamsatukelompoknya**.* (The interaction among the students was good enough. Although they were noisy in the class, they discussed the work. I observed that they shared their knowledge in the group.)
(Appendix B, Interview transcript, August 31th 2013)

The use of *Visualization*was successful in improving the students' vocabulary mastery. When the students did not know the meaning of the difficult words, they tried to guess the meaning by seeing the context of the sentences. If they still did not know the meaning they had to guess by visualizing the situation

based on the text. The students felt that their vocabulary had increased by having these activities. This can be seen from the extract of Interview transcripts below.

> *R: Menurut kamu, **kalau pakai technique ini bisa nambah kosa kata gak?*** (Do you think that technique can improve your vocabulary mastery)
> *Ss: **Iya miss, jadi semakin tahu banyak kosa kata baru**, walaupun awalnya sempet bingung.* (Yes miss, now I know many new words although I am confused at the first time)

Furthermore, there wasa problem found in the first cycle in terms of the time management. In the first meeting, the teacher failed to give individual work as the time was overbecause introducing the technique needed lots of time. In the second meeting, the time of the discussion was limitedbecause in the class discussion, the teacher enjoyed monitoring the groups so that she did not pay attention to the time. Then in the third meeting, the students sometimes still confused how to guess the words using *Visualization*. Therefore, for the next cycle, the teacher had to be more disciplined in time management and make clear about the steps in guessing words meaning through *Visualization*.

In conclusion, *Visualization strategy* can improve the students' reading comprehension. Nevertheless, there was still a problem related to the time management. Thus, the researcher, the English teacher, and the collaborator decided to continue the cycle to solve the problem.

The reflections 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, the students, and the collaborator. In doing the interviews, everyone had an equal opportunity to express their ideas, opinions, and feelings about the action. It was done by the researcher to fulfill the

democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is done to fulfill the reliability of the research.

2. The implementation of the actions in Cycle II

a. Planning

Based on the reflections in Cycle I, the researcher found that *Visualization* could improve the students' reading comprehension and students' vocabulary mastery. However, the researcher found that many students were less motivated during the class discussion. Therefore, the researcher, the English teacher, and the collaborator discussed to choose other actions to improve the students' motivation.

Then, they agreed and planned to implement the actions in Cycle II. They also decided to add new actions to improve the students' motivation during the teaching and learning process of reading by credit points. A student who asked question, gave comment, and represented his or her group to present the result of the discussion during class discussion got two points. For the student who could finish the activities early and willingly presented the result of their work in front of the class got five points. Then, the points were accumulated at the end of the meeting.

The plans for Cycle II could be summarized as follows:

1) *Visualization* to improve students' reading comprehension.

2) *Visualization* to improve the students' vocabulary mastery.

3) Giving credit points for active students to improve their motivation during the teaching and learning process of reading and during class discussion.

b. The implementation of the Actions and Observation

The actions were carried out three times i.e. on September7[th], 13rd, and 14th, 2013. The schedule of the Cycle II can be seen in the table below:

Table 3: **The schedule of the cycle II**

Meeting	Day and Date	Time	Material
1	Saturday, September 7th, 2013	2x40 minutes (08.20 a.m.–09.55 a.m.)	*"Rabbit"* *"My Dog,Brownie"* – descriptive text
2	Friday, September 13rd, 2013	2x40 minutes (07.40 a.m.–09.00 a.m.)	*"Komodo Dragon"* *"My Lovely Cat"* – descriptive text
3	Saturday, September 14th, 2013	2x40 minutes (08.20 a.m.–09.55 a.m.)	*"My Friend"* *"My Best Friend"* – descriptive text

The actions focused on maximizing the use of *Visualization* in improving students' reading comprehension and the use of credit points in improving the students' motivation. The complete description of the implementation in the second cycle was presented as in the following.

1) Meeting 4

The fourth meeting was conducted on Saturday, September 7th, 2013 at 08.20 am. – 09.55 am. In this meeting, the teacher focused on improving the students' motivation using credit points. As it was very noisy in the class, the teacher greeted the students. Then, they were silent. The teacher started the class by saying a prayer and checked the attendance. After that, the teacher told them that there would be credit points for active students. In this activity, the teacher

was helped by the collaborator to observe the active students and to count the points.

Then, the teacher gave apperception to the students and told them that they were going to learn about animal.In that meeting, the teacher taught the descriptive text. She found that the students were enthusiastic hearing that topic. In fact, it could improve their enthusiasm in reading the text. The teacher asked them to do brainstorming. It did not take long time to do brainstorming. After that, the teacher distributed the text to each student and asked them to predict the content of the text.

Next, the teacher asked them to begin reading and did other activities. The teacher did not guide them in each step so that the activity on reading could run naturally. While they were reading, they wrote the difficult words of the text and guessed the words by visualizing the text. Then, the teacher monitored every group to control whether the students still understood to use the strategies or not and to make sure that they were still on the track. The students were serious in reading. After dealing with the difficult words, they moved on the next activity without being asked by the teacher. They tried to find the main ideas of each paragraph and the details of information. There was no serious problem in those activities. Then, the students summarized the content of the text. The teacher found that the activity became alive. They worked faster than before. They also drew to visualize the text that they read.

For the last activity, the teacher gave them another worksheet containing some questions in the form of multiple choices related to descriptive texts. That

worksheet was used to know whether the students still remembered or not about a descriptive text that they ever learned with English teacher.

Having made sure that all of the students done the worksheet, the teacher asked a volunteer to present his/or her work in front of the class. There were some students who raised their hand. Then, the teacher asked them to do it turns. They looked very proud and confidence to show their work. When a student came in forward and presented the result of their work, other students paid attention to her/him. The teacher gave chances to other students to give comments or questions. There were some students who asked questions. During the activity, the teacher started giving points for the active students. From the activity, the teacher found that the students had understood the text well.

In this meeting, the teacher had many students to present the result of the work. During the activity, the students were encouraged when they were given credit points. They were active to ask questions. Some of them shared about main ideas. When the teacher asked them to answer question related to the details information, some students answered confidently. Then, teacher announced the most active students in this meeting. The students who active were very happy and they shouted. Then, the teacher asked them to summarize the lesson at that day. She ended the lesson by saying a prayer.

2) Meeting 5

The fifth meeting was conducted on Friday, September 7[th]2013 at07.20-a.m. – 09.55 am. The teacher started the lesson by greeting the students. Then, she led a prayer and checked the attendance.

After that, the teacher gave apperception to the students. The teacher asked them still about pets. There were only few students who answered her question.The situation was different from the previous meeting. The students seemed not interested in the early of the lesson. Then, the teacher reminded them that she still used credit points for the active students. It made the students enthusiastic. The teacher also encouraged them by talking about pets they had at home. The teacher then told them that they were going to read a text about a cat. The students were happy. In fact, most of the students liked a cat and they had cats at home. It can be seen from the extract of Field notes10.

> *The researcher told the topic of that day "Well, **today we are going to read a text about a cat. Do you have a cat?**.Most of the students answered "Yes miss, of course. Do you have miss? ".*The researcher said "No, I haven't. I have a turtle as my pet. hehe."*
> (Appendix A, Field Notes,September 13rd 2013)

First, the teacher explained them about descriptive text and its characteristics. Then, she asked them to do brainstorming about that topic. After that, she distributed the text to the students and asked them to predict the content of the text.The students just went on writing down the difficult words and guessing the meaning by visualizing the text. Next, they tried to find main ideas and the details of information. After that, the students summarized the content of the text. They did not take much time to do that.

Then, the teacher gave them another worksheet. The worksheet contained some questions in the form of multiple choices related to descriptive texts. That worksheet was used to know whether the students were understand or not about a

descriptive text.It was used to know the students' understanding in differentiating between main idea and detail information.

Having made sure that all students finished reading, the teacher started to lead the class discussion. She asked volunteers to come forward. Then, the teacher asked them to present in turn and she did not forget to give points to the active students. During the class discussion, there were only few students who were active in this meeting. That was because they had sport that day and they felt very tired. Even some of them said sorry to the teacher.

Then, the researcher asked volunteers to present the result of the discussion. **The students seemed not interested in that activity**. *She asked them "Are you tired?". All students answered "Yes miss.* **We are really tired after doing sport. So sorry miss if we annoy you**".
(Appendix A, Field Notes, September 13rd 2013)

As the teacher knew the condition of the students, they gave a song to solve the problem. In fact, it was successfully to make student fresh and happy. It was ten minutes left. Then, she asked them to summarize the content of the text together with her. After that she made sure whether there was any question or not about the text. There was not any question at all. They had understood about the text. Next, she announced the most active student. They shouted and very happy to hear that. The teacher ended the lesson by saying a prayer.

3) Meeting 6

The sixth meeting was conducted on Saturday,September14th2013 at 08.20 a.m. – 09.55 a.m. In this meeting, the teacher focused on improving the students'

reading comprehension by using the same technique and students' motivation by giving credit points.

The teacher started the lesson by greeting the students. After she led a prayer and checked the attendanc, she gave apperception to the students about someone. In fact, most of the students in the class had a best friend. Then, the teacher told them that they were going to read a text about someone's best friend.

After that, the teacher asked them to do brainstorming and prediction in pairs. There was not any obstacle for the students to do brainstorming and prediction. From the previous meeting, they did them very naturally. As what had been done before, the teacher just monitored the discussion, gave feedback to the students, and helped the students when there was difficulty.

The discussions ran naturally. The students became independent and had curiosity in reading. They had good interaction among the students. They had discussion to find main ideas and detail information of the text. Then, they wrote the summary of the text. Each student also drew the person who describe in that text.

Next, the teacher asked volunteers to come to present their work and started giving points for active students. Then, they wanted to continue learning English and had another activity. The teacher gave a text again and some questions related to the material. The students worked individuallyby applying *Visualization*. After all students finished, the teacher discussed together with the students.

Then, the teacher guided them to summarize the lesson that day. Having made sure that the students did not have any question anymore, the teacher announced the winner of the most active students and gave them prizes. They were very glad to hear that. It was found that giving credit points to the students could increase their motivation during the teaching and learning process of reading. Next, the teacher ended the lesson by saying a prayer.

c. Reflection of Cycle II

The implementation in the second cycle was done in three meetings. It was on Saturday, September 7th 2013, Friday, September 13rd 2013, and Saturday, September 14th 2013. After implementing *Visualization* and the accompanying actions i.e. giving credit in three meetings, the researcher did reflections. Before that, she presented the condition of the teaching and learning process of reading in the last meeting of the second cycle. It was presented in the following vignette.

Vignette III
Saturday, September 14th 2013
R : Researcher
ET: English Teacher
Ss : Students
C : Collaborator

The bell rang at 08.20. R together with ET and C came in the class. Ss were enthusiastic welcoming them. Some students said '*Miss, bolehminum-minumdulugak? habisolahragacapek e miss*'. R gave time to the Ss to take a rest for a while. Then, R started the lesson by greeting Ss, led prayer, and checked the attendance. There were no students who did not come. After that, some students asked R '*Hariinibacatekstentangapamiss*'. R said 'I'll tell you later'.

R reminded them that there would be still credit points for the active students. R gave apperception about someone. R asked" Do you have best

friend?" Most of the students said 'Yes,I have miss'. R said 'So, what is your best friend looks like? Can you describe her/him?'. One of the students said '*Cantik dong Miss, baik, sukamenabunglagi,haha'.* Other student said *'Kalosahabatkusihbiasaaja, tapidiatinggiagakgendutjuga, baiksih Miss orangnya,hehe'.* R told them that they would read a text about *someone's best friend.* Ss seemed interested in the topic. R asked them to do brainstorming. Then, R distributed the text and asked them to do prediction and continued reading the text.

After that, R started to monitor the activity. R came to the student and saw Ss read the text and find the difficult words. They tried to guess the words by visualizing the text. R asked whether there was any difficulty or not and they said 'no'. R continued monitoring another student. Ss tried to find the main ideas and detail information. There was not student calling R. Ss finished reading quickly. Then, they summarize the content and also drew the person who described in the text. R made sure whether all students had done the activities.

R asked volunteers to present the result of their work. There was a boy saying 'aku miss'. R asked him to come in front of the class. While he was presenting the result of his work, other Ss listened to him. When he had finished, R gave a chance to other Ss to ask questions or give comments. There were some Ss who asked about the meaning of the difficult words. R asked another volunteer to come forward. There was a student who wanted to present in front of the class. There was not any question anymore. Ss admitted that they had understood about the text. Ss asked R to give another activity. The teacher gave a text again and some questions related to the material. The students work individually by applying *Visualization.* After all students finished, the teacher discussed together with the students.

R asked Ss to summarize the content of the text and the whole lesson of the day. R asked whether Ss had questions or not. Ss said that there was not any question anymore. R announced the most active students and gave them prizes. R ended the lesson by saying a prayer.

The vignette above showed that there were changes after the researcher conducted *Visualization* in improving students' reading comprehension and credit points in improving students' motivation. By implementing *Visualization*, the students were able to understand the text well. It could be seen from results of the two cycles. The students' motivation also increased when the researcher gave

credit points for them. The students were motivated to present in front of the class. They did it willingly. The students were also active to ask questions during the class discussion.

At the end of the second cycle, the researcher wrote the results of the reflection in cycle II. Those were presented as in the following.

The use of *Visualization* from the fourth meeting until the sixth meeting was successful to improve the students' ability in finding the main ideas and the details of information. By having those abilities, the students admitted that those really helped them in understanding the entire text. This can be seen from the extract of Interview transcripts below.

> R: ***Menurutkamubagaimanadenganpenggunaanteknikini di kelas?***(What do you think about the use of Visualization in the class?)
> Ss:.***Yabagussih miss, jadikitangertidariawalsampaiakhir. Ngertidaricari ide pokonyagimana, terusngartiiin kata-kata sukar.Jadikitangertiteksnyakeseluruhangitu,***(I think it is good. We understand from the beginning until the end. We know how to find the main ideas, guessing the meaning of difficult words. So, we understand the text entirely.)
> > (Appendix B, Interview transcript ,September 14th 2013)

> R: ***MenurutkamubagaimanadenganpenggunaanteknikVisualizationini di kelas?*** (What do you about think the use of Visualization in the class?)
> Ss: ***Cukupmenyenangkan, bagus. Ternyatagaksesulit yang kitakira.Terusenakkitabisagambardanberimaginasitentangisiteksnya.*** (It is enjoyable enough. It is good. In fact it is not as difficult as I think. We can draw and imagine about the content of the text)
> > (Appendix B, Interview transcript , September 14th 2013)

The use of *Visualization*was successful to improve the students' reading comprehension. The students argued that by following the steps

in*Visualization*, they could understand the text better than before. It can

be seen from the extract of Interview transcripts below.

> *R: MenurutkamubagaimanadenganpenggunaanteknikVisualizationini di kelas?*(What do you think about the use of Visualization in the class?)
> *Ss: Asyikmissefektif. Bisasantaingerjainnya.Jadiapa yang kitabacabisamasuk.* (It is fun miss. We enjoy doing it. So we can understand the content of the text.)
> (Appendix B, Interview transcript , September 14th 2013)

> *R: Apakamulebihbisamemahamibacaanmenggunakanteknikitu?*(Do you think that the use of Visualization in the class help you in understanding the text ?)
> *Ss: Iya miss. Yajadimemahaminyalebihmudah.Akujugabisaingetkarakter, tempatsamakejadiannyaituapa.*(Yes miss, we can understand the text easily. We can also remember the character, setting and event.)
> (Appendix B, Interview transcript , September 14th 2013)

The use of *Visualization*was successful in improving the students'

vocabulary mastery. In the fourth, fifth, and sixth meetings the students often

guessed the meaning by visualizing context of the sentences. If they still found

difficulties, they asked the teacher to guide them in guessing the meaning, not

asking her to inform the meaning. This can be seen from the extract of Interview

transcripts below.

> *R :Menurutkamu, kalaupakaiVisualizationbisanambahkosa kata gak?*(Do you think that Visualizationcan improve your vocabulary mastery)
> *Ss: Iya miss. Aku paling susahkalauada kata-kata sukar di bacaan. Habislatihannebak-nebakartigitulumayan.Akujadingertibanyak kata sekarang.* (Yes miss. It is hard for me when I find difficult words. After practicing the strategies, now I know many new words.)
> (Appendix B, Interview transcript , September 14th 2013)

> *R :Menurutkamu, kalaupakaiVisualizationbisanambahkosa kata gak?*(Do you think that Visualizationcan improve your vocabulary mastery)

Ss: *Iyalah* *miss.* *Akusenengmalah.Apalagikalauakubisanebakartikatanyadanbener.Rasanyasenengbanget.* Kayak pas kemarenitu miss bantuinaku. *Sekarangakusukacari-caritahuarti kata dengancara kayak yang miss ajarinitu. hehe.*(Of course, miss. I enjoy doing that. When I can guess the meaning of difficult word and I know it is true, I'm very happy. It is because you helped me yesterday. Now I often try to find the meaning using the strategies.)

(Appendix B, Interview transcript , September 14th 2013)

Giving credit points to the students was successful in improving the students' motivation in the teaching and learning process of reading especially during class discussion. In the fourth meeting, the students who had not ever active in the class became one of the active students in the class. In the fifth meeting, the students were not really active in the class but they were willing to share their ideas without being asked by the teacher. In the sixth meeting, the students were very active. They did the work fast. Even they wanted to have another activity to increase their points. It can be seen from the extract of Interview transcripts below.

R: *Apakahkamulebihtermotivasilagidenganadanya credit point ini?*(Do you feel more motivated when you are given credit points?)
Ss: *Iya miss. Akujadisemangatgitu.Gakmalu-malulagidehkalaumautanya.*(Yes miss. I'm enthusiastic in learning. I'm not shy anymore to ask questions.)

(Appendix B, Interview transcript , September 14th 2013)

R: *Apakahkamulebihtermotivasilagidenganadanya credit point ini?*(do you feel more motivated when you are given credit points?)
Ss: *Iyamisslumayanjadipengenaktifakunya.* *Apalagikalauliattemen-temenpadaaktifgitu.Akujugajaditermotivasiuntukaktifjuga.*(Yes miss. Even when I see my friends are active, I'm motivated to be active too.)

(Appendix B, Interview transcript , September 14th 2013)

R: *MenurutIbu, apakahdenganadanya credit point inisiswalebihtermotivasilagidalampembelajaran?*(Do you think that credit points can improve the students' motivation during the lesson?)

ET: ***Oh iyambak, kalauitupastiya.****Anak-anakmemangbegitumbak, kalauadatugasatauapapapastitanyadinilaigak Bu, gitu. Kalausayabilangiya, gitupastimerekasemangat.Terusngerjainnyaserius.Dan **sayaliatanak-anakjadiaktifmbakselamapembelajarandenganadanya credit point ini.**(Yes, of course. When they are given assignments, they ask whether they will be given score or not. If I say so, they are motivated to do the assignments seriously. I saw that the students were active during the lesson when they were given credit points.)

(Appendix B, Interview transcript, September 14th 2013)

R: ***Menurutkamu, apakahdenganadanya credit point inisiswalebihtermotivasilagidalampembelajaran?*** (Do you think that credit points can improve the students' motivation during the lesson?)

C: ***Iya.Merekasenengdikasih point gitu.Tadijugaada yang tiba-tibamaumajupresentasikan.****Soalnyasebelumkamukasih credit point muridnyatuh males-malesanitulho.Liatkanada yang tidurkamutegurmalahsenyumaja. Terusada yang cumadiemaja.* (Yes, I think. They are happy when they are given credit points. There was also a volunteer who wanted to present in front of the class. Before you gave credit points, they tended to be lazy. You saw that there was a student who slept and you woke him up, he just smiled. Then there were also students who just kept silent.)

(Appendix B, Interview transcript , September 14th 2013)

In conclusion, Visualizing aText can improve the students' reading comprehension. The accompanying action i.e. giving credit points was also successful in improving the students' motivation during the teaching and learning process of reading and during the class discussion.

The reflections 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, the students, and 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 the researcher triangulation. By looking the results in the

second cycle which had shown improvements in the students' reading comprehension and students' motivation, the researcher, the English teacher, and the collaborator decided to stop the cycle.

C. Students' Mean Score

In this part, the researcher shows the result of the students' score as in the pretest and the post test. Those scores were displayed in Table 4.

Table 4: **Students' Mean Score**

Pre-Test	Post-Test
60,3	78.8

The result of the pretest and post test above showed the difference between the result of pretest and post test. The mean of the pretest was 60,3. Meanwhile, the mean of the posttest was 78,8. It meant that the mean of the pretest improved from 60,3 to 78,8 in the post-test. The mean was gotten from the 30 students. From the result above, it could be concluded that *Visualization*could improve the students' reading comprehension in class VIIID in SMP N 1 Pedan.

D. Research Findings

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following.

First, *Visualization* is believed to be effective to improve the students' ability in finding the main ideas and detail information. Formerly, the students had difficulties in finding the main ideas and detail information of the texts. It was because they rarely practiced and were only taught on how to find the main ideas. By using this technique in reading, the students were able to find main ideas and

detail information by following the steps in *Visualization* and had discussion with their friends in the group.

Second,*Visualization* is believed to be effective to improve the students' motivation in reading. Basically, this technique increased the students' curiosity in reading. They were motivated to know the content of the text. However, the teacher needed to add accompanying action in improving the students' motivation by giving credits point to the active students.

Third, there were some factors that should be considered by the teacher to minimize the problem during the implementation. First, the teacher had to consider the time. The teacher should be able to manage the time well so that the activities could be done. Second, the teacher should give clear explanation for the students in doing this technique. It was because there might be some students who had wrong perception about what should be done in each step. The last, the teacher should be able to manage and handle the class well so that the students did not make noise.

Fourth, the topic of the text influenced and supported the implementation of *Visualization*. When the topic was not interesting for the students, they became lazy and seemed reluctant to read the text. However, when the topic was interesting for the students, they would read the text fast and tried to understand the text well.

The last, implementation of *Visualization*gives positive effect to the students' reading comprehension. After the students implemented *Visualization*,

they were able to understand text better than before. The four steps in *Visualization* helped them to understand texts.

Those findings were summarized in the table 3 below.

Table 5: **The Result after Implementing *Visualization* in improving students' reading comprehension.**

No	Pre-Condition	Cycle I	Cycle II
1.	The students could not comprehend text fully.	The students could comprehend the text by implementing *Visualization* although at first they had to adapt with the technique and thought that the technique was complicated for them.	The students could comprehend the text better than before. There was no obstacle when they used *Visualization* in reading texts. They used *Visualization* and did the steps naturally.
2.	The students lacked of vocabulary.	The students' vocabulary mastery increased although the students still depended on the teacher in doing *the Draw and Label Visualization strategies*.	The students' vocabulary mastery increased. They became more independent than before although they sometimes asked the teacher to help them in using *the Draw and Label Visualization strategies*.
3.	The students had difficulty in finding the main ideas and detail information.	The students had ability in finding mind ideas and detail information. However, some of them still wrote the main ideas in phrases, not in sentences.	The students had better ability in finding main ideas and detail information than before.
4.	The students had low motivation in learning.	Some students had higher motivation in the teaching and learning process of reading but there were many students who had not motivated yet.	Most of the students had higher motivation in the teaching and learning process of reading.

E. Discussion

The research focuses on improving students' reading comprehension using *Visualization*. This technique was implemented both in the first cycle and the

second cycle. The findings of the research showed that *Visualization* was successful in improving the students' reading comprehension. From the findings, the discussion was written as the following.

The researcher conducted the *Visualization* by asking the students to work in groups. It means that *Visualization* allowed the students to have group discussion and work collaboratively during the teaching and learning process of reading.

Implementing *Visualization* allowed the students to understand the entire text. During the process of reading, they read the text and connected it with their background knowledge. Likewise, they also arouse what they had in their background knowledge and relatied it with the information in the text. It means that there was interactive process during reading as it is stated by Hudson (2007: 33-57) and Brown (2001: 298-299).

By using *Visualization*, the students could also build a good interaction one another. When a good interaction was built, the students would have a closer relationship. It meant that *Visualization* could treat the students to live socially. They also had an opportunity to share their knowledge among the students in the group so that they could understand texts.

Moreover, *Visualization*could make the students active during the teaching and learning process of reading. The students read the text by themselves and tried to understand the text by having discussion with other students in the group. When they found difficulties, they asked the teacher to help them.

However, the students were passive during class discussion. It happened because of some factors. Based on some interviews with the students, they admitted that they were not accustomed to speaking in front of the class. They also said that other students would cheer them when they spoke or even others would not hear their arguments. Having such kind of conditions, the researcher needed to solve the problem by providing some other actions such as giving credit points for the active students.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research focuses on improving the students' reading comprehension using *Visualization*. The researcher used action research as the method in this research. She conducted the research from August24[th] 2013 until September14[th] 2013 during the first semester of the academic year of 2012/2013. The researcher implemented *Visualization* in both cycles. She also implemented the accompanying actions using credit points. To support the result, the researcher presented the data in the form of qualitative data and quantitative data. The qualitative data were presented as follows.

From the first cycle, the researcher found that *Visualization* could improve the students' ability in finding the main ideas and detail information. Furthermore, it could improve the students' interaction between the teacher and the students, and among the students. Meanwhile, *Visualization*could improve the students' vocabulary mastery. However, the use of *Visualization* could not really improve the students' motivation. That was why the researcher felt that she had to add some accompanying actions in Cycle II. Shortly, the use of *Visualization* is believed to improve the students' reading comprehension.

From the second cycle, the researcher found that the accompanying action by giving credit points could improve the students' motivation in the teaching and learning process of reading. She also found that *Visualization* was still effective in improving the students' reading comprehension.

In terms of quantitative data, there was an improvement on the students' reading comprehension. It could be seen from the result of pretest and post test. The mean of the students' scores improved from 60,3 on pretest to 78,8 on posttest. It showed that *Visualization* was successful in improving the students' reading comprehension.

B. Implications

The research findings show that the use of *Visualization*can improve the students' reading comprehension on texts. The students were happy and could enjoy reading by using that technique. They liked having discussion with their friend. By having good discussion, the students were able to have better understanding on reading than before. However, the technique had to be combined with other actions such as giving credit points and group competition to increase the students' motivation in the teaching and learning process of reading. From the findings above, the implication of the study are as follows:

1. The use of *Visualization* was effective to improve the students' reading comprehension. It allowed the students to have practices in finding the main idea and detail information by following the three steps in *Visualization*.

2. The use of *Visualization*was effective. It could allow the students to have practices in guessing the meaning from context. They were enthusiastic to do those strategies.

3. The variation in choosing the topics for reading text was effective. The students were motivated in reading as they were interested in the topics.

4. Giving credit points was effective. The students were more active and motivated during the teaching and learning process. They competed to be the winner so they did the work well.

C. Suggestions

Based on the conclusion and the implication above, some suggestions will be directed toward the students, the English teacher, and other researchers.

1. To the students

The students should practice reading English texts more. If they find difficulties in understanding the texts, they can make a simple sketch by implementing *Visualization*. Before they use the technique, they have to understand what they should do in every step.

2. To the English teacher

For the English teachers, it is important for them to be more creative in choosing the techniques that will be conducted in the teaching and learning process of reading. When they use *Visualization*, they have to consider the situation of the class by creating a good atmosphere in the class during the teaching and learning process of reading so that the students feel comfortable and enjoyable during discussion. They also have to consider the time. The English teachers have to be creative in choosing the topics of the texts and provide various texts for the students.

3. To other researchers

This research was focused on improving the students' reading comprehension grade VIII of SMP N 1 Pedan through *Visualization*. For other researchers who want to conduct a research using the same technique, they have to prepare the texts well. They have to know exactly how the technique is conducted to teach reading. They also have to explain every step clearly to avoid students' misunderstanding of the use of the technique.

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APPENDIXES

APPENDIX A
Field Notes

Field Note 1

Wednesday, July 24ᵗʰ 2013 at 08.00

Peneliti datang ke sekolah dengan tujuan pertama yaitu ingin bersilaturahmi. P bertemu salah seorang petugas TU, bahwa P ingin menemui Kepala Sekolah. Petugas TU menanyakan tujuan P bertemu Kepala Sekolah. Petugas TU meminta P untuk menunggu sebentar. Setelah beberapa menit, petugas TU mengatakan bahwa Kepala Sekolah sedang tidak berada di tempat. Petugas TU menyarankan P untuk datang kembali esok hari. Ketika informasi yang didapat sudah cukup, P pamit dan berjanji akan kembali ke sekolah.

Field Note 2

Thursday, July 25ᵗʰ 2013 at 08.00

P datang ke sekolah pukul 08.00. Kemudian P menuju ke kantor TU dan kembali bertemu petugas TU untuk menanyakan Kepala Sekolah. Salah seorang petugas TU mengatakan bahwa Kepala Sekolah sedang ada undangan mendadak untuk menghadiri rapat. Petugas TU juga meminta maaf kepada P karena tidak bisa menemui Kepala Sekolah kembali. P memahami kesibukan Kepala Sekolah, kemudian pamit dan berjanji kembali ke sekolah esok hari.

Field Note 3

Friday, July 26ᵗʰ, 2013 at 08.00

P datang ke sekolah pukul 08.00. Seorang petugas TU menyambut dan mempersilakan P ke ruang Kepala Sekolah. Kemudian, P menuju ruang Kepala Sekolah. P menemui Kepala Sekolah, P mengemukakan rencana observasi dan penelitian yang akan dilakukan di sekolah tersebut dan meminta izin untuk menggunakan sekolah sebagai tempat penelitian dengan menyerahkan surat izin observasi dari Universitas kepada Kepala Sekolah. Setelah membaca rancangan penelitian P, Kepala Sekolah menyambut hangat dan bersedia sekolahnya di gunakan untuk penelitian, sekaligus beliau menunjuk Bu Suwarni, salah seorang guru mata pelajaran bahasa Inggris kelas 8 sebagai tempat konsultasi. Kepala Sekolah menyarankan P untuk bertemu Bu Suwarni dan berkonsultasi. Namun karena pada hari itu guru yang bersangkutan sedang megajar di sekolah yang berbeda, P berjanji akan datang untuk berkonsultasi di hari berikutnya.

Field Note 4

Saturday , July 27ᵗʰ, 2013 at 09.00

P memutuskan menemui Bu S pada waktu jam istirahat. P memperoleh kesempatan bertemu Bu S di ruang guru. Di sana P memperkenalkan diri dan menjelaskan kepentingannya yaitu menyampaikan rencana serta waktu penelitian yang telah disepakati dengan Kepala Sekolah sebelumnya di salah satu kelas di kelas 8 dan meminta izin serta kerjasamanya. Dengan beberapa pertimbangan yang positif beliau menyanggupi dengan senang hati. Peneliti meminta waktu untuk wawancara. Beliau tidak keberatan dan kemudian menanyakan rencana peneitian tersebut lebih detail. Kemudian atas pertimbangan yang matang P dan Bu S memilih kelas 8D sebagai kelas yang akan digunakan untuk penelitian dengan alasan di kelas 8D sering terdapat masalah dalam hal proses belajar mengajar bahasa Inggris. Bu S menginformasikan jadual mengajar di kelas 8D, yaitu Jumat dan Sabtu. P juga diingatkan oleh Bu S bahwa sebentar lagi sekolah libur karena Hari Raya Idul Fitri, oleh karena itu Bu S menyarankan P untuk mengadakan penelitian setelah hari raya. P menyetujui saran tersebut. Bu S member informasi bahwa setelah istirahat Bu S akan mengajar kelas 8 D,kemudian Bu S mengajak P untuk lansung melakukan observasi.

P dan Bu S masuk ke kelas. Setibanya di kelas, semua siswa melihat ke arah P dan saling berbisik. Kelas menjadi ramai dan beberapa siswa mengajak P tersenyum. Bu S menyapa

siswa, *"Good morning everybody"* dan diikuti, *"How are you?"* dengan keras. Beberapa siswa menjawab dengan berkata, *"Good morning"*. Masih ada beberapa siswa yang mengobrol. Bu S mengulang mengulangi sapaan dengan lebih keras. Hampir semua siswa menjawab *"Fine, thanks and you?"* dengan keras. Bu S menjawab dengan *"Very well. Thanks."*. Bu S mengecek presensi dam memanggil siswa satu persatu. Ternyata tidak ada dari mereka yang tidak hadir. Setelah itu, beliau memperkenalkan P, dan meminta P memperkenalkan diri serta memberi kesempatan kepada P untuk berinteraksi dengan siswa. P menjelaskan maksud kedatangannya di kelas mereka. Untuk tahap awal dari observasi, P mengembalikan waktu yang ada ke Bu S, kemudian P mengamati dan mencatat proses belajar mengajar yang terjadi dari belakang. Bu S menanyakan beberapa pertanyaan kepada siswa tentang pelajaran minggu lalu, Banyak dari mereka yang lupa. Kemudian, Bu S mengingatkan kembali mengenai materi dan meminta siswa untuk membuka buku pelajaran mereka. *"Open your book at page 11 and look at the text"*, setelah mengulas materi sebelumnya, kemudian Bu S kembali menjelaskan materi lebih jauh, *"Today we are going to talk about descriptive text"*. Bu S mengecek pemahaman para siswa, *" Can you mention the function of descriptive text?"*. Tidak ada siswa yang menjawab dan mereka hanya diam. Beberapa siswa asik mengobrol dengan temannya. Kemudian Bu S menulis Descriptive Text sebagai judul di papan tulis dan memberi contoh. Bu S menjelaskan lagi tentang the generic structure, language features and function of descriptive text. Setelah siswa mencatat di buku catatan. Tak lama Bu S meminta siswa untuk mengerjakan latihan di buku. Siswa diminta mengartikan sebuah teks kemudian menjawab pertanyaan yang ada. Banyak dari mereka yang bingung dan tidak tahu *vocabularies* pada kalimat. Beberapa siswa menggunakan kamus untuk membantu mereka. Mereka menggunakan waktu 20 menit untuk menyelesaikan tugas tersebut. Para siswa terlihat tidak antusia, ada beberapa yang mengobrol, bertopang dagu, dan mengantuk. Setelah 20 menit, Bu S meminta mereka untuk membaca jawaban mereka dari bangku. Setelah semua pertanyaan terjawab, Bu S memberi kesempatan siswa untuk bertanya, namun tak ada yang yang bertanya. Bu S yang mengakhiri diskusi dan menutup pelajaran.

Field Note 5
Friday, August   23th, 2013 at 07.30

Pukul 07.30 P bertemu guru mata pelajaran bahasa Inggris di ruangan guru, terjadilah wawancara singkat dengan Bu S. P menjelaskan hasil observasi dan wawancara sebagai permasalahan dalam *reading*. Bu S dan P berdiskusi mengenai tindakan yang akan diimplementasikan di kelas, disepakati pula akan ada 2 siklus yang terdiri masing-masing 3 pertemuan (2 x 40 menit/pertemuan).Kami juga menyepakati bahwa P yang mengajar dan Bu S ikut mengobservasi dalam kelas. Materi bisa menggunakan bahan bacaan di luar LKS. P juga mengkonsultasikan lesson plan untuk siklus pertama.

Tepat pukul 08.00 Bu S dan P menuju kelas 8D. Saat masuk kelas, siswa sangat ribut dan Bu S menyapa siswa, *"Good Morning...!"*, siswa ada yang menjawab ada juga yang masih mengobrol dengan temannya. Bu S meminta satu dari siswa untuk memimpin doa. Setelah berdoa, Bu S menjelaskan jika pelajaran bahasa Inggris akan diampu oleh P untuk beberapa pertemuan ke depan. Siswa bersorak senang. Suasana menjadi sedikit gaduh. Bu S meminta kepada siswa untuk mengikuti P dengan baik. Setelah itu Bu S mempersilakan P mengambil alih kelas, P berterima kasih kepada Bu S dan memulai pelajaran dengan menanyakan kabar siswa. Kemudian P mengabsen satu persatu siswa agar P lebih mengenal. Setelah P selesai mengabsen siswa, P mulai dengan menanyakan mengenai libur panjangsaat ini sedang *happening*,   yang mereka alami. Beberapa dari siswamenjawab dan menceritakan

pengalaman mereka. Melihat antusias dari siswa yang cukup baik, P menjadi makin bersemangat. Kemudian P menjelaskan sedikit bahwa pengalaman-pengalaman tersebut sebagai contoh kisah yang dihadirkan dari sebuah *recount text*. Beberapa siswa tersenyum dan ada juga yang berbisik dengan temannya. P menanyakan, *do you get the point?*, siswa menganggukkan kepala dan menjawab, *Yes Miss*. Kemudian P menjelaskan bahwa hari ini sebagai permulaan pertemuan, P ingin mengetahui kemampuan awal siswa melalui beberapa soal yang akan dibagikan P. Ada siswa yang takut, mengeluh, cuek, dan ada juga yang senang. Kemudian P membagikan soal-soal dan lembar jawabannya kepada setiap siswa. P kemudian meminta untuk mengerjakan soal yang ada. P duduk di kursi guru, sesekali berjalan di area depan kelas. Siswa ada yang bisa namun ada juga yang masih bingung dan mengeluh. Saat waktu pelajaran hampir usai, P meminta tugas dikumpulkan dan mempersiapkan diri untuk istirahat.

Field Note 6
Meeting 1
Saturday , August 24 th, 2013 at 08.20

Sebelum masuk kelas di pertemuan yang pertama, P menemui Bu S untuk melaporkan materi yang akan disampaikan. Awalnya anak-anak masih gaduh ada yang berkumpul di pojok belakang, berlari-larian, dan duduk di pinggiran kelas, namun mengetahui Bu S masuk kelas, anak-anak duduk di bangku masing-masing. Saat P masuk kelas, siswa terlihat asik melihat P, mereka terlihat antusias mendengarkan dan memperhatikan. P kemudian membuka pelajaran dengan memberi salam. P mengajak siswa berdoa terlebih dulu kemudian P mengecek presensi. Untuk menarik perhatian para siswa, P kembali mem-*flash back* ingatan mereka tentang pengalaman libur panjang mereka. Beberapa siswa ada yang mengangkat tangan, ada yang tersenyum, dan ada yang menceritaka pengalaman mereka kembali. P bertanya lagi, *"How about Visualizing a Text technique, have you ever heard that technique?"*. Siswa hanya menggelengkan kepala. *"Well, if you want to be a good student, just check this lesson out, I will tell you. OK?"*. Serentak para siswa menjawab, *"OK"*. P menjelaskan mengenai recount text serta bagian-bagiannya. P juga memberikan contoh recount text. P meminta siswa membagikan kertas yang berisi bacaan yang berjudul *Adolescence*, siswa kelihatan ramai, beberapa masih berbicara. Suasana sudah mulai terkendali, kemudian P kembali ke bacaan yang ada pada tiap siswa dan meminta siswa menebak isi teks tersebut, dengan melihat judul dan beberapa kata yang terdapat di dalam teks, *"please raise your hand!"* tak ada yang bereaksi. P menunjuk salah satu siswa untuk menebaknya. Kemudian dia menjawab dengan malu karena takut salah. Diikuti beberapa siswa lainnya memberi beberapa tebakannya. P berkata, *"OK, to know about the answer, please, read the text silently in 5 minutes"*. Siswa ada yang mengikuti namun ada pula yang cuek. Setelah itu P menanyakan kembali apa isi teks tersebut, beberapa siswa menjawab *"kayak puber ya Miss"*. P membenarkan jawaban siswa dan mengajak siswa lainnya memberi tepuk tangan. Setelah itu P meminta *"Now, please, underline the difficult words, then, find the meaning in your dictionary"*. Ternyata hanya beberapa orang yang membawa kamus, P mengingatkan agar setiap ada pelajaran ini, kamus bahasa Inggris harus dibawa. Beberapa saat kemudian, P membahas *difficult words* perparagraph. Setelah selesai, P memberikan beberapa pertanyaan yang berkaitan dengan teks dan memberikan waktu 10 menit untuk mengerjakan. Siswa sibuk mengerjakan latihannya, ada yang bekerjasama dan ada yang mengerjakan sendirian, P memonitor dengan berkeliling kelas. Tepat 10 menit berlalu, P dan siswa berdiskusi untuk menjawab pertanyaan bersama-sama. P memberikan sedikit permainan dalam membangun keikutsertaan siswa dalam menjawab pelajaran. 5 menit sebelum bel berbunyi, P bersama-

sama siswa menyimpulkan tentang materi yang diperoleh dan memperkenalkan teknik *Visualizing a Text* yang secara instrinsik mereka telah lakukan. Setelah itu, P bertanya kepada siswa tentang kesan mereka mengenai pembelajaran hari ini, *"How's your lesson today, guys?"*. Beberapa siswa menjawab, *"Very happy Miss"*, salah satu dari mereka bertanya, *"Besok masih ngajar kan Miss"*. P menjawab, *"Sure, I will teach English in this class for some meeting"*. Siswa pun bersorak ramai, *"Yeaaa..."*. Kemudian P menutup pelajaran dengan berdoa.

Sesampainya di ruang guru, Bu S mempersilakan P dan dan K untuk duduk di ruang tamu. Observer dan Bu S memberikan beberapa evaluasi dan masukan untuk pertemuan yang akan datang. Ada beberapa hal yang perlu dievaluasi oleh Bu S pada pertemuan hari ini. Pertama, P terlalu cepat dalam menjelaskan materi ataupun memberikan instruksi sehingga ada beberapa siswa yang masih bingung cara mengaplikasikan teknik Visualizing a Text dalam *Reading process*. Kedua, terdapat beberapa siswa yang kurang memperhatikan pelajaran dan malah asik mengobrol dengan temannya. Untuk itu pada pertemuan selanjutnya, diharapkan P lebih jeli dalam mengawasi siswa agar tetap fokus mengikuti pelajaran. Setelah diskusi dirasa cukup, mohon pamit kepada guru untuk pulang.

Field Note 7
Meeting 2
Pertemuan kedua ini pada hari Jum'at, tanggal 30 Agustus 2013 pukul 07.20 - 09.00 pagi. Pada pertemuan kali ini, P memfokuskan kegiatan untuk meningkatkan pemahaman mengenai teks *recount*. Hal ini meliputi bagaimana siswa menentukan opik dari teks tersebut, menggunakan *Visualization* untuk menemukan arti kata-kata yang sulit dan menemukan ide pokok dan detail-detail informasi yang ada. P memulai pelajaran dengan menyapa siswa dan memimpin mereka untuk berdoa. Stelah itu, P mengecek daftar kehadiran siswa. Saat itu tidak ada siswa yang tidak berangkat pada pertemuan kali itu. P mencoba untuk mendorong siswa untuk aktif di kelas dengan cara bertanya kepada siswa tentang pelajaran pada pertemuan sebelumnya. P bertanya, *"What did you learn last week? Beberapa siswa menjawab "Reading a text about Pangandaran miss."* Sebagian siswa masih mengingat materi yang mereka pelajari sebelumnya. Kemudian, P mendiskusikan tugas bersama dengan siswa. Setelah itu, P menjelaskan fungsi sosial, struktur umum dan ciri-ciri dari teks *recount*. Setelah siswa mengerti, P lalu memberikan apersepsi mengenai topik yang akan dibahas. P bertanya *"Siapa yang pernah ke Bali? Apa yang terkenal dari Bali?"* Salah satu siswa menjawab *"Saya miss. Turisnya miss, disana bulenya banyak miss. Banyak kain otak-kotak juga dimana-mana."* Kemudian P mendiskusikan teks *recount* berjudul *"Visiting Bali"* Ternyata banyak siswa yang antusias dengan topik Bali tersebut. Sambil membagikan lembar teks, P lalu membagi siswa menjadi beberapa grup *"Please, make a group of four. Ayo bikin grup empat-empat."* P juga mengawasi diskusi di tiap grup dan memberikan masukan-masukan kepada siswa. P juga mengingatkan siswa untuk menggunakan *Visualization* untuk teks tersebut sambil menerangkan kembali langkah-langkahnya. Kemudian P melihat ada sebuah grup sedang membaca dan mencoba memvisualisasikan teks tersebut. P bertanya *"Are you doing Visualization?"* Salah satu siswa di grup tersebut menjawab *"Yes miss, kami juga menggambar isinya teks miss. Sama menggambar kejadian-kejadiannya miss."* Setelah semua selesai, P meminta sukarelawan untuk mempresentasikan hasil diskusi kelompok mereka. Ketika itu suasana menjadi sangat ramai dan gaduh karena siswa saling menunjuk temannya untuk maju dan sebagian menjadi tidak fokus untuk memperhatikan. Hingga pada akhirnya P memutuskan untuk menunjuk siswa yang maju karena tidak ada yang mau maju. Setelah salah satu siswa tersebut selesai bercerita, P menanyakan apakah ada komentar atau pertanyaan, namun semua siswa yang lain hanya diam dan beberapa berbisik-bisik dengan teman disampingnya. Karena terbatasnya waktu, P hanya mampu memanggil satu grup saja

dan P langsung mengajak siswa untuk merangkum pelajaran yang mereka dapat hari itu. P menanyakan apakah masih ada pertanyaan atau hal yang kurang jelas kepada siswa dan hanya beberapa siswa yang bertanya jawab dengan P sedangkan yang lainnya memilih diam. Kemudian P menutup pelajaran dengan berdoa bersama siswa.

Field Note 8
Meeting 3

Pertemuan ketiga ini pada hari Sabtu, 31 Agustus 2013 dari pukul 08.20 sampai 09.00 pagi. P memulai pelajaran dengan menyapa siswa *"Good morning, everybody. How are you today?"* Siswa menjawab *"Good morning Miss. I am fine thank you"* Kemudian P bertanya-jawab dengan siswa tentang pertemuan sebelumnya. Pada pertemuan kali ini, siswa sudah mulai aktif menjawab pertanyaan-pertanyaan yang diberikan oleh P. Kemudian P melanjutkan dengan memberikan apersepsi tentang topik hari ini, yang mana masih tentang teks *recount,* " *Have you ever go camping? Hayoo, siapa yang pernah camping? Tau camping kan yaa? Camping itu kemah"* Kemudian P memberitahu bahwa topik hari ini adalah *Camping.* Siswa terlihat senang dengan topik tersebut. Beberapa siswa mengatakan *"Miss, aku pernah kemah di Prambanan lhoo."* Siswa yang lainnya juga mengatakan *"Saya suka pergi camping Miss, soalnya bisa dapet banyak pengalaman."* Kemudian P mendistribusikan kertas teks beserta dengan tugasnya sambil mengingatkan, *"Sudah cukup terbiasa ya dengan cara Visualization yang Miss ajarkan. Nah, jangan lupa lagi langkah-langkahnya yaa. Kalau bingung langsung ditanyaka saja."* Kemudian siswa langsung berdiskusi dan mengikuti langkah-langkah *Visualization* dengan temannya. P mengingatkan *"Kalau ada kata-kata yang sulit, dicoba dengan memvisualisasikan yaa. Coba dibikin sketsanya."* P melanjutkan berjalan mengitari kelas dan mengawasi diskusi siswa dan sesekali memberikan umpan balik pada siswa. Pada satu grup, P berhenti dan mendengarkan diskusi mereka tentang salah satu kata yang sulit. Mereka sedang mencoba mengartikan *countryside.* P mendengar salah seorang siswa mengatakan *"countryside tu artinya apa? Negara sebelah bukan?"* Siswa lainnya menjawab *"Ya bukanlah, arinya itu desa. Iya kan Miss? Masa mau kemah ndadak ke negara lain, dibayangin aja kan gak mungkin jauh banget"* P kemudian menjawab *"Yes, that's right".* Siswa kemudian melanjutkan aktifitas selanjutnya. Mereka mencoba menemukan ide pokokdari tiap paragraf. P bertanya apakah mereka masih ingat bagaimana caranya menemukan ide pokok dan siswa menjawa masih ingat. P melanjutkan mengawasi siswa. P mengecek pemahaman siswa dengan bertanya di salah satu grup *"What is the main idea of paragraph 2?"* Siswa menjawab *"Ini Miss, pokoknya about the activities of the writer and his family after arriving at camping site"* P kemudian melanjutkan mengitari grup lainnya. Siswa mengerjakan hal selanjutnya mencari informasi-informasi detail lainnya. Kemudian, Siswa menulis ringkasan isi cerita teks tersebut. P meminta sukarelawan untuk mempresentasikan hasil diskusi mereka. P kemudian menanyakan apakah ada komentar atau pertanyaan, Siswa menjawab *"No"* P melanjutkan ke grup lainnya. Karena waktu yang terbatas, P kemudian memberikan tugas individu dan langsung dibahas yang kemudian diniilai. Akhirnya, P mengajak siswa untuk merangkum pelajaran hari itu dan bertanya apakah ada pertanyaan atau tidak. Siswa menjawab mereka sudah paham dan mengerti tentang teks tersebut. Kemudian P mengakhiri pelajaran dengan berdoa dengan siswa.

Field Note 9
Meeting 4

Sabtu, tanggal 7 September 2013 merupakan pertemuan keempat. Pertemuan keempat ini merupakan Siklus kedua. Pada pertemuan kali ini P mencoba meningkatkan motivasi siswa dengan memberikan *credit points.* Ketika P memasuki kelas, siswa terlihat sangat gaduh dan ramai. Kemudian P memberi salam *"Good morning, everybody"* kemudian siswa menjadi lebih tenang dan bersiap diri. P memulai pelajaran dengan berdoa dan mengecek daftar hadir siswa. P juga memberi tahu siswa bahwa akan ada *credit points* bagi mereka yang aktif dan

nantinya akan ada hadiah bagi siswa dengan poin tertinggi. P dibantu oleh kolaborator untuk mengamati siswa yang aktif dan untuk menghitung poinnya. Siswa terlihat antusias dan tertangtang dengan hal tersebut. Kemudian P melanjutkan aktifistas dengan memberikan apersepsi kepada siswa dan memberitahu bahwa topik kali ini tentang hewan. Kali ini, P mengajarkan teks *descriptive*. Siswa terlihat antusias dengan topik tersebut. P kemudian menyuruh siswa membaca teks dan siswa menulis kata-kata yang sulit. Sama seperti pertemuan sebelumnya, P sudah tidak sepenuhnya membembing siswa di tiap langkah *Visualization* supaya diskusi dan alur berpikir siswa lebih alami. P mengitari kelas sambil memperhatikan siswa yang berdiskusi, apakah mereka masih memahami untuk menggunakan *Visualization* atau tidak. Pertemuan kali ini terlihat lebih dan semakin lancar dari pertemuan-pertemuan sebelumnya. Hal itu terbukti dengan lebih sedikitnya waktu yang dibutuhkan siswa untuk membuat ringkasan dan gambar/sketsa dari isi cerita teks yang diberikan oelh P. Pada aktifitas teraakhir, P memberikan lembar kerja kepada siswa yang berisi pertanyaan dalam bentuk pilihan ganda yang berhubungan dengan teks deskriptif tadi. Setelah selesai mengerjakan tugas tersebut, P mengajak siswa untuk mempresentasikan hasil kerja mereka dai grup yang sudah dibahas. Kalli ini, kelas menjadi lebih aktif dengan banyaknya siswa yang bertanya dan berkomentar denga n mengangkat tangan. P dan kolaborator mulai memberikan poin-poin kepada siswa tersebut. Begitu pun ketika P menanyakan pertanyaan terkait dengan informasi detail pada teks, siswa menjawab dengan penuh percaya diri dan bersemangat karena mengetahui mereka akan mendapat poin jika aktif. Setelah selesai berdiskusi, P mengumumkan siswa yang paling aktif dan mendapat poin tertinggi pada pertemuan kali ini. Siswa bersorak dan suasana kelas menjadi sedikit gaduh. Namun P mengendalikan keadaan kelas dan siswa terlihat senang dengan aktifitas yang diberikan oleh P. Kemudian P mengajak siswa untuk merangkum pelajaran hari itu. P menutup pelajaran dengan berdoa.

Field Note 10
Meeting 5
Jum'at, 7 September 2013. Pertemuan kelima dimulai P dengan memberikan salam kepada siswa. P juga memulai pelajaran dengan berdoa dan mempresensi siswa. P juga menanyakan tentang pertemuan sebelumnya. P kemudian melanjutkan dengan memberi apersepsi kepada siswa, yang masih seputar hewan, namun kali ini tentang hewan peliharaan. P menanyakan kepada siswa tentang hewan peliharaan, namun hanya sedikit siswa yang mau menjawab pertanyaan dari P. Hal ini terlihat sangat berbeda dengn situasi pada pertemuan sebelumnya. Siswa terlihat tidak bersemangat pada awal pelajaran. Kemudian, P mengingatkan siswa tentang *credit points* dan siswa kembali bersemangat. P juga menyemangati siswa dengan membahas hewan-hewan peliharaan yang siswa miliki di rumah. P memberitahu bahwa teks yang akan mereka baca tentang kucing. Siswa senang karena trnyata kebnyakan dari mereka memiliki kucing di rumah. P mengatakan tentang topik hari itu *"Well, today we are going to read a text about a cat. Do you have a cat?"* Sebagian siswa menjawab *"Yes Miss, of course. Do you have Miss?"* P menjawab *"No, I heven't. I have a turtle as my pet, hehe"* Kemudian P melanjutkan dengan dskusi santai tentang hewan peliharaan untuk mningkatkan semangat siswa. P melanjutkan dengan menjelaskan tentang ciri-ciri teks deskriptif dan struktur umumnya. Untuk aktifitas selanjutnya, siswa sudah sadar diri dan membentuk kelompok untuk berdiskusi tentang teks yang diberikan oleh P. Siswa juga mencatat kata-kata yang sulit ketika membaca teks yang nantinya akan mereka tebak artinya dengan cara memvisualisasikan kejadian-kejaidan pada cerita teks tesebut. Setelah itu, mereka merangkum cerita teks tersebut. Siswa tidak membutuhkan waktu lama untuk menyelesaikannya. Kemudian P memberikan tugas dalam bentuk plihan ganda yang berisi pertanyaan seputar teks tadi, untuk mengecek pemahaman siswa tentang teks deskriptif dan

apakah siswa bisa mengetahui ide pokok dan informasi-informasi yang ditanyakan. Setelah semuanya selesai, P mengajak siswa untuk membahas hasil diskusi tadi. Kemudian P meminta sukarelawan untuk mempresentasikan hasil diskusi mereka. Siswa terlihat tidak bersemangat saat itu. Kemudian P bertanya *"Are you tired? Apa kalian capek?"* Seluruh siswa menjawab *"Yes Miss. Soalnya tadi habis olahraga. Maaf ya Miss"* Kemudian P mendapat solusi untuk mengatasi hal tersebut dengan cara istirahat santai sejenak dan P memberikan sebuah lagu kepada mereka. Hasilnya, mereka un senang dan kembali bersemangat. Ketika mendekati waktu berakhir dan tinggal tersisa sepuluh menit, P mengajak siswa untuk merangkum pelajaran yang mereka dapat hari itu. Sebelum P menutup pelajaran, P mengumumkan siswa yang mendapat poin terting dan tidak lupa juga untuk menyemangatai siswa lain untuk berusaha mendapat poin tertinggi. Siswa sangat senang dan bersemangat. P mengakhiri pelajaran dengan berdoa bersama siswa.

Field Note 11
Meeting 6
Sabtu, 14 September 2013. Pertemuan keenam dan pertemuan terakhir dari yang direncanakan pada Siklus II. P masih menggunakan teknik yang sama dan memberi motivasi siswa dengan *Credit Points*. P memulai pelajaran dengan memberi salam kepada siswa dan berdoa kemudia mengecek daftar hadir siswa. Setelah mengulas pertemuan sebelumnya secara sekilas, P melanjutkan dengan memberi apersepsi kepada siswa tentang topik hari itu. P memberi tahu bahwa topik hari itu adalah tentang *Best Friend*. Kemudian P memberikan teks dan siswa membagi kedalam kelompok masing-masing untuk mendiskusikan teks tersebut. Seperti pertemuan sebelumnya, P hanya mengawasi kegiatan siswa dan hal itu terbukti membuat diskusi siswa berjalan lancar dan alami. Sesekali P memberikan umpan balik dan penjelasan. Siswa menulis ringkasan cerita dan ide pokok cerita dari sketsa dan gambar yang telah mereka buat. Tiap-tiap siswa juga menggambar seseorang yang dijelaskan pada teks tersebut. Kemudian P mengajak untuk membahas dan meminta sukarelawan untuk menunjukkan hasil diskusi grupnya masing-masing. Setelah selesai, P memberikan teks lainnya. Namun kali ini siswa mengerjakannya secara individu , baik dari segi sketsa *Visualization*, maupun dalam mengerjakan pertanyaannya. Setelah semua siswa selesai, P dan siswa mendiskusikan hasi pekerjaan siswa. Kemudian, P merangkum pelajaran yang siswa dapat pada hari itu dan memastikan bahwa semua siswa sudah memahaminya. P juga mengumumkan siswa dengan poin tertinggi dan memberikan hadiah kepada siswa yang mendapat poin tertinggi tersebut. Siswa yang lainnya pun ikut senang dan bersemangat. Hal ini membuktikan bahwa memberikan credit points juga dapat meningkatkan motivasi siswa. Kemudian P menutup pelajaran dengan berdoa dan berpamitan.

APPENDIX B
Interview Transcripts

Interview Transcripts

R   = **Researcher**

H   = **Headmaster**

T   = **Teacher**

S   = **Student**

C   = **Collaborator**

Interview 1

Friday, July 26th, 2013

R   **:** Selamat pagi bu,

H   : Iya mbak, selamat pagi.

R   : Begini bu, saya Ratna mahasiswa dari Pendidikan Bahasa Inggris UNY. Maksud kedatangan saya kesini untuk meminta ijin observasi sekaligus penelitian tentang thesis saya.

H   : Oh begitu ya mbak. Ada surat pengantar dari kampus?

R   : Iya ibu ada, ini suratnya.

H   : Penelitiannya tentang reading ya mbak?

R   : Iya bu, judulnya Improving Reading Comprehension though Visualizing a Text. Nanti rencananya penelitiannya untuk kelas 8.

H   : Berarti ini action research ya mbak? Ngajar di kelas begitu? Trus kira-kira mau mulai observasi kapan?

R   : Iya bu, ini action research. Nanti saya melakukan observasi dulu baru mengajar untuk beberapa kali pertemuan. Nggeh kalau bisa secepatnya bu saya bisa mulai observasinya.

H : Kalau begitu saya lihatkan jadwal dulu untuk bahasa Inggris kelas 8 skalian nanti gurunya siapa. Nanti mbak Ratna pasti butuh guru pembimbing juga kan selama proses penelitian?

R : Nggeh bu, nanti sebelum mengajar saya juga harus konsultasi dulu.

H : Oh ini mbak, nanti mbak Ratna ketemu sama Bu Suwarni saja, beliau guru senior Bahasa Inggris di SMP ini. Nanti biar mbak Ratna juga bisa tanya-tanya banyak sama beliau.

R : bu Suwarni nggeh bu? Hari ini ada jadwalnya beliau mboten?

H : Iya mbak, tapi kalau saya lihat jadwal hari ini bu Warni nya malah baru ngajar di PGRI mbak. Soalnya beliau memang mengajar di dua sekolah.

R : Umh ngoten nggeh bu..

H : Iya mbak. Gimana? Apa mbak Ratna besuk kesini lagi aja buat ketemu Bu Warni?

R : Nggeh mpun bu, besuk saya kesini lagi aja. Sebelumnya terima kasih sekali ya bu atas waktunya dan ijinnya.

H : Iya mbak sama-sama,sudah kewajiban kami membantu mahasiswa. Dulu saya juga pernah mengalami seperti mbak Ratna. Ya semoga nanti bisa lancar penelitiannya.

R : Amin, terima kasih doanya bu. Kalau begitu saya pamit dulu bu.

H : Iya mbak, monggo. Besuk kalau mau ketemu bu Warni langsung ke kantor saja.

R : Nggeh bu, Assalamu'alaikum.

H : Wa'alaikum salam.

Interview 2

Saturday, July 27th, 2013

R   : Permisi ibu.. Bu Suwarni nggih?

T   : Iya mbak, mari duduk sini dulu. Ada perlu apa mbak?

R   : begini bu, saya Ratna mahasiswa UNY. Kemarin saya sudah ketemu bu Kepala

            untuk meminta ijin observasi dan penelitian tentang pelajaran Bahasa Inggris.

T   :Oh iya mbak, saya juga sudah diberi informasi tadi kalau ada yang mau mengadakan

            observasi. Lha mbak ratna mau memakai kelas apa untuk observasi nanti? Monggo

            terserah mbak Ratna mawon. Kalau kelas 8, saya mengajar kelas A,B,C,D.

R   : Kira-kira yang sering mengalami kendala dalam pembelajaran Bahasa Inggris kelas

            apa Bu? Nanti semoga setelah penelitian ini ada hasil yang lebih terlihat.

T   : Oh, sebenernya tiap kelas hampir rata-rata sama sih mbak. Apa begini saja, setelah

            istirahat ini saya mengajar 8D, mbak ratna bisa langsung melakukan observasi di

            kelas.

R   : Kalau begitu kebetulan sekali Bu. Iya bu, saya langsung mawon nanti ikut ibu ke

            kelas 8D untuk observasi.

T   : Iya mbak. Kalau boleh tau mbak ratna skripsinya tentang apa?

R   : Ini tentang reading bu. Mengenai peningkatan kemampuan membaca menggunakan

            teknik visualisasi.

T   : Oh reading ya mbak. Bagus itu, siswa memang sering mengalami kesulitan saat

            reading. Itu sudah bel masuk mbak. Mari ikut saya ke kelas langsung mbak.

R   : Nggeh bu..

Interview 3

The interview was done with the English teacher in pre-action.

Wednesday, August 21st, 2013

T   : Pripun mbak ...

R   : Assalamu'alaikum ibu...

T   : Wa'alaikumussalam. Monggo, duduk di sini , gimana mbak, ada yang bisa dibantu?

R   : Nggih bu ni ngomong-ngomong mengganggu boten, rencana mau tanya-tanya sedikit ni bu, sebelum besok mulai ngajar.

T   : Oh ndak ganggu, kebetulan sedang istirahat, silahkan mau tanya apa mbak? Reading ya kemaren rencanya mbak?

R   : Nggih bu betul. Ibu, gini, saya ingin bertanya tentang proses pembelajaran di kelas ibu?

T   : Selama ini dalam pelajaran bahasa inggris di kelas saya sering mengalami beberapa kendala sih memang mbak waktu ngajar. Apalagi kalo pas *reading*.

R   : Dalam pembelajaran *reading* itu, pengajaran seperti apa yang ibu terapkan ya?

T   : Ya pertama-tama saya kasi pengenalan dulu jenis paragraf dan contohnya. Biasanya saya pake LKS mbak. Jadi langsung membaca text yang sudah disediakan kemudian menjawab pertanyaan yang ada. Ya Cuma begitu saja.

R   : Ibu, berarti kelas *reading* hasilnya kurang OK, mungkin bisa dijelaskan kira-kira faktor-faktor penyebabnya apa aja nggih bu?

T   : Sepengamatan saya di kelas reading, anak-anak malas untuk membaca , mereka pada mengantuk. Pada waktu sesi menjawab pertanyaan, mereka pada ga bisa mengontrol diri, pada sibuk ngobrol sama temennya.

R   : Dengan kata lain, bisa disimpulkan motivasi masih kurang.

T   : Tepatnya seperti itu mbak.

R   : Mengenai kemampuan membaca, apa sudah memenuhi harapan bu?

T   : Sejauh ini ya masih belum memenuhi. Beberapa dari mereka masih sering menemui kesalahan di dalam mengidentifikasi informasi penting dalam teks.

R   : Wah, tantangan juga ya bu?

T   : Iya begitulah mbak, semoga mbak Ratna bisa membantu saya meningkatkan kemampuan membaca anak-anak dalam penelitian nanti ya?

R   : Amin. Saya juga mohon dibimbing ya bu, nanti kalo ada apa-apa mohon diberi masukan bu.

T   : OK... kalo ada apa-apa jangan ragu konsultasi ke saya. Nomer HP saya sudah disimpankan mbak?

R   : Nggih, sampun bu. Terimakasih. Ibu ini ngomong-ngomong sudah siang, informasinya terimaksi banyak, kalo gitu saya pamit dulu ya bu. Besok-besok saya konsultasi lagi bu.

T   : Sip, OK. Hati-hati ya mbak. Makasi juga ya.

R   : Terimakasi ibu. Assalamu'alaikum.

T   : Wa'alaikumsalam.

Interview 4

The interview was done with the English teacher after Cycle 1 finished.

Saturday, August 31st, 2013

R   : Assalamua'alaikum... halo ibu...

T   : Wa'alaikumussalam... he iya, pripun mbak?

R : Nggih bu, terimakasih. Ibu mohon maaf, hari ini ada waktu luang ndak ya? Ingin konsultasi sedikit bu.

T : OK, boleh, selo ko mbak. Pripun? Ada yang bisa dibantu?

R : Iya ini bu terkait dengan pembelajaran kemarin Bu. Menurut ibu, apakah langkah-langkah dalam kegiatan membaca dengan menggunakan teknik Visualizing a Text sudah berjalan dengan baik atau masi ada yang kurang ya Bu?

T : Wah, sudah baik mbak, menarik sekali, anak-anak juga bisa lebih fun dalam belajar. Tapi memang agak perlu sabar ya kalo ngajar, pelan-pelan, supaya anak-anak benar-benar paham.

R : Baik ibu. Benar bu, belajar sabar. Hehe. Menurut ibu, apakah kegiatan pembelajaran kemarin sudah pas ya bu? Mungkin ada saran dari ibu?

T : Secara keseluruhan sudah bagus mbak, anak-anak dapet cerita tentang recount text ya kemarin, bisa senang, alhamdullillah pada terkontrol ya kemarin, teknik juga pas, banyak yang tanya juga ya.

R : Iya, alhamdullillah ya Bu. Jadi seneng deh. Hehe. Nah, kalo dari tekniknya sendiri, apakah teknik Visualizing a Text efektif digunakan dalam kegiatan membaca ya Bu?

T : Kalo menurut saya, sudah efektif mbak Ratna, terbukti mereka antusias sekali maju ke depan dalam mengerjakan soal di papan tulis. Berati anak-anak udah paham to. Meskipun kadang ada beberapa yang masih salah.

R : Hehe. Iya bu kemarin ada yang salah dalam menjawab. Memang perlu dilatih terus ya bu biar lancar.Menurut Ibu, bagaimana interaksi antara siswa dan guru selama proses belajar mengajar berlangsung?

T : Iya betul, bertahap. Ya sabar tadi, iya to, hehe. Menurut saya bagus mbak, saya lihat tadi anak-anak sudah berani bertanya pada mbak Ratna ketika mereka mengalami kesuliatan.

R : Kalau interaksi antar siswanya sendiri bagaimana Bu?

T : Kalau interaksi antar siswanya sendiri juga cukup bagus mbak. Walaupun ramai di kelas, tapi mereka ramai diskusi. Saya amati mereka saling bertukar pendapat dalam satu kelompoknya.

R : Betul, betul bu. Kesimpulannya berarti teknik Visualizing a Text bisakah meningkatkan kemampuan siswa bu?

T : Menurut saya bisa, terbukti antusias anak-anak untuk memperhatikan dan mendengarkan penjelasan mbak Ratna saat memperkenalkan teknik itu ya kemarin, terkontrol anak-anaknya.

R : Dalam pembelajaran kemarin, kendala-kendala yang dihadapi saat menggunakan teknik Visualizing a Text apa saja ya Bu? Dan bagaimana cara mengatasi hal tersebut Bu?

T : Ya mungkin butuh mempersiapkan media yang menarik dan kemampuan imaginasi yang di lebih ya saat menggunakan teknik ini. Tapi kalo udah terbiasa dan sering diaplikasikan pasti mudah dan efektif.

R : Iya Bu, wah terimakasih sekali saran-sarannya Bu, besok semoga lebih baik lagi. Maaf sudah mengganggu ibu ni.

T : Ndak kok, iya sama-sama mbak. Kalo ada apa-apa konsultasi aja jangan sungkan.

R : Nggih ibu, siap. Kalo gitu saya pamit dulu, sampe ketemu lagi ibu. Makasi yaa. Assalamu'alaikum..

T : Iya mbak.. Wa'alaikumussalam.

Interview 5

The interview was done with the English teacher after Cycle 2 finished.

R : Selamat siang bu.

T : Iya mbak Ratna, monggo. Ada apa ya mbak?

R   : Boleh minta waktunya sebentar Bu? Mau tanya-tanya sebentar.

T   : Ya silahkan. Mau tanya apa Mbak?

R   : Menurut ibu bagaimana proses pembelajaran di *cycle 2* ini?

T   : Sudah bagus sekali Mbak. Anak-anak aktif di kelas dan bisa mengikuti pelajaran dengan baik. Anak-anak juga kelihatan senang dengan pelajaran bahasa Inggris, terutama *reading*.

R   : Kalau mengenai teknik yang saya terapkan, menurut Ibu bagaimana?

T   : Cukup efektif Mbak. Anak-anak lebih mudah memahami dan mengingat teks-teks yang mereka pelajari. Tekniknya juga sangat menarik menurut saya.

R   : Di *cycle 2* ini saya memberikan *credit point* bagi siswa yang aktif. Apakah itu juga efektif menurut Ibu?

T   : Ohh, iya Mbak. Anak-anak yang tadinya malu sekarang menjadi berlomba-lomba untuk menjawab pertanyaan.

R   : Satu lagi Bu, menurut Ibu apakah teknik ini mudah untuk diterapkan? Apa Ibu tertarik untuk menggunakan teknik ini?

T   : Cukup mudah dan ee saya tertarik untuk memakainya di kelas *reading*. Tapi ya itu Mbak, saya harus belajar membuat sketsa dulu soalnya saya juga gak bakat gambar hehe.

R   : Sebenernya sketsanya juga gak harus bagus kok Bu, yang penting siswa mengerti. Ya sudah Bu, terima kasih atas waktunya.

T   : Iya mbak sama-sama. Ya sudah minum dulu mbak, capek kan tadi habis ngajar.

R   : Nggeh Bu.

Interview 6

Interview was done with the students in pre-action.

Saturday, August 31st 2013

Students   : Diki, Hafizh, Andri, Jihan, Diana

R   : Selamat siang adik-adik...

S(all)   : Siang miss, nyari siapa miss?

R   : Nyari kalian, hehe. Btw, kalian lagi pada sibuk ga ya? Miss pengen tanya-tanya dikit
            ni...

S(all)   : Tanya apa miss?

R   : OK deh, gabung yaa. Allright, miss minta tolong, pada jawab jujur ya, ga usah takut
            sama miss. Nggak mempengaruhi nilai bahasa inggris sama sekali. OK, deal?

S(all)   : Hahaha, deal!

R   : Sip. Insya Allah miss beberapa hari ke depan akan nemenin kalian belajar bahasa
            inggris di kelas, jadi buat pelengkap data, mbak interview kalian. Well, what's your
            name?

S1   : My name is Diki.

S2   : I'm Hafizh.

S3   : Me? I Andri miss.

S4   : Aku Jihan.

S5   : Diana miss.

R   : Well, langsung aja ya? Uhm, adik-adik di sini pada suka English g?

S12   : Lumayan suka miss.

S3   : Seneng aja.

S4   : kalo aku suka banget miss.

S5   : Agak suka miss, soalnya susah.

R   : Terus kesulitan yang kalian hadapai selama KBM bahasa inggris apa ya?

S1   : Aku tu di vocab miss. terus kalo banyak bacaannya gitu pusing gak tau artinya, jadi
            males belajarnya, hehe.

R   : OK, point pertama, vocab.

S2   : Aku grammar miss. Sering tak bolak-balik.

R   : Point kedua grammar yak. Next?

S3   : Kalo aku reading. Males banget, apalagi kalo teksnya puanjang, pusing e, mau muntah.

R   : Waa, segitunya ya. Hehehe. OK point ketiga *reading text* ya.

S1   : Hahaha,iya miss. Kapan to miss ngajar tempat kita? Seru mesti deh.

R   : Tunggu saja tanggal mainnya yaa. Kalo Jihan sendiri, apa ni keluh kesahnya dalam belajar bahasa inggris?

S4   : Aku sebenernya suka banget bahasa inggris miss, makanya aku sukanya nonton *western movie* and dengerin *western song*nya aja, hehe.ya paling kalo nemu kosa kata baru yang susah.

S5   : Saya ya hampir sama kayak temen-temen. Yang bagian nyari *information* gitu lo yang males.

R   : OK dah. Sudah semua dapat menyampaikan kesulitannya ya. Nah, dalam mengajar bahasa inggris menurut kalian Bu Warni gimana ya?

S4   : Kalo aku sih miss, Bu Warni udah bagus, tapi kadang LKS mulu, bosen miss.

S1   : Kurang lucu. Tegang miss di kelas.

S5   : Tiada hari tanpa menjawab soal-soal di LKS. Nerangin terus, kitanya jadi kurang kesempatan.

S3   : Kita jarang banget pake media e. Jadi ya kayak gitu-gitu doank.

R   : Di sendiri?

S2   : Kurang menarik miss, pengen game sekali-kali.

S4   : kalo aku pengen sering praktek ngomomg miss, biar lancer gitu speakingnya.

R   : Allright, next kalo materi yang diberikan ibu Warni sejauh ini gimana?

S13   : LKS. Hehe. Malah bareng...

S4   : hahaha…Bener banget, materi yang di LKS sering ngebosenin.

S5   : Materi disana kurang up to date miss.

S2   : game kek sekali-sekali, hahaha.

R   : Haha..Ok deh. Insya Allah mbak besok mau ngajar kalian skill reading di kelas, untuk mambuat kalian nyaman belajar reading di kelas, ayo cerita kira-kira kesulitannya dimana kalo dalam skill reading?

S5   : OMG, . Aku ga suka membaca. Aku takut. Apalagi kalo yang nyari-nyari *information-information*, butuh konsentrasi lebih. Hehe.

S3   : Membacanya ngantuk miss.

S4   : Hahaha, apalagi kalo ada kata yang ga tau artinya, trus tarnya ktemu lagi yang ga tau artinya lagi, wes, males, hehehe. Bikin putus asa mau ngelanjutin mebacanya Miss.

S21   : Nginget arti kata tu sulit Miss. Trus kalo dapet giliran baca suka grogi takut salah miss.

R   : Wah, jangan pada takut ya, besok kita fun kok belajarnya. Miss rasa cukup ya informasinya, ni istirahat juga udah habis to waktunya, hehe. Makasi banyak ya. Sampe ketemu lagi. Bye...

S(all) : Sama-sama miss, sampe ketemu lagi. Bye...

Interview 7

Interview was done with the students after Cycle 1 done.

Saturday, August 31th, 2013

At 09.30 on the first break time in the class 8D.

R   : Selamat siang adik-adik...

S(all) : Waa Miss Ratna, siang Miss...masih ngajar lagi kan Miss?

R   : Insya Allah Jumat, Sabtu ada jam bahasa inggris to?

S5   : Yeaa yang ngajar Miss Ratna lagi. Tapi teksnya jangan panjang-panjang lo Miss. Hehe.

R   : OK, Kemarin kepanjangan ya?

S5   : Gak juga sih Miss, tapi asyik.

R   : OK deh, beres deh. btw kalian lagi pada ga ke kantin ya? Miss mau wawancara lagi bisa ya?

S1   : Curhat lagi ya Miss? Serasa artis nih, haha. Tanya tentang apa Miss?

R   : Hahaha, kalian bisa aja. Hehe. Ini Miss pengen tanya tentang pembelajaran di kelas kemarin. Cuma bentar kok, OK?

S(all) : Wokey Miss.

R   : Asik. Oiya, kemarin Miss ngajarnya gimana? Miss kan ngajar skill reading tu, teknik membacanya yang dijelaskan Miss udah jelaskah? Terus materinya gimana tu?

S5   : Miss, ngajarnya asik kok, santai tapi ngerti aku, sampe hafal ni, *orientation, events, re-orientation*, looo... pinter kan Miss?hahaha

R   : Hehehe, sip banget, pertahankan ya. Kalo yang lain gimana ya?

S1   : Temanya menarik Miss, suaranya Miss Ratna agak dikencengin juga donk, OK?

R   : Wow, masukan yang bagus. Sip, lagi donk, kamu gimana dik? Menurut kamu bagaimana dengan penggunaan teknik Visualizing a Text ini di kelas?

S2   : Ya ini tuh bagus miss bisa menambah kosa kata. Terus tahu gimana cari ide pokok ceritanya gimana. Aku really happy Miss. Miss ngajarnya enak. Materinya lumayan menarik.

R   : Menurut kamu, kalau pakai technique ini bisa nambah kosa kata gak?

S4 : Iya miss, jadi semakin tahu banyak kosa kata baru, walaupun awalnya sempet bingung.

R : Next, menurut kamu bagaimana dengan penggunaan teknik Visualizing a Text ini di kelas?

S3 : Sudah bagus Miss. Medianya menarik banget miss, bisa bantu kita juga dalam memahami text. Kapan-kapan ke lab. Bahasa ya miss?

R : Miss pengen banget pake lab, tapi sering di pake duluan ma kelas lain.

S5 : Ah tapi ga make juga gak papa. Yang penting ngerti, hehehe. Medianya Miss juga uda bagus banget dan membantu kok.

R : Trus apa kamu bisa lebih memahami bacaan dengan menggunakan teknik ini?

S1 : Oh iya miss, aku jadi lebih ngerti baca teks teks gituan. Oh teksnya tuh isinya ini gitu.

S2 : Iya miss, jadi lebih ngerti. Jadi bisa inget terus kejadiannya apa aja dan dimana aja.

R : Jadi, apakah ada peningkatan setelah menggunakan Visualizing a Text? Apakah kalian jadi suka membaca sekarang?

S3 : Ada Miss. Teknik baru ini membantu memahami tentang textnya.

R : Kamu seneng pakai teknik ini di kelas?

S4 : Ya seneng banget miss, kan bisa efektif to miss kalau gini, bisa saling tukar pendapat juga, kan kadang apa yang bisa kita bayanging tentang teks itu beda-beda.

S5 : Aku juga bisa terus inget isi textnya apa, karekternya siapa, pokoknya setting ceritanya juga Miss.

S1 : Aku seneng banget Miss pake teknik ini, lucu juga.. Aku jadi semangat belajar bahasa Inggris. Membaca itu jadi menyenangkan soalnya aku bisa bayangin textnya .

R : Hahaha, makasi ya Allah dan makasi ya adik-adik, ya semoga bermafaat tekniknya dalam meningkatkan kemampuan membaca kalian. Haa, terus, menurut kalian lebih mudah mana belajar membaca teks bahasa inggris dengan kegiatan pembelajaran menggunakan teknik Visualizing atau membaca dengan kegiatan pembelajaran yang seperti biasa?

S4 : Visualizing a Text lah miss. jadi gampang banget.

S2 : Make teknik Visualizing a Text itu menarik waktu kita memahami teks. Kita jadi punya gambaran tentang tokohnya, ceritanya apa trus setting juga.

S5 : Membaca jadi lebih enak kalo pake teknik donk Miss. Gampang diterapin juga dan gak ribet.

R : Kendala atau hambatan apa saja yang terjadi dik waktu adik-adik lagi mengikuti pembelajaran dengan menggunakan teknik Visualizing a Text?

S1 : Gak ada sih Miss.

S4 : Iya gak ada miss, soalnya emang mudah banget diterapin.

S5 : Kalau aku susah kalo disuruh gambar miss. Soalnya emang aku gak bias gambar Miss tapi kalau Cuma berimajinasi aku gak ada masalah.

S2 : sama kaya yang lain. Itu lho Miss, kalau disuruh maju pada gak mau. Soalnya pada takut salah jawabnya Miss.

S3 : Trus pas kerja kelompok kadang ada yang gak mau mikir.

R : Nah berarti ada beberapa kendala juga ya dalam menggunakan teknik ini dalam pembelajaran reading. Cara mengatasinya gimana tu kalo adik-adik?

S3 : Ya ditunjuk aja Miss, kalo gak dipanggil urut absen.

S5 : Bener gitu aja Miss. Oia, kelompoknya biar efektif dikecilin Miss, jadi semua ikut kerja, hehe.

S2 : He'em Miss.

S4   : Trus pokoknya dibikin sibuk deh Miss, kalo ga gitu kelas mesti langsung kayak

         pasar lagi, hehe.

R   : Hahaha, iy-iya, Miss nanti berusaha lagi. Yang penting pada bisa seneng waktu

         belajar.

S(all) : Iya Miss

R   : Kalo gitu makasih ya, Monggo dilanjutkan yang istirahat.Hehe

S(all) : OK Miss sama-sama.

Interview 8

Interview was done with the students after Cycle 2 done.

R   : Hallo semua… bisa minta waktunya sebentar?

S(all) : Iya miss, boleh-boleh. Ada apa miss?

R   : Miss mau tanya- tanya sebentar ni. Bisa ya?

S(all) : Bayar tapi miss, hahaha.Enggak miss, Cuma bercanda. Monggo miss mau tanya apa

ya?

R   Menurut kamu bagaimana dengan penggunaan teknik ini di kelas?

S1   : Ya bagus sih miss, jadi kita ngerti dari awal sampai akhir. Ngerti dari cari ide

pokonya   gimana, terus ngartiiin kata-kata sukar. Jadi kita ngerti teks nya keseluruhan

gitu,

S2   : Cukup menyenangkan, bagus. Ternyata gak sesulit yang kita kira. Terus enak kita

bisa   ambar dan berimaginasi tentang isi teksnya.

S3   : Asyik miss efektif. Bisa santai ngerjainnya. Jadi apa yang kita baca bisa masuk.

R   : Apa kamu lebih bisa memahami bacaan menggunakan teknik itu?

S2   : Iya miss. Ya jadi memahaminya lebih mudah. Aku juga bisa inget karakter, tempat

sama kejadiannya itu apa.

R   : Menurut kamu, kalau pakai Visualizing a Text bisa nambah kosa kata gak?

S1   : Iya miss. Aku paling susah kalau ada kata-kata sukar di bacaan. Habis latihan nebak-

nebak arti gitu lumayan. Aku jadi ngerti banyak kata sekarang.

S3   : Iya lah miss. Aku seneng malah. Apalagi kalau aku bisa nebak arti katanya dan

bener. Rasanya seneng banget.

R   : Apakah kamu lebih termotivasi lagi dengan adanya credit point ini?

S1   : Iya miss. Aku jadi semangat gitu. Gak malu-malu lagi deh kalau mau tanya.

S2   : Iya miss lumayan jadi pengen aktif akunya. Apalagi kalau liat temen-temen pada

aktif   gitu. Aku juga jadi termotivasi untuk aktif juga.

S3   : sama Miss, aku juga gitu.

R   : Okay, Miss rasa cukup. Makasih ya buat waktunya.

S(all) : Sama-sama Miss.

Interview 9

Interview was done with the students after Cycle 1 done.

Saturday, August 31th, 2013

R   : Capek ya? Istirahat di kantin aja yuk

C   : Iya, santai aja. Boleh-boleh.

R : Sip, makasih lho udah ditemenin penelitian.

C : Sama-sama. Kan besok juga gantian.

R : Tanya- Tanya ya tentang ngajarku?

C : Hu um..

R : Menurut kamu, bagaimana dengan penggunaaan teknik ini di kelas?

C : Menurutku sih bagus. Cukup efektif untuk siswa SMP. Tak liat mereka juga seneng dan antusias bisa memahami teks dengan membayangkan isi teksnya. Tak liat juga kalau mereka jadi bisa memahami bacaan,bisa inget terus setting dan event nya juga. Tapi kamu harus pinter-pinter bagi waktunya. Soalnya waktu membayangkan apalagi waktu gambar, mereka butuh waktu yang lama

R : gitu ya? Alhamdulillah deh. Huum, bener juga. Tadi emang aku kurang perhatiin waktunya. Makannya aku jadi gak bisa kasih tugas individunya.

C : Nah, besok diperhatiin lagi tuh.

R : Okay, sip-sip

Interview 10

Interview was done with the students after Cycle 2 done.

R : Alhamdulillah ya akhirnya selesai juga penelitiannya.

C : Iya, akhirnya..hahaha

R : Gimana menurutmu cycle 2 ini?

C : Ya bagus kok. Apa- apanya udah lancar juga. Tekniknya efektif banget ternyata. Anak- anak bisa cepet nyanthol sama materinya. Trus mereka juga keliatan fun pas pake teknik ini.

R : Umh gitu ya, alhamdulillah. Trus kalo tentang pemberian credit point it gimana?

C : itu juga efektif kok.

R   : Menurut kamu, apakah dengan adanya credit point ini siswa lebih termotivasi lagi dalam pembelajaran?

C   : Iya . Mereka seneng dikasih point gitu. Tadi juga ada yang tiba-tiba mau maju presentasi kan.

R   : Sip. Maksih ya

.

APPENDIX C
Observation Checklist

Observation Checklist of the Teaching and Learning Process of Reading through *Visualization*

Instruction :
  1. It should be completed by the observer.
  2. The observer checks ($\sqrt{}$) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No   : Observation sheet 1
Cycle   : 1
Meeting   : 1
Day, date   : Saturday , August 24th, 2013

No	Observation Items	Yes	No	Description
A	**Pre-teaching**			
1.	The teacher greets the students.	$\sqrt{}$		
2.	The students respond to the greeting.	$\sqrt{}$		
3.	The teacher asks the students' condition.	$\sqrt{}$		
4.	The students tell their condition to the teacher.	$\sqrt{}$		
5.	The students tell who is absent.		$\sqrt{}$	There were no students absent.
6.	The teacher outlines the materials.	$\sqrt{}$		
7.	The teacher explains the goal of the teaching and learning.	$\sqrt{}$		
B	**Whilst-teaching**			
1.	The students are ready to learn the materials.		$\sqrt{}$	Students were noisy for a moment because they talked each others.
2.	The teacher explains the materials.	$\sqrt{}$		
3.	The teacher uses media	$\sqrt{}$		
4.	The students respond toward the	$\sqrt{}$		

teacher's explanation.

5. The teacher uses *Visualization* as a technique. √

6. The teacher gives chances to the students to ask the questions. √

7. The students ask the questions. √

8. The teacher asks the students to use *Visualization*. √

9. The teacher acts out the instruction. √

10. The students listen and follow the teacher action. √

11. The students cooperate well in the reading activities. √

12. The teacher checks the students understanding by giving some questions. √

C   Post-teaching

1. The teacher and the students summarize the lesson. √

2. The teacher gives a reward and motivates the students to participate more in the next meeting. √

3. The teacher gives the topic for the next meeting. √

4. The teacher says good-bye. √

No   : Observation sheet 2
Cycle   : 1
Meeting   : 2
Day, date   : Friday, August 30th, 2013

No	Observation Items	Yes	No	Description
A	**Pre-teaching**			
1.	The teacher greets the students.	√		
2.	The students respond to the greeting.	√		
3.	The teacher asks the students' condition.	√		
4.	The students tell their condition to the teacher.	√		
5.	The students tell who is absent.	√		
6.	The teacher outlines the materials.	√		
7.	The teacher explains the goal of the teaching and learning.	√		
B	**Whilst-teaching**			
1.	The students are ready to learn the materials.	√		
2.	The teacher explains the materials.	√		
3.	The teacher uses media.	√		
4.	The students respond toward the teacher's explanation.	√		
5.	The teacher uses *Visualization* as a technique..	√		
6.	The teacher gives chances to the students to ask the questions.	√		
7.	The students ask the questions.		√	
8.	The teacher asks the students to use *Visualization*.	√		
9.	The teacher acts out the instruction.	√		
10.	The students listen and follow the	√		

teacher action.

No	Observation Items	Yes	No	Description
11.	The students cooperate well in the readingt activities.	√		
12.	The teacher checks the students understanding by giving some questions.	√		
C	**Post-teaching**			
1.	The teacher and the students summarize the lesson.	√		
2.	The teacher gives a reward and motivates the students to participate more in the next meeting.	√		
3.	The teacher gives the topic for the next meeting.	√		
4.	The teacher says good-bye.	√		

No   : Observation sheet 3
Cycle   : 1
Meeting   : 3
Day, date   : Saturday, August 31st, 2013

No	Observation Items	Yes	No	Description
A	**Pre-teaching**			
1.	The teacher greets the students.	√		
2.	The students respond to the greeting.	√		
3.	The teacher asks the students' condition.	√		
4.	The students tell their condition to the teacher.	√		
5.	The students tell who is absent.	√		

6. The teacher outlines the materials. $\sqrt{}$

7. The teacher explains the goal of the teaching and learning. $\sqrt{}$

B   Whilst-teaching

1. The students are ready to learn the materials. $\sqrt{}$

2. The teacher explains the materials. $\sqrt{}$

3. The teacher uses media. $\sqrt{}$

4. The students respond toward the teacher's explanation. $\sqrt{}$

5. The teacher uses *Visualization* as a technique. $\sqrt{}$

6. The teacher gives chances to the students to ask the questions. $\sqrt{}$

7. The students ask the questions. $\sqrt{}$

8. The teacher asks the students to fill the blank lyric $\sqrt{}$

9. The teacher acts out the instruction. $\sqrt{}$

10. The students listen and follow the teacher action. $\sqrt{}$

11. The students cooperate well in the reading activities. $\sqrt{}$

12. The teacher checks the students understanding by giving some questions. $\sqrt{}$

C   Post-teaching

1. The teacher and the students summarize the lesson. $\sqrt{}$

2. The teacher gives a reward and motivates the students to $\sqrt{}$

participate more in the next
meeting.

3.   The teacher gives the topic for the   √
       next meeting.

4.   The teacher says good-bye.   √

No   : Observation sheet 4
Cycle   : 2
Meeting   : 4
Day, date   : Saturday, September 7th, 2013

No	Observation Items	Yes	No	Description
A	**Pre-teaching**			
1.	The teacher greets the students.	√		
2.	The students respond to the greeting.	√		
3.	The teacher asks the students' condition.	√		
4.	The students tell their condition to the teacher.	√		
5.	The students tell who is absent.	√		
6.	The teacher outlines the materials.	√		
7.	The teacher explains the goal of the teaching and learning.	√		
B	**Whilst-teaching**			
1.	The students are ready to learn the materials.	√		
2.	The teacher explains the materials.	√		
3.	The teacher uses media.	√		
4.	The students respond toward the teacher's explanation.	√		

5.   The teacher uses Visualizing a text as a technique. $\sqrt{}$

6.   The teacher gives chances to the students to ask the questions. $\sqrt{}$

7.   The students ask the questions. $\sqrt{}$

8.   The teacher asks the students to use visualizing a text. $\sqrt{}$

9.   The teacher acts out the instruction. $\sqrt{}$

10.   The students listen and follow the teacher action. $\sqrt{}$

11.   The students cooperate well in the reading activities. $\sqrt{}$

12.   The teacher checks the students understanding by giving some questions. $\sqrt{}$

C   Post-teaching

1.   The teacher and the students summarize the lesson. $\sqrt{}$

2.   The teacher gives a reward and motivates the students to participate more in the next meeting. $\sqrt{}$

3.   The teacher gives the topic for the next meeting. $\sqrt{}$

4.   The teacher says good-bye. $\sqrt{}$

No   : Observation sheet 5

Cycle   : 2
Meeting   : 5
Day, date   : Friday, September 13rd, 2013

No	Observation Items	Yes	No	Description
A	**Pre-teaching**			
1.	The teacher greets the students.	√		
2.	The students respond to the greeting.	√		
3.	The teacher asks the students' condition.	√		
4.	The students tell their condition to the teacher.	√		
5.	The students tell who is absent.	√		
6.	The teacher outlines the materials.	√		
7.	The teacher explains the goal of the teaching and learning.	√		
B	**Whilst-teaching**			
1.	The students are ready to learn the materials.	√		
2.	The teacher explains the materials.	√		
3.	The teacher uses media.	√		
4.	The students respond toward the teacher's explanation.	√		
5.	The teacher uses visualizing a text.	√		
6.	The teacher gives chances to the students to ask the questions.	√		
7.	The students ask the questions.	√		
8.	The teacher asks the students to use *Visualization* as a technique.	√		

No			Yes	No	Description
9.	The teacher acts out the instruction.		√		
10.	The students listen and follow the teacher action.		√		
11.	The students cooperate well in the reading activities.		√		
12.	The teacher checks the students understanding by giving some questions.		√		
C	**Post-teaching**				
1.	The teacher and the students summarize the lesson.		√		
2.	The teacher gives a reward and motivates the students to participate more in the next meeting.		√		
3.	The teacher gives the topic for the next meeting.		√		
4.	The teacher says good-bye.		√		

No : Observation sheet 6
Cycle : 2
Meeting : 6
Day, date : Saturday, September 14th , 2013

No	Observation Items	Yes	No	Description
A	**Pre-teaching**			
1.	The teacher greets the students.	√		
2.	The students respond to the greeting.	√		
3.	The teacher asks the students' condition.	√		
4.	The students tell their condition to the teacher.	√		

5.	The students tell who is absent.	√
6.	The teacher outlines the materials.	√
7.	The teacher explains the goal of the teaching and learning.	√

B   Whilst-teaching

1.	The students are ready to learn the materials.	√
2.	The teacher explains the materials.	√
3.	The teacher uses media.	√
4.	The students respond toward the teacher's explanation.	√
5.	The teacher uses *Visualization* as a technique.	√
6.	The teacher gives chances to the students to ask the questions.	√
7.	The students ask the questions.	√
8.	The teacher asks the students to use *Visualization*.	√
9.	The teacher acts out the instruction.	√
10.	The students listen and follow the teacher action.	√
11.	The students cooperate well in the *Visualization* technique.	√
12.	The teacher checks the students understanding by holding the test.	√

C   Post-teaching

1.	The teacher and the students summarize the lesson.	√
2.	The teacher gives a reward and motivates the students to	√

participate more in the next
meeting.

3. The teacher gives the topic for the $\sqrt{}$ This was the last meeting
next meeting.   of the research

4. The teacher says good-bye. $\sqrt{}$

APPENDIX D
Interview Guideline

Pedoman wawancara dengan guru

1. Apakah kegiatan membaca dengan menggunakan variasi teknik sudah berjalan dengan baik?
2. Menurut ibu, bagaimana kegiatan pendahuluan kegiatan membaca dengan menggunakan sebuah teknik?
3. Menurut ibu, bagaimana kegiatan inti kegiatan membaca dengan menggunakan sebuah teknik?
4. Menurut ibu, bagaimana kegiatan penutup kegiatan membaca dengan menggunakan sebuah teknik?
5. Apakah kegiatan membaca pembelajaran menggunakan teknik dapat meningkatkan kemampuan membaca siswa?
6. Menurut ibu, apakah dengan kegiatan pembelajaran menggunakan teknik dapat meningkatkan kemampuan membaca siswa?
7. Kendala apa saja yang dihadapi dalam kegiatan pembelajaran menggunakan dalam meningkatkan kemampuan membaca siswa?

Pedoman wawancara dengan siswa

1. Kesulitan apa yang adik hadapi ketika membaca?
2. Apa langkah-langkah membaca yang dijelaskan guru sudah jelas?
3. Apakah kegiatan pembelajaran menggunakan teknik dapat meningkatkan kemampuan membaca adik?
4. Menurut adik, lebih mudah mana belajar membaca dalam kegiatan pembelajaran menggunakan teknik atau dengan kegiatan pembelajaran seperti biasanya?

APPENDIX E
Tests

READING TEST
(Pre-Test)

Read the text below and choose either a, b, c, or d for the correct answer.

Text 1 is for number 1-5

> ### Embarassing Experience
> Today was a really hot day. After I had had my lunch, I went to the town square to watch a local singing contest. I went there alone.
> Arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.
> Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around. I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.
>
> *(Adapted from :http://typeoftext.blogspot.com/2011_01_01_archive.html*

1 What does the text tell us about?
   a. The writer's good day.
   b. The writer's singing contest
   c. The writer's daily activities
   d. The writer's embarrassing experience

2 Where was the writer standing while watching the singing contest?
   a. Near the stage
   b. Under a big tree
   c. In front of the television
   d. In the middle of the crowd

3 The text is the kind of …
   a. descriptive tex
   b. procedure text
   c. narrative text
   d. recount text

4 "I thought it could save me from the strong sunlight." (paragraph 2) what does 'it' refer to?
   a. The tree
   b. The contest
   c. The sunlight
   d. The day

Text 2 is for number 5-12

> ### A Journey to Bali
>
>
>
> Last holiday after national examination, I went to Bali for 4 days with my family. My father and my mother went to Bali for 3 days before my brother and I were there. In Bali, we went to many places. On first day, after my brother and I arrived in Ngurah Rai airport, we went to Sanur beach, Kuta beach, and Ulluwatu for watching Kecak dance. On second day, we went to Garuda Wisnu Kencana, Tanah Lot, and ate seafood in Jimbaran. Tanah lot was very beautiful. On the third day, we went to waterbom, Kuta beach, and art market to buy handicraft for my classmate. In last day, we just stayed in hotel and went to

airport in the afternoon and arrived in Bandung in the evening. That was an amazing holiday!

5 What is the topic of the text above?
  a. A holiday to Bali.
  b. My tiring trip.
  c. Travelling by plane.
  d.Car accident.

6 How long did the writer stay in Bali?
  a. Three days.
  b. Two days.
  c. Four days.
  d. Seven days.

7 "...watching Kecak dance." The underlined word has the following meaning, EXCEPT…
  a. observing.
  b. seeing.
  c. looking.
  d. took place.

8 What is the main idea of the text above?
  a. The writer got an amazing holiday in Bali.
  b. The writer saw Kecak dance with family.
  c. The writer stayed in hotel of Bali.
  d. The writer's holiday in Bali was bad.

9. What is the purpose of the text?

  a. To explain the readers about the way to go to Bali.
  b. To inform the readers about the writer's activities.
  c. To retell the readers about the writer's activities.
  d. To persuade readers that Bali should be visited.

10. What did the family do in Jimbaran?
  a. They spent holiday.
  b. They ate seafood.
  c. They visited an art market.
  d. They enjoyed in a waterboom.

11. "…before my brother and I were there.."
   The underlined word refers to …
  a. Ulluwatu.
  b. Bali.
  c. GWK.
  d. Jimbaran.

12. "…My father and my mother went to Bali for 3 days" (line 3). The synonym of the underlined word is ….
  a. visited
  b. sit
  c. bought
  d. drove

Text 3 is for number 13-20

In the Sunny Day

Last weekend, my family and I went to Rongkang beach near our grandparents' house. The day was sunny and hot, of course. It was on June. That's why the day was very bright. In our country, Indonesia, there are two seasons. They are dry season and rainy season. The dry season starts from May and lasts for 5 months. While, rainy season starts from November and ends in March. The view was so beautiful. There were many people at the beach. Most of them were teenagers.

We were having fun. We built a sandcastle. We had to rebuild twice before it really stood up. The first attempt failed because we built it too close to the water. And the second attempt, the successful one, was just right. The spot we chose was not too close to the water and the mixture was good.

Our parents loved our work. Some people who passed our castle loved it, too. They even took pictures near our castle. We were so proud of our work that day.

(Adapted from:

http://whywine.wordpress.com/2010/05/05/contoh-recount-text/)

13. What is the topic sentence of the second paragraph?
    a. We were having fun.
    b. We built a sandcastle.
    c. The second attempt, the successful one, was just right.
    d. The spot we chose was not too close to the water and the mixture was good.
14. What did the people do near the sandcastle?
    a. They built a sandcastle.
    b. They took pictures.
    c. They ate food.
    d. They sold shoes.
15. What did the writer and family do at the beach?
    a. They were having fun.
    b. They were meeting.
    c. They bought some presents.
    d. They rode to the top of the beach.
16. The topic sentence of the first paragraph is found at?
    a. The beginning of the paragraph.
    b. The middle of the paragraph.
    c. The end of the paragraph.
    d. The beginning and the end of the paragraph.
17. "They even took pictures near our castle."
    What does the word "they" in line 11 refers to?
    a. The writer and friend.
    b. The children.
    c. The people who passed.
    d. The writer' family.
18. The main idea of the text is ...
    a. the writer and family went to Rongkang beach a week ago.
    b. the writer and family stayed in Rongkang beach for a week.
    c. the writer and family sold a sandcastle in Rongkang beach.
    d. the writer and family went to Rongkang beach by a pedicab.
19. The opposite of "**near**" in line 12 is ...
    a. right
    b. far
    c. top
    d. below
20. What is the purpose of the text above?
    a. It describes the Rongkang beach.
    b. It tells the reader about the past experience of the writer in the Rongkang beach.
    c. It tells the reader about the writer's daily activities in the Rongkang beach.
    d. It gives some information about Rongkang beach to the reader.

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

21.   What is the text about?
a.   The lost cell phone.
b.   My friend's cell phone.
c.   Cell phone in the jacket.
d.   My brother's cell phone.

22.   How did the writer get his cell phone back?
a.   He asked his friend.
b.   He called his friends.
c.   He put it on a hanger.
d.   He found it in his jacket.

23.   From the text, we know that the writer is ... person
a.   a careful
b.   a cautious
c.   a forgetful
d.   an attentive

Accident
Last week, Mr. Damiri's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help! He ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Damiri had gone to his office. The other children had gone to school.
Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic. When Mr. Dardiri came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," he said.

24.   Who took Mrs. Damiri to the clinic?
a.   her son
b.   her neighbour
c.   her husband
d.   her children

25.   The main idea of the second paragraph is …
a.   Mrs. Damiri had an accident.
b.   Mr. Damiri was proud of his son.
c.   Yusuf asked his the neighbor for help
d.   Mr. Damiri and his other children had gone.
26.   How did the neighbor help Mrs. Damiri?
a.   He called Mrs. Damiri's husband and ran to the kitchen
b.   He called the fireman and put out the fire
c.   He put out the fire and took Mrs. Damiri to the clinic.
d.   He called the fireman and advised Mrs. Damiri to stay calm.

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

27. The writer's friend has just bought … from blowfish shoes products.
A. a new match shoes
B. a new stylist foot legs
C. a trendy and attractive shoes
D. a brand and bright color shoes

28. Why does the writer admire her friend?
A. She likes wearing an international trade mark shoes.
B. She always wants to be a trendy and attractive woman.
C. She has the most suitable shoes on her physical appearance.
D. She really has perfect appearance with her wonderful shoes.

29. Writer writes the text in order to …
A. describe her friend's style and her new shoes.
B. explain an international trademark shoes.
C. share her experience with her friend.
D. tell blowfish shoes products.

30. "She really has perfect appearance." The word "she" refers to …
A. the writer.
B. a close friend.
C. the writer's friend.
D. a blowfish women's shoes

READING TEST
(Post-Test)

Read the text below and choose either a, b, c, or d for the correct answer.

Text 1 is for number 1-8

A Trip to Jogjakarta

Last year, I spent my holiday in Jogjakarta. I went there by bus. My bus departed at seven o'clock sharp in the morning.

In the middle of the trip, the bus suddenly stopped. I felt afraid immediately. I thought about bad things that could happen on the street. Then I saw the driver's assistant got off the bus. After he returned, he told me and the other passengers that there was a road accident and the police already handled it. However, my bus could go nowhere for a while. My bus was trapped in the queue for about three and a half hours.

I finally arrived at Giwangan Bus Station at dawn. It was the most tiring trip I ever had.

(Adapted from: http://whywine.wordpress.com/2010/05/05/contoh-recount-text/)

1 What is the topic of the text above?
a. Got trapped in the road accident.
b. My tiring trip.
c. Travelling by bus.
d. Car accident.

2 . What happened to the bus?
a. It hit Giwangan Bus Station.
b. It collided with the other cars.
c. It got trapped in the road accident.
d. It ran out of gas.

3 "My bus was <u>trapped</u> in the queue for about three and a half hours." The underlined word has the following meaning, EXCEPT…
a. lining up.
b. standing in line.
c. waiting in line.
d. fighting for.

4 What is the main idea of the text above?
a. The writer went to Jogjakarta by bus.

b. The writer saw the driver's assistant went off the bus.
c. The writer was trapped in the queue for about three and a half hours.
d. The writer's holiday in Jogjakarta was the most tiring trip.

5 The purpose of text is …
a. to describe something.
b. to retell something.
c. to instruct something.
d. to argue on something.

6 What did the police do in that road?
a. He spent my holiday.
b. He got off the bus.
c. He tried to handle the accident.
d. He queued for about three and a half hours.

7 "After <u>he</u> returned, <u>he</u> told me and..."
What does the word "he" in line 4 refers to?

a. The writer.
b. The driver's assistant.
c. The police.
d. The reader.

8 Which of the following words is the synonym of "saw" (line 4)?
a. Observed.
b. Hit.
c. Went.
d. Took.

Text 6 is for number 9-11

Mr. and Mrs. Gunawarman's Tour to Europe

Mr. and Mrs. Gunawarman were on a tour of Europe. They were travelling on a guided tour of five countries. They were going to travel through Holland, Belgium, Germany, Switzerland and France for two weeks.

The guide for the tour was a Swiss. On the day of the travel, the guide told them to check their passports, their traveler's checks their foreign cash. He told them to keep them safely.

They travelled in a comfortable poach with a toilet, music, and video. The guide stopped the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants. On the way, they stopped at small inns to eats lunch. In the big towns they went shopping. They bought many souvenirs for their friends. They enjoyed the two weeks tour.

(Adapted from :
http://typeoftext.blogspot.com/2011_01_01_archive.html)

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9. How did the guide service the traveler?
   a. The guide service traveler in a good way.
   b. The guide service the traveler with very bad attitude.
   c. The guide service the traveler incompletely information
   d. The guide service the traveler in uninteractive.

10. What can we conclude from the text above?
   a. **Mr. and Mrs. Gunawarman got a good guide.**
   b. **Mr. and Mrs. Gunawarman met old friend in Europe.**
   c. **Mr. and Mrs. Gunawarman enjoyed the honeymoon.**
   d. **Mr. and Mrs. Gunawarman enjoyed the** two weeks **Tour to Europe.**

11. *"...the guide told them to check their passports,"*
   What does the word "them" in line 4 refers to?
   a. The writer and guide.
   b. The coaches.
   c. The travelers.
   d. The villagers.

Text 4 is for number 12-20

Bandung, May 3, 2011
Dear Diary,
   I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.
   I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "why are they looking at me?"
   I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

   (Adapted from: http://bos-sulap.blogspot.com/2010/02/)

12. What is the writer of the text?
    a. The writer is a traveler.
    b. The writer is a diver.
    c. The writer is a student.
    d. The writer is aphotographer.
13. What is the purpose of the text?
    a. To retell past events.
    b. To explain a process.
    c. To describe a particular thing.
    d. To give instructions.

14. What is the main idea of the text above?
    a. The writer sat in my usual chair.
    b. The writer looked like an Indian actress.
    c. The writer had a bad experience because of the big red pimple.
    d. The writer was laughing in the class.

15. Which of the following statements refers to the topic sentences of paragraph three?
    a. I didn't think about it much, so I sat in my usual chair.
    b. All of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room.
    c. There was a mirror there.
    d. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

16. What did the writer do to her pimple?
    a. She used accessories to be like an Indian actress.
    b. She went to the mirror.
    c. She covered her forehead with a head band.
    d. She went home.

17. What can we conclude from the text above?
    a. The writer felt very happy about the party.
    b. The party was very good.
    c. The writer had just celebrated my 15th birthday.
    d.The writer had a bad experience with her birthday.

18. Why was everybody looking at the writer?
    Because she ...
    a. looked like an European actress.
    b. has a big red pimple on her forehead.

c. celebrated her 15th birthday.

d. ran to the rest room.

19. The synonym of **"embarrassed"** in line 10 is ...

    a. happy.

    b. certain.

    c. shy.

    d. afraid.

20. Arrange the words into a good order!

$$\underbrace{Last}_{1} - \underbrace{country}_{2} - \underbrace{went}_{3} - \underbrace{weekend}_{4} - \underbrace{we}_{5} - \underbrace{the}_{6} - \underbrace{to}_{7} - \underbrace{side}_{8}$$

    a. 1 – 4 – 5 – 3 – 7 – 6 – 2 – 8

    b. 1 – 4 – 7 – 6 – 5 – 3 – 2 – 8

    c. 5 – 4 – 1 – 3 – 2 – 7 – 6 – 8

    d. 5 – 3 – 1 – 4 – 7 – 6 – 8 – 2

My Brother

Sandy is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Sandy is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(Adapted from: pegangan guru untuk SMP/MTS olehBachtiarBimaMustriana, 2009, PT IntanPariwara)

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21. How old is Sandy? He is … years old.

a. Four

b. Fourteen

c. Forty

d. Ten

22. The writer is … years old.

a. Fourteen

b. Sixteen

c. Eighteen

d. Nineteen

23.   Which of the following statement is not true about Sandy?
a.   He has long and straight hair.
b.   He has bright eyes.
c.   He is interested in dance.
d.   He plays football and tennis.

24.   According to the passage, we know that Sandy is ….
a.   The writer's youngest brother
b.   The writer's elder brother
c.   A naughty boy
d.   A friendly boy

25.   It is implied in the passage that ….
a.   Sandy is naughty.
b.   Sandy is lazy.
c.   Sandy is unfriendly.
d.   Sandy is diligent.
26.   From the text, we may conclude that….
a.   Many people do not like Sandy.
b.   People is older that the writer.
c.   Sandy is a welcoming person.
d.   Sandy is not diligent at all.
27.   What is the text mostly about?
a.   Sandy
b.   Sandy's hobby
c.   Sandy's family
d.   Sandys' elder brother
28.   "He is fourteen years old . . . Than me."
The underlined word refers to ….
a.   Sandy
b.   The writer
c.   The writer's brother
d.   the writer's family
29.   "Sandy is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ….
a.   Dislike sport
b.   Really likes sport

c. Hates sport very much

d. Finds sport not entertaining

30. "But he usually does what <u>he is asked to do</u>"
The underlined phrase means …

a. He does anything he wants.

b. He always asks.

c. He is lazy.

d. He is diligent.

KUNCI PRE-TEST

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

KUNCI POST-TEST

1. A	11. C	21. B
2. C	12. C	22. C
3. D	13. A	23. C
4. D	14. C	24. A

5. B	15.B	25. D
6. C	16.C	26. C
7. B	17.D	27. A
8. A	18.B	28. A
9. A	19.C	29. B
10. D	20.A	30. D

APPENDIX F
Students' visualization

"My Dog, Brownie"

"My Dog, Brownie"

"My Lovely Cat"

"My Best Friend"

"My Friend"

" CAMPING"

Paragraph 1

Paragraph 2

Paragraph 3

APPENDIX G
Students' Score

Students' Score

Students Number	Pre-Test	Post-Test 1	Post-Test 2
1.	50	73	86
2.	73	86	90
3.	63	83	90
4.	60	86	93
5.	60	76	90
6.	66	86	93
7.	66	80	90
8.	60	83	93
9.	63	73	86
10.	*56*	*66*	*80*
11.	56	83	93
12.	80	86	90
13.	66	76	86
14.	63	80	90
15.	60	73	86
16.	53	76	86
17.	63	80	90
18.	63	73	86
19.	53	76	80
20.	*60*	*76*	*83*

21.	66	83	90
22.	63	80	93
23.	63	86	90
24.	60	76	80
25.	53	73	86
26.	53	76	86
27.	73	80	93
28.	70	83	90
29.	73	76	86
30.	53	80	93
Total Scores	1809 (30 Ss)	2364(30 Ss)	2648(30 Ss)
Mean	**60,3**	**78,8**	**88,3**

APPENDIX H
Attendance Lists

Students' Attendance

No	Name	August 24th, 2013	August 30th, 2013	August 31st, 2013	September 7th, 2013	September 13rd, 2013	September 14th, 2013
		Meeting					
1.	POPPY SAFIRA P.S	v	v	v	v	v	v
2.	RAHMASARI NUR K.	v	v	v	v	v	v
3.	RIRIS INDAR K.	v	v	v	v	v	v
4	RISA SEPTANIA D.P.D	v	v	v	v	v	v
5	VERASTA MEYLANI N.	v	v	v	v	v	v
6	YESSI NOVITA S.	v	v	v	v	v	v
7	ABDUL HAFIAH L.	v	v	v	v	v	v
8	ADHITYA MUNNIF S.	v	v	v	v	v	v
9	AFIFAH WAHYUNING R.	v	v	v	v	v	v
10	AHYA ALIMAH R.	v	v	v	v	v	v
11	ALFI SHOLIHATI	v	v	v	v	v	v
12	ALYA GEGA W.	v	v	v	v	v	v
13	ANDRI APRIYANTO	v	v	v	v	v	v
14	ANTON ANDRIYANTO	v	v	v	v	v	v
15	ARIFIN NUR M.	v	v	v	v	v	v
16	BIRNADETA S.N.P.	v	v	v	v	v	v
17	DEVI ANNISA S.	v	v	v	v	v	v

No	Nama						
18	DIANA PUTRI UTAMI	v	v	v	v	v	v
19	ENDANG LESTARI	v	v	v	v	v	v
20	FARISKA SAI'DA S.	v	v	v	v	v	v
21	HASBI ARIAWAN W.W.	v	v	v	v	v	v
22	I WAYAN DIKI A.	v	v	v	v	v	v
23	IVAH NUR A.	v	v	v	v	v	v
24	JIHAD HAFID R.	v	v	v	v	v	v
25	JIHAN SAHLA N.	v	v	v	v	v	v
26	KIRANA MARWAH K.	v	v	v	v	v	v
27	KLARISA ERLINA P.	v	v	v	v	v	v
28	LARASATI SENDY P.	v	v	v	v	v	v
29	LUPI NUGRAHENI	v	v	v	v	v	v
30	M.BAYU AJI R.	v	v	v	v	v	v

APPENDIX I
Lesson Plan

Cycle 1

LESSON PLAN

Name of the school   **: SMP N 1 Pedan**
Subject   **: English**
Grade/semester   **: VIII/1**
Text type   **: Recount**
Skill   **: Reading**
Time Allocation   **: 2x40 minutes**

A. Standard of Competence   : 5. Understanding the meaning of the written function text and short simple essay in the form of a *descriptive* and *recount* text which related to surrounding environment.

B. Basic Competency   : 5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of *descriptive* and *recount* text.

C. Indicators:
   1. Finding the main idea of the text.
   2. Finding the illustration with the detail information.

D. Objectives
   In the end of the lesson, the students are able to use their illustration to understand the recount text.

E. Teaching Technique
Genre-based technique.

F. Materials

Text 1

Pangandaran Beach

The tour to Pangandaran Beach started on holiday last semester. We decided to go to Pangandaran Beach by our motorbike. That was very interesting tour. Riding a motorbike from my hometown, Cirebon, to Pangandaran Beach with my best friends made me feel exited.

The tour to Pangandaran Beach began at 09.00 a.m. in the morning and it took 5 hours riding to Pangandaran Beach. There were so many story that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth. But it was interesting, because it was the first moment that I ever had in touring.

We arrived at Pangandaran Beach at 02.00 p.m. and we stright to move to the beach. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had a lunch there by eating some foods that we brought from Cirebon. That was very nice moment when we shared our own food to others.

After we had enough rest, we began to explore Pangandaran Beach. Started by exploring the beach, we used boat. Then we went to dive by renting some diving equipment. We could see many coral there. We just had 2 hours to enjoy Pangandaran Beach because we had to come back to Cirebon.

We came back to Cirebon at 04.00 p.m. It was imposible to ride in the night, so we just decided to stay over in our friend house in Ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

Adapted from: *http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasainggris.html*

Text 2

A Study Tour To Bali

I was in junior high school when at the first time I went to Bali Island. I went there with my teachers and my friends. It was a study tour actually. My teacher, my class friends, and I were in the same bus. We left our school at 8 a.m.

The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning. I saw a sun rise which was so beautiful. Then we were drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea! Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Pati.

After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

Adapted from: *http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html*

G. Teaching activities

  1. Pre- Teaching
- The teacher greets the students.
- The teacher asks the students to lead the prayer.
- The teacher asks students' condition.
- The teacher asks students' readiness.

  2. Whilst Teaching
- The teacher gives warming-up questions related to recount texts to the students before the lesson are started.
- The teacher gives feedback for the student's answers.
- The teacher explains about reading activity (visualization strategy) they will engage in.

Teacher Model

- The teacher demonstrates the strategy by reading the title of the text *"Pangandaran Beach"* and first paragraph to the student.
- The teacher sketches what she sees in her mind and label the picture (simple sketch is acceptable).
- The teacher reads more paragraphs and sketches what is visualized and label it. (These steps are continued until the last paragraph).
- The teacher leads the students to find difficult words from the sketches made by teacher.

Guided Practice
- The teacher asks thebstudents to work on group of four.
- The teacher reads aloud the title of the first paragraph of the text entitled *"A Study Tour To Bali"*
- The teacher asks the students to visualize and create pictures in mind.
- The teacher encourages the students to share their visualization and helps them to draw their vision.
- The teacher gives limitation of the time in drawing their vision (15 minutes).
- After students complete their sketch, the teacher thinks aloud and makes the teacher's sketch.

- The students share their sketches with their partner and the techer points out individual differences.
- The teacher continues to reads aloud the next paragraphs. (These steps are continued until the last paragraph.)
- The teacher encourages the students to find the difficult words from the sketches made by the teacher.

3. Post Teaching
- The teacher and the students review what they have learned in the class.
- The teacher leads to pray before ending the class.
- The teacher says good bye.

H. Material resources:
http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasainggris.html

I. Assessment

Indicators	Techniques	Types	Examples
The students are able to comprehend in reading a recount text.	Written test	Writing the correct answer based on the text.	Read the following text. Answer the questions. Choose the correct answer a, b, c, or d.

➢ Tasks:
Read the following text of Recount. Then, answer the questions below.

Botanical Garden

Lisa and I had a trip to a botanical garden. Early on Monday morning we left for home by train. Then we took a bus to go there. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labelled with their popular as well as their scientific names.

In greenhouses, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

One of the greatest botanical gardens in the world today is the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States is the New York Botanical Gardens, Bronx, New York, which contains 13,000 species varieties of plants.

(Adapted from Focus in English)

1. What are botanical gardens?

   They are large, landscaped parks where are grown...

   a. trees.   c. plants.

   b. shrubs .   d. vegetables.

1. Who went to botanical garden?

   a. the writer.

   b. the writer and classmates.

   c. my classmates.

   d. Lisa.

3. Where is the botanical garden in West Java?

   a. Bandung Botanical Garden.

   b. Bogor Botanical Garden.

   c. Sukabumi Botanical Garden.

   d. Lembang Botanical Garden.

1. The delicate plants are cultivated. One of the following is not the meaning of *delicate*...

   a. fine.   c. tender.

   b. soft.   d. harsh.

6. What are botanical gardens used for?

   All the answers are correct, except for...

   a. camping.   c. scientific purposes.

   b. scientific researches. d. public display.

7. Where is the Royal Botanic Garden at Kew?

   a. In Europe.

   b. In England.

   c. In West Europe.

   d. In East Europe

8. What are most of the plants labeled with? All the answers are correct, except....

   a. with their scientific names.

   b. with their popular names.

   c. with their unfamiliar names.

   d. with their familiar names.

9. What is a greenhouse? It is a long, low building made of and artificially heated...

   a. stone.   c. bricks.

   b. glass.   d. wood.

2. How did they go there?

   a. By bus.   c. By plane.

   b. By car.   d. By pedicap.

10. What is a bench?

    It is a/an made of wood or stone...

    a. round seat.   c. short seat.

    b. equilateral seat. d. long seat.

J. The instruments of assessment

a. Task   : Read the following text. Answer the questions. Choose the correct answer a, b, c, or d.

L. Assessment rubric:

Total Score : $\dfrac{correct\ answers}{10} \times 100$

LESSON PLAN

Name of the school   : **SMP N 1 Pedan**
Subject   : **English**
Grade/semester   : **VIII/1**
Text type   : **Recount**
Skill   : **Reading**
Time Allocation   : **2x40 minutes**

A. Standard of Competence   : 5. Understanding the meaning of the written function text and short simple essay in the form of a *descriptive* and *recount* text which related to surrounding environment.

B. Basic Competency   : 5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of *descriptive* and *recount* text.

C. Indicators:
  1. Finding the main idea of the text.
  2. Finding the the illustration with the detail information.

D. Objectives
  In the end of the lesson, the students are able to use their illustration to understand the recount text.

E. Teaching Technique
  Visualization strategy

F. Materials
Text 1

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, he was ready.

My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a cente for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to

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mass. Mass is a tourist center My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

Adapted from: http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html

Text 2

A TRIP TO BANDUNG

One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got of the bus to get a cup of coffee, but my friend didn't. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone! Shocked and confused. I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes, my wish came true. The bus came back! Got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

I asked my friend why she didn't tell the driver that I was still outside. "I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet," my friend replied, laughing. The other passengers smiled at me. I was so embarrassed. *Adapted from: http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html*

G. Teaching activities
   1. Pre- Teaching
      - The teacher greets the students.
      - The teacher asks the students to lead the prayer.
      - The teacher asks students' condition.
      - The teacher asks students' readiness.

   2. Whilst Teaching
      - The teacher leads the students to review their memory about the text in the previous meeting.
      - The teacher asks the students about the text.
      - The teacher asks about reading activity (*visualization strategy*) theey have learnt in the previous meeting.
   Guided Practice

- The teacher asks the students to work in group of four.
- The teacher reads aloud the title of the first paragraph of the text entitled *"Visiting Bali"*.
- The teacher asks the students to visualize and create pictures in mind.
- The teacher encourages the students to share their visualization and helps them to draw their vision.
- The teacher gives limitation of the time in drawing their vision (15 minutes).
- After students complete their sketch, the teacher thinks aloud and makes the teacher's sketch.
- The students share their sketches with their partner and the techer points out individual differences.
- The teacher continues to reads aloud the next paragraphs. (These steps are continued until the last paragraph.)
- The teacher encourages the students to find the difficult words from the sketches made by the teacher.

Independent Practice
- The students read the text *"A Trip to Bandung"*.
- The students draw and label their own vision.
- The students share the final product in their group.
- The students discuss the story in group.
- The students work on the assessment.

3. Post Teaching
- The teacher and the students review what they have learned in the class.
- The teacher leads to pray before ending the class.
- The teacher says good bye.

H. Material resources:
http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasainggris.html

http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html

I. Assessment

Indicators	Techniques	Types	Examples

The students are able to comprehend in reading a recount text.	Written test	Writing the correct answer based on the text.	Read the following text. Answer the questions. Choose the correct answer a, b, c, or d.

➢ Tasks:

Read the following text of Recount. Then, answer the questions below.

Do You Know This Girl?

    I was in the park with my older sister, Cathy, on Friday. My sister left her jacket on a bench while we talked to some friends. When we went back to the bench, a girl in a red T-shirt was sitting there. She had some money in her hand.

    When she saw us, she got up and walked away. I said to my sister. "Did you have any money in you're jacket?" She said, "Yes, Anna, I did." I said, "Look in your jacket quickly." Cathy looked in her jacket, but her money was not there. "That girl stole it!" I said, and we all ran after her. We caught her quickly. My sister was very angry and she said, "Give me the money!" The girl gave the money to Cathy and ran away. We all ran after her, but we lost her.

    Then we went home. But before we could tell our parents, my mother said to Cathy, "You left your money at home. It's on the table in the sitting room. You must be more careful with money." So the girl in the red T-shirt was not a thief! She probably thought we were thieves! We felt terrible. Please telephone us if you know this girl. We are very sorry for our mistake. We would like to say sorry to her and give her money back to her. Our number is 512667. My name is Anna.

                                                     (Adapted from Focus in English)

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1. Cathy's jacket was...

    a. at home.

    b. on the bench.

    c. full of money.

    d. at school.

6. The girl gave the money to Cathy because...

    a. she was afraid.

    b. Cathy asked her nicely.

    c. it was Cathy's money.

    d. Cathy wants the money.

2. Cathy's ...was really at home.

    a. jacket. c. money.

7. What did the girl do, after she saw Cathy and her sister?

    a. She ran over to them.

b. sister. d. brother.

b. She ran home.

c. She boiled water.

d. She got up and walked away.

3. Cathy thought the money was...

a. from her jacket. c. at home.

b. on the bench. d. at school.

8. ..."That girl stole it!" I said, and we all ran after *her*, ...

Her refers to ....

a. The bag. c. Cathy.

b. The girl. d. The older sister.

4. They want to... to the girl.

a. give their money

b. say thank you

c. return the money

d. use the money

9. When Cathy's mother spoke, they knew that...

a. they had the girl's money

b. the girl was a thief

c. the money was Anna's

d. they found something

5. Anna and Cathy... the girl.

a. want to find. c. know.

b. have telephoned. d. I

10. When did Cathy and her older sister go to the park?

a. On Saturday. c. Two years ago.

b. On Friday d. Three years ago.

J. The instruments of assessment

a. Task   : Read the following text. Answer the questions. Choose the correct
answer a, b, c, or d.

Total Score : *correct answers*   x 100

L. Assessment rubric: 10

LESSON PLAN

Name of the school   **: SMP N 1 Pedan**
Subject   **: English**
Grade/semester   **: VIII/1**
Text type   **: Recount**
Skill   **: Reading**
Time Allocation   **: 2x40 minutes**

A. Standard of Competence   : 5. Understanding the meaning of the written function text and short simple essay in the form of a *descriptive* and *recount* text which related to surrounding environment.

B. Basic Competency   : 5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of *descriptive* and *recount* text.

C. Indicators:
   3. Finding the main idea of the text.
   4. Finding the the illustration with the detail information.

D. Objectives
   In the end of the lesson, the students are able to use their illustration to understand the recount text.

E. Teaching Technique

    Visualization strategy

F. Materials

Text 1

<div style="border:1px solid black;">

Canping

        The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment. When everything was ready, we left for the camping site in countryside.

        There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree. After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river.

        In the evening, father made a fire. Mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a very wonderful experience. I woke up early in the morning. I felt fresh. Then I accompanied my brother playing ball.In the afternoon, we went back home.

        Adapted from: *http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html*

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Text 2

<div style="border:1px solid black;">

The Flood

        One Christmas in 2007, I was joining a final test try out at school. It was held from 8 a.m. to 2 p.m. One of my schoolmates, Rini, asked me for accompanying her to the bus stop. When we arrived there, suddenly the heavy rain fell down from the sky. Rini suggested me to go home soon while she was entering the bus.

        It was still raining when I was home. The rain did not stop and became bigger when the night had come. People were standing in front of their house, hoping that the flood would not come. In the middle of the night, I got news that South Purwodadi had been drowned.

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The next day, Purwodadi had become a flood area. All activities were paralyzed. No one went for work or school because the land had been covered by flood. However, I thank God for not allowing the flood entered my house. Even my house had been changed into an emergency kitchen. It was so crowded there. I and my father took a walk around the center market and Central Purwodadi. All that we could see was water and water. At night, the flood looked like a beautiful ocean with the moonlight on it. I felt as if I was one of the passengers of Titanic who was sailing on the sea.

Finally, the flood was starting to decrease in the next morning. I and my family cleaned our front yard together. That was the greatest flood that I had ever experienced in my hometown.

Adapted from: http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html

G. Teaching activities

   1. Pre- Teaching

- The teacher greets the students.
- The teacher asks the students to lead the prayer.
- The teacher asks students' condition.
- The teacher asks students' readiness.

   2. Whilst Teaching

- The teacher leads the students to review their memory about the text in the previous meeting.
- The teacher asks the students about the text.
- The teacher asks about reading activity (*visualization strategy*) theey have learnt in the previous meeting.

Guided Practice

- The teacher asks the students to work in group of four.
- The teacher reads aloud the title of the first paragraph of the text entitled "Camping".
- The teacher asks the students to visualize and create pictures in mind.
- The teacher encourages the students to share their visualization and helps them to draw their vision.
- The teacher gives limitation of the time in drawing their vision (15 minutes).
- After students complete their sketch, the teacher thinks aloud and makes the teacher's sketch.
- The students share their sketches with their partner and the techer points out individual differences.

- The teacher continues to reads aloud the next paragraphs. (These steps are continued until the last paragraph.)
- The teacher encourages the students to find the difficult words from the sketches made by the teacher.

Independent Practice
- The students read the text "The Flood".
- The students draw and label their own vision.
- The students share the final product in their group.
- The students discuss the story in group.
- The students work on the assessment.

3. Post Teaching
- The teacher and the students review what they have learned in the class.
- The teacher leads to pray before ending the class.
- The teacher says good bye.

H. Material resources:

http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasainggris.html

http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html

I. Assessment

Indicators	Techniques	Types	Examples
The students are able to comprehend in reading a recount text.	Written test	Writing the correct answer based on the text.	Read the following text. Answer the questions. Choose the correct answer a, b, c, or d.

- Tasks:

Read the following text of Recount. Then, answer the questions below.

The Amazing Holiday

My family likes the sea very much. When we had a holiday last year, we went to a place at the seaside and borrowed a boat from one of my friends. Then we sailed and fished on the sea all day. We also had races against other boats.

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend's boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line, and small pieces of bread. The fish were not very big, but they tested very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There is an island about a mile from our friend's house and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand no rocks. We bathed there. It was a lot of fun.

Adapted from;http://afin.smpbustanulmakmur.sch.id/its-all-about-english/english-articles/recount-text/

1 How did the family feel on their holiday?
a. They felt happy after cleaned their bodies.
b. They were disappointed about the island.
c. They felt anxiety because of the sharp rocks.
d. They were really sad there.

2 What is the purpose of the text?
a. To retell past events.
b. To amuse the reader.
c. To describe a particular thing.
d. To give instructions.

3 What is the main idea of the text above?
a. The writer saw group of tiny fish in the sea.
b. The writer hobby's is enjoying under water.

c. The writer visited sea, it was a lot of fun.
d. The writer afraid to dive in the sea.

4 Which of the following statements refers to the topic sentences of paragraph one?
a. My family likes the sea very much.
b. When we had a holiday last year, we went to a place at the seaside and borrowed a boat from one of my friends.
c. Then we sailed and fished on the sea all day.
d. We also had races against other boats.

5 Why were they very careful on the lake?
a. Because there were a lot of sharp rocks.

b. Because there were a lot of sharp rocks and the water was shallow.

c. The boat was broken.

d. The sea was rough.

6 What can we conclude from the text above?

a. The trip in an island was mostly enjoyable.

b. The trip in sea was mostly enjoyable.

c. The writer holiday on last year was very fun.

d. The family began their diving.

7 What did they do on the boat according to the text above?

a. They sailed all day

b. The sailed, fished, and had races against other boats.

c. They sailed and fished all day.

d. They fried fish together.

8 What is the synonym of "rough" in paragraph 2?

a. Tender.   b.   Harsh.

c. Soft.   d.   Cushy.

J. The instruments of assessment

a. Task : Read the following text. Answer the questions. Choose the correct answer a, b, c, or d.

L. Assessment rubric: Total Score : $\dfrac{correct\ answers}{10}$ x 100

Cycle 2

LESSON PLAN

Name of the school	**: SMP N 1 Pedan**
Subject	**: English**
Grade/semester	**: VIII/1**
Text type	**: Descriptive**
Skill	**: Reading**
Time Allocation	**: 2x40 minutes**

A. Standard of Competence : 5. Understanding the meaning of the written function text and short simple essay in the form of a *descriptive* and *recount* text which related to surrounding environment.

B. Basic Competency : 5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of *descriptive* and *recount* text.

C. Indicators:
1. Finding the main idea of the text.
2. Finding the the illustration with the detail information.

D. Objectives
In the end of the lesson, the students are able to use their illustration to understand the descriptive text.

E. Teaching Technique
Visualization strategy

F. Materials

Text 1

Rabbit

A rabbit is a small mammal with a short tail and pointed ears. Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to is small body, rabbit has large sized ears.

A rabbit is a weak and timid animal and is always surrounded by many enemies. Therefore nature has gifted it with large ears to help it to hear even the fun of drop sound. The large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. This makes the rabbit to detect its enemies in time and run to safety zones.

Adapted from: *http://chaochandud.wordpress.com/2011/10/03/rabbit/#more-65*

Text 2

My dog, Brownie

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft.

Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

Adapted from :*http://descriptive-text.blogspot.com/2009/06/my-dog-brownie.html*

G. Teaching activities

1. Pre- Teaching
   - The teacher greets the students.
   - The teacher asks the students to lead the prayer.
   - The teacher asks students' condition.
   - The teacher asks students' readiness.

3. Whilst Teaching
    - The teacher gives warming-up questions related to recount texts to the students before the lesson are started.
    - The teacher gives feedback for the student's answers.
    - The teacher explains about reading activity (visualization strategy) they will engage in.

Teacher Model

- The teacher demonstrates the strategy by reading the title of the text *"Rabbit"* and first paragraph to the student.
- The teacher sketches what she sees in her mind and label the picture (simple sketch is acceptable).
- The teacher reads more paragraphs and sketches what is visualized and label it. (These steps are continued until the last paragraph).
- The teacher leads the students to find difficult words from the sketches made by teacher.

Guided Practice

- The teacher asks thebstudents to work on group of four.
- The teacher reads aloud the title of the first paragraph of the text entitled *"My Dog, Brownie"*
- The teacher asks the students to visualize and create pictures in mind.
- The teacher encourages the students to share their visualization and helps them to draw their vision.
- The teacher gives limitation of the time in drawing their vision (15 minutes).
- After students complete their sketch, the teacher thinks aloud and makes the teacher's sketch.
- The students share their sketches with their partner and the techer points out individual differences.
- The teacher continues to reads aloud the next paragraphs. (These steps are continued until the last paragraph.)
- The teacher encourages the students to find the difficult words from the sketches made by the teacher.

3. Post Teaching
- The teacher and the students review what they have learned in the class.
- The teacher leads to pray before ending the class.
- The teacher says good bye.

H. Material resources:

http://chaochandud.wordpress.com/2011/10/03/rabbit/#more-65

http://descriptive-text.blogspot.com/2009/06/my-dog-brownie.html

I. Assessment

Indicators	Techniques	Types	Examples
The students are able to comprehend in reading a descriptive text.	Written test	Writing the correct answer based on the text.	Read the following text. Answer the questions. Choose the correct answer a, b, c, or d.

➢ Tasks:

Read the following text of descriptive. Then, answer the questions below.

My Brother

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.
Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.
(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

1. How old is Peter? He is … years old.
a. Four
b. Fourteen
c. Forty
d. Ten
2. The writer is … years old.
a. Fourteen

b. Sixteen
c. Eighteen
d. Nineteen

3. Which of the following statement is not true about Peter?
a. He has long and straight hair.

b.   He has bright eyes.

c.   He is interested in sports.

d.   He plays football and tennis.

d.   He is diligent.

4.   According to the passage, we know that Peter is ….

a.   The writer's youngest brother

b.   The writer's elder brother

c.   A naughty boy

d.   A friendly boy

5.   It is implied in the passage that ….

a.   Peter is naughty.

b.   Peter is lazy.

c.   Peter is unfriendly.

d.   Peter is diligent.

6.   From the text, we may conclude that….

a.   Many people do not like Peter.

b.   People is older that the writer.

c.   Peter is a welcoming person.

d.   Peter is not diligent at all.

7.   What is the text mostly about?

a.   Peter

b.   Peter's hobby

c.   Peter's family

d.   D. peters' elder brother

8.   "He is fourteen years old . . . Than me."
The underlined word refers to ….

a.   Peter

b.   The writer

c.   The writer's brother

d.   the writer's family

9.   "Peter is interested in sports very much, and at school he plays football and tennis."
The underlined phrase can be replaced by ….

a.   Dislike sport

b.   Really likes sport

c.   Hates sport very much

d.   Finds sport not really entertaining

10. "But he usually does what he is asked to do"
 The underlined phrase means …

a.   He does anything he wants.

b.   He always asks.

c.   He is lazy.

J. The instruments of assessment

a. Task : Read the following text. Answer the questions. Choose the correct
answer a, b, c, or d.

L. Assessment rubric: Total Score : *correct answers* x 100

10

LESSON PLAN

Name of the school	**: SMP N 1 Pedan**
Subject	**: English**
Grade/semester	**: VIII/1**
Text type	**: Descriptive**
Skill	**: Reading**
Time Allocation	**: 2x40 minutes**

A. Standard of Competence : 5. Understanding the meaning of the written function text and short simple essay in the form of a *descriptive* and *recount* text which related to surrounding environment.

B. Basic Competency : 5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of *descriptive* and *recount* text.

C. Indicators:
1. Finding the main idea of the text.
2. Finding the the illustration with the detail information.

D. Objectives
In the end of the lesson, the students are able to use their illustration to understand the desriptive text.

E. Teaching Technique
Visualization strategy

F. Materials

Text 1

Komodo Dragon

Do you know what the largest lizard is? This lizard is called komodo. It lives in the scrub and woodland of a few Indonesian islands.

Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg)

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacterias that live in the Komodo dragon's saliva causes septicemia or blood poisoning, in its victims. A dragon will bite its prey, and then follow it until the animal is too weak to carry on

this lizard species is threatened by hunting, loss of prey species and habitat loss.

Adapted from: *http://chaochandud.wordpress.com/2011/10/02/komodo-dragon/#more-40*

Text 2

My Lovely Cat

I have a lovely cat called Monie. He is very cute and funny. Monie is small and full colour. His hair has three colours; black, white and yellow. The black fur is on his body, white is on his tail and legs, and the yellow one is around his stomach, face and neck. Every day I give him some food and drink. He likes rice and fish. I also give him some milk. It makes him stay healthy. Monie has good behavior. He never steals food. My family and I love him very much. Written by FadliEha

Adapted from: http://www.sekolahoke.com/2011/05/descriptive-text-my-lovely-cat-monie.html

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G. Teaching activities
   1. Pre- Teaching
- The teacher greets the students.
- The teacher asks the students to lead the prayer.
- The teacher asks students' condition.
- The teacher asks students' readiness.

2. Whilst Teaching
- The teacher leads the students to review their memory about the text in the previous meeting.
- The teacher asks the students about the text.
- The teacher asks about reading activity (*visualization strategy*) theey have learnt in the previous meeting.

Guided Practice
- The teacher asks the students to work in group of four.
- The teacher reads aloud the title of the first paragraph of the text entitled *"Komodo Dragon"*.
- The teacher asks the students to visualize and create pictures in mind.
- The teacher encourages the students to share their visualization and helps them to draw their vision.
- The teacher gives limitation of the time in drawing their vision (15 minutes).
- After students complete their sketch, the teacher thinks aloud and makes the teacher's sketch.
- The students share their sketches with their partner and the techer points out individual differences.
- The teacher continues to reads aloud the next paragraphs. (These steps are continued until the last paragraph.)
- The teacher encourages the students to find the difficult words from the sketches made by the teacher.

Independent Practice
- The students read the text *"My Lovely Cat"*.
- The students draw and label their own vision.
- The students share the final product in their group.
- The students discuss the story in group.
- The students work on the assessment.

3. Post Teaching
- The teacher and the students review what they have learned in the class.
- The teacher leads to pray before ending the class.
- The teacher says good bye.

H. Material resources:

I. Assessment

Indicators	Techniques	Types	Examples
The students are able to comprehend in reading a descriptive text.	Written test	Writing the correct answer based on the text.	Read the following text. Answer the questions. Choose the correct answer a, b, c, or d.

> Tasks:

Read the following text of descriptive text. Then, answer the questions below.

MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8′S 119°25′E, on the southwest coast of the island of Sulawesi, facing the Makassar strait. Its area is 175.77 km2 and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Adapted from:*http://www.sekolahoke.com/ Under Common Share Alike Atribution*

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1. Where is Makassar located?

2. Based on the text, what is the biggest city on Sulawesi Island?

3. What is the old name of Makassar?

4. According to the text, what is the first underground shopping center in Indonesia?

5. What is the most well-known food in Makassar?

J. The instruments of assessment

a. Task   : Read the following text. Answer the questions. Choose the correct answer a, b, c, or d.

L. Assessment rubric: Total Score : _correct answers_ x 100

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LESSON PLAN

Name of the school	**: SMP N 1 Pedan**
Subject	**: English**
Grade/semester	**: VIII/1**
Text type	**: Descriptive**
Skill	**: Reading**
Time Allocation	**: 2x40 minutes**

A. Standard of Competence : 5. Understanding the meaning of the written function text and short simple essay in the form of a *descriptive* and *recount* text which related to surrounding environment.

B. Basic Competency : 5.3 Responding to the meaning and rhetorical step in a short simple essay accurately, fluently, and appropriately which are related to surrounding environment in the form of *descriptive* and *recount* text.

C. Indicators:
   3. Finding the main idea of the text.
   4. Finding the the illustration with the detail information.

D. Objectives
   In the end of the lesson, the students are able to use their illustration to understand the desriptive text.

E. Teaching Technique
   Visualization strategy

F. Materials

Text 1

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My Friend

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

Adapted from*: http://afrilidia22.blogspot.com/2012/03/descriptive-text-about-friend.html*
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Text 2

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My Best Friend

I would like to talk about my best friend. I am so lucky to have her. Without her I would not be as happy as I am now. I have known her for my whole life. We are neighbors so I see her often.

She is slim and tall body. She has oval face with brown eyes and long black hair. Meanwhile, she often wears skirt. She looks beautiful.

She always seems to be in a good mood. We have nearly the same hobbies and sometimes the same opinions. She always brings out the best in me by being positive and cheerful. When I have problem, she always hears and gives me a best solution. She is like a part of my family. I find her very honest. She always says what she thinks.

We are really close to each other. She always gives more attention to me. So, I don't ever bore with her. Sometimes, she tends to be stubborn. but She and I have never fight. We are respect to each other.I hope our friendship will be long and won't ever end.

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</td></tr>
</table>

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Guided Practice
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http://afrilidia22.blogspot.com/2012/03/descriptive-text-about-friend.html

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L. Assessment rubric: Total Score : *correct answers* x 100

<p align="center">5</p>

APPENDIX J
Photographs

The students are doing the reading test.

The students are involving actively in reading activities.

The teacher is reading the text in front of the class.

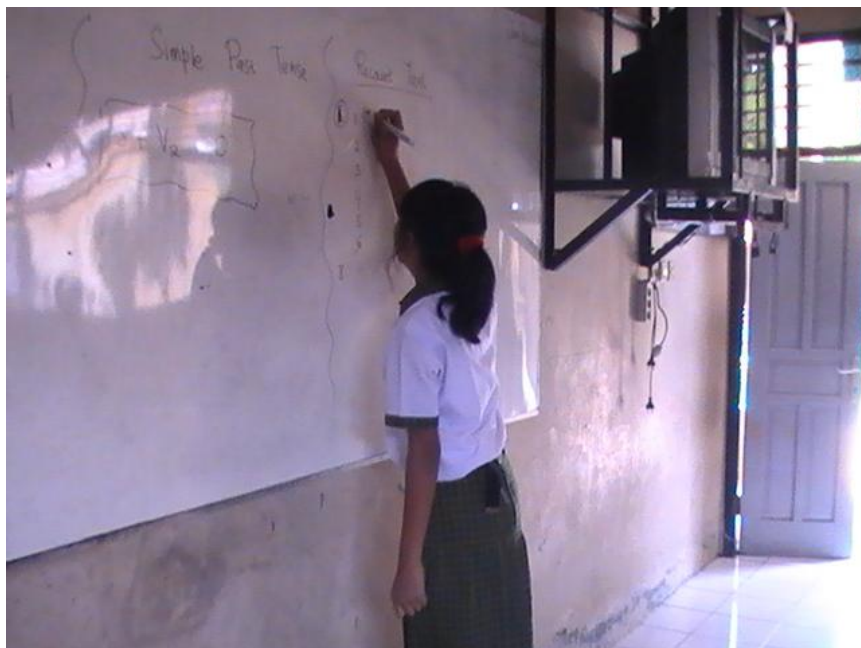**The teacher is helping the students to comprehend the text.**

The teacher is checking the students' visualization.

The students are discussing the task in their group.

The student is visualizing the text.

The students are writing the answer in the whiteboard.

The teacher is giving reward for the best visualization.

The teacher is giving rewards to the best group.