USING SCHEMA ACTIVATION STRATEGY TO IMPROVE READING COMPREHENSION OF GRADE 8B STUDENTS OF SMP N 1 SLEMAN IN THE FIRST SEMESTER OF 2013/2014

A Thesis

Submitted as Partial Fulfillment of the Requirements for Attainment of the Degree of Sarjana Pendidikan in English Education

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PERNYATAAN

Yang bertanda tangan di bawah ini, saya

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

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

Yogyakarta, 21 Juni 2013
Penulis,

Muhamad Afif Fazri
MOTTOS

Failure is blindness to the strategic element in events; success is readiness for instant action when the opportune moment arrives.

(Newell D. Hillis)

There is more to life than increasing its speed

(Mahatma Gandhi)

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack in will.

(Vince Lombardi)

Make use of time, let not advantage slip.

(William Shakespeare)
DEDICATIONS

This thesis is dedicated to:

The One and Only
My Greatest Lord,
ALLAH SWT – the Almighty

my Beloved Father and Mother for
your unconditional love, understanding, patience, and
all prayers along my life,

my beloved brothers and sisters who always support me,

and all my friends whose names could not be mentioned
one by one. Thanks for all we have shared.
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Finally, I hope that this thesis is useful for the readers. However, I realize that this thesis is far from being outstanding. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, June 21st, 2013

The writer,

Muhammad Ali Fazri
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This research is classified as an action research study. It is aimed at improving the reading comprehension of grade 8B students of SMP N 1 Sleman. The research was carried out in two cycles, and each cycle consisted of two meetings. The researcher worked collaboratively with the English teacher as the collaborator. The subjects of the research were 30 students of 8B class of SMP N 1 Sleman in the academic year of 2013/2014. The data of the study were qualitative and quantitative in nature. The qualitative data were obtained by observing the teaching and learning process of reading during the implementation and interviewing the students and the English teacher as the collaborator. The data were in the form of field note, interview transcript, and photographs. Meanwhile, the quantitative data were obtained through assessing the students’ reading comprehension by conducting pretest and posttest. The data were in the forms of students’ reading scores in the pretest and posttest. The $t$-test was used for the analysis of the quantitative data.

The results of the two cycles showed that the use of Schema Activation Strategy is effective to improve the students’ reading comprehension. It is supported by qualitative data which show that the students were able to use their prior knowledge to understand the text. By following the steps in Schema Activation Strategy such as: building students’ interest and attention, accessing prior knowledge and exploring keywords, building connection between students’ prior knowledge and the new material, and comprehending the new material, the teaching and learning process of reading became interesting as the researcher used picture media and conducted vocabulary game. The students also felt at ease in understanding the text as the activities done in those four steps were able to accommodate them to relate their prior knowledge with the new knowledge in the text. Their vocabulary also improved. In addition, they were able to do smart guessing. As the result, they were able to guess the meaning of difficult words without opening the dictionary. The findings were also supported by quantitative data. The mean of the students’ reading comprehension improves from 5.45 in the pretest to 6.73 in posttest I, and 7.82 in posttest II. Then the result of the $t$ – test in pair 1 (pretest – posttest 1) is -13.056 (p<0.05) and the $t$ – test in pair 2 (posttest 1 – posttest 2) is -10.014 (p<0.05). From the results above, it can be concluded that the use of Schema Activation Strategy can improve the students’ reading comprehension.
CHAPTER I
INTRODUCTION

A. Background of the Problem

As stated in the 2006 SLTP curriculum, the school-based curriculum, English is needed in all schools to prepare for a competition in the globalization era and for absorbing the information in 21 century. In the school-based curriculum, teaching and learning English is aimed to achieve communicative competence (BSNP, 2006). Communicative competence is formulated to prepare English language learners to communicate with the language in order to participate in the society of English users. In communicative competence, the students are hoped to be able to use English to communicate not only in spoken language but also in written language.

According to English curriculum of SLTP, teaching English in junior high school teaches four macroskills, those are: speaking, listening, reading, and writing. Without undermining the other macroskills, reading becomes one of the important skills that the teacher and students should take a great consideration. One of the reasons is that most English materials are constructed by many kinds of text. Consequently, in order to master the material well, the students are expected to be able to comprehend English texts. Moreover, reading comprehension is also one of the skills tested in final exam.

SMP N I Sleman is one of the junior high schools located in Sleman regency. It is classified as a suburban junior high school as it is located far away
from the town. However, the teachers always try to pay attention to the teaching and learning quality, including English. As in most junior high schools in Indonesia, English in SMP N 1 Sleman belongs to compulsory subject. The material used in teaching and learning English in SMP N I Sleman is usually taken from a course book in which it cannot be separated with the existence of English text inside. Because of that, in order to master the material well, one of the requirements that the students should fulfill is the ability to comprehend the English texts well.

Comprehending English text belongs to one of the activities in reading section. Reading section activities in SMP N 1 Sleman started by presenting reading material to the students. Then, the students were asked to answer pre reading questions. Next, the teacher asked them to read the text by heart. Some students, then, were asked to read it aloud in the class. While one of the students were reading the text, the others were asked to listen and pay attention to the pronunciation. After that, the teacher corrected students’ pronunciation. The teacher, then, asked the students to find difficult words from the text. In finding the meaning of difficult words, students used the dictionary. Students, then, were guided to understand the whole text by translating each sentence in the text. After the whole text were translated, the students were guided to answer comprehension questions.

Based on the observation and interviews done by the researcher in relation to teaching learning process of reading in SMP N 1 Sleman, the researcher found
some problems. Those problems came from the teacher, the students, the techniques applied, and the use of media.

Firstly the students had low motivation when the teacher was presenting them an English text. They seemingly felt frustrated when they were asked to read and understand an English text. Next, still related to the first problem, the teacher found difficulty in creating interesting and effective teaching material which could motivate the students. She rarely used interesting material and media in the class as finding and creating interesting teaching material and media were difficult and costly. Because of that, teaching reading in SMP N 1 Sleman only depended on the course book and it made teaching learning process become monotonous. As the consequence, the students tended to feel bored. Another problem was that the students had low vocabularies. In finding the meaning of difficult words in the text, they depended too much on the dictionary. It was not good as it would spent a lot of time and impeded comprehension process. Lastly, the teacher ignored the importance of recalling and relating students’ background knowledge with the input text given. She did not give enough portion for pre-reading activity. As the result, students failed to relate what they had already known with the topic that would be discussed in the text.

Those were some constraints in teaching and learning reading which happen in SMP N 1 Sleman, especially in grade 8B. The researcher thought that it was necessary to make an effort to increase the effectiveness of English teaching and learning activities, especially teaching and learning reading, in the classroom.
The effort was aimed at improving students’ reading comprehension ability by activating students’ schemata.

As stated by Al-Issa (2006: 41), when students are familiar with the topic of the text they are reading (i.e., possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e., possess formal schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e., possess language schema), they are in a better position to comprehend their assigned reading. Deficiency in any of the above schemas will result in a reading comprehension deficit. So, the existence of students’ background knowledge or schema of a particular English text helps them to easily comprehend it.

Considering the importance of schema for the success of understanding and comprehending an English text, the researcher was interested to conduct research which was able to improve students’ reading comprehension through schema activation strategy. Through schema activation strategy, the researcher hopes that the problems of teaching and learning reading in SMP N 1 Sleman can be solved.

B. Identification of the Problem

Understanding and comprehending an English text for senior high school students is important. Although it is important, many students think that it is not an easy thing to do.
There were many reasons why reading comprehension becomes one of difficult skills in teaching learning process, especially for grade 8B students in SMP N 1 Sleman. Firstly, the kind of teaching learning process led the students to focus only on word recognition and reading aloud. They focused on the meaning of the words rather than the entire text. The teacher did not concern on ‘how to read’ but ‘what to read’. This phenomenon led the students to master linguistic components well, not the content.

Secondly, many students did not have enough background knowledge, schema, toward what was being discussed in the text. For example, when a teacher presented the students a text entitled ‘hockey sport’, students would find difficulties to comprehend such a text as they did not have enough knowledge about ‘hockey sport’. To comprehend the text, they did not only have to understand each word, sentence, or paragraph in the text. However, they had to be able to relate their previous knowledge with the new as well.

Lastly, the problem faced by the students in relation to reading comprehension in SMP N 1 Sleman was about the teaching strategies applied by the teacher. The teacher was unable to create attractive teaching learning atmosphere in the classroom. She failed in creating reading activities which were interesting and motivating for the students. The use of media which could support teaching and learning process in the class was still low. As the consequence, the students were bored with teaching learning process. This boredom was commonly showed by the behavior that students showed in the class. They did not pay attention to the teacher’s explanation.
C. Delimitation of the Problem

It was impossible to solve all problems related to the factors above. Because of that, the problem of the research was only limited on how to improve students’ reading comprehension by applying schema activation strategy. The researcher chose that action as when the students possessed enough knowledge about the topic discussed in the text, they would feel at ease in comprehending the text. Therefore, activating students’ schema or background knowledge became essential thing for the success of comprehending English text.

D. Formulation of the Problem

Based on the previous issues, the problem could be formulated as follows:

“How can the reading comprehension of grade 8B students of SMP N 1 Sleman be improved by using Schema Activation Strategy?”

E. Objective of the Research

The research was aimed at improving students’ reading comprehension by applying schema activation strategy for grade 8B students of SMP N 1 Sleman.
F. **Significance of the Research**

This research is expected to be:

1. Theoretically, this research will give a new concept or perspective in giving a new technique by Schema Activation Strategy to improve students’ reading comprehension.

2. Practically, the result of this research will be beneficial for several purposes
   a. For the researcher: this study hopefully gives him knowledge and experience in the implementation of schema activation strategy to improve reading comprehension skill.
   b. For the English teacher: this study provides the specific procedures of how to improve reading comprehension. So they can use the research as a reference or at least a small guidance in implementing schema activation strategy to improve reading comprehension.
   c. For grade 8B students of SMP N 1 Sleman: this study hopefully helps them to improve their ability in reading comprehension.
A. Theoretical Review

1. The Nature of Reading and Reading Comprehension

a. The Definition of Reading

Based on Coltheart in Snowling and Hulme (2005: 6) argues that reading is information-processing: transforming print to speech, or print to meaning. Anyone who wants to succeed in reading a particular text, he / she should be able to catch the meaning conveyed through a bundle of words in the text.

Moreillon (2007: 10), reading can be simply defined as making meaning from print and from visual information. However it is not as simple as what imagine. Reading is an active process that requires a great deal of practice and skill. It is a complex task which seems to go on inside people’s heads. In order to be readers, learners must take their ability to pronounce words and to “read” pictures and then make the words and images mean something.

Coltheart in Snowling and Hulme (2005: 6) argues that reading is information-processing: transforming print to speech, or print to meaning. Anyone who wants to succeed in reading a particular text, he / she should be able to catch the meaning conveyed through a bundle of words in the text.

Furthermore, Catts, Tiffany, and Suzanne in Catts and Kamhi (2005: 25) add that reading is not a simple skill which can be instantly mastered. They state that reading as one of the most complex cognitive activities that most of us engage
in a regular basis. It requires a host of sensory, perceptual, and linguistic abilities, and it takes many years to fully master.

As reading is not a simple skill, it needs a complex act that involves the recognition and phonological decoding of visual patterns, their combination to access the meaning of individual words, and the integration of individual words into overall semantic patterns in a context where these patterns have a particular importance and purpose. In simply way, reading process involves three activities. Those activities are: decoding printed material into phonological form, understanding the meaning of each word in the text, and using the understanding of each word to comprehend the whole text. (Robbie in Fischer, Bernstein, and Yang, 2007: 96).

Furthermore, Willis (2008: 11) adds that to understand how students learn to read, the teacher must first understand how the brain processes written information. The process of reading with comprehension appears to involve several essential and interrelated phases.

a) Information intake - focusing and attending to the pertinent environmental stimuli.

b) Fluency and vocabulary - associating the words on the page with stored knowledge to bring meaning to the text.

c) Patterning and networking - recognizing familiar patterns and encoding new information by linking it with prior knowledge.

Based on the statements above, Willis tries to associate reading with comprehension. He states that reading is comprehension itself and it needs some
phases in the students’ brain. The phases simply include: relating the text with the experience in the real world, understanding the words in the text by relating it with the knowledge that the students have in their head, and linking the new information in the text with the students’ background knowledge.

Another view of reading was proposed by Daniels in Sadoski (2004: 59). He categorized reading into three capacities or abilities: reading as saying, reading as understanding, and reading as (reflective) thinking. He, then, refers to these three fundamental competencies in the contemporary parlance of reading as decoding, comprehension, and response.

Still on Daniels in Sadoski (2004: 59 - 72), the term decoding generally means converting printed language to spoken language whether it is understood or not, and whether it is converted to overt, oral speech or to covert, inner speech. In decoding, we produce the spoken analog of the printed language but not necessarily the thought analog. In a simply way, in decoding process, the readers only say the words in the text without necessarily understand it.

Next, comprehension means understanding something, getting its meaning. Comprehension involves producing a thought analog of printed language. Then the last is response. Response involves a personal reaction to what is read, the contemplation of the ideas and feelings evoked by the text, responding to the text both cognitively and affectively.

Based on the definitions above, it can be concluded that there were many steps done either by the reader’s sensory perception or the reader’s brain. In reading a particular text, firstly the readers use their sensory perception to identify
the graphic display in the text, it can be the text itself or some pictures attached. After that, the brain works. It starts to predict what the writer convey through the text. After that the readers match their prediction with the content of the text, this process is called as comprehension process. At the final stage of reading, the readers give the response to the text. It can be in the form of comment toward the writer’s thought.

b. The Definition of Reading Comprehension

Reading comprehension is the process of matching the reader idea found in the text with writer’s message expressed in the text. Sadoski (2004: 67) argues that comprehension is the reconstruction of the author’s message—the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message. When all goes well, communication occurs—two minds with one thought and the implications of that thought. So, it is clear when the readers and the writer have the same thought, it means that the comprehension process is successful.

In line with Sadoski, who views comprehension as matching process between the writer’s thought and the reader’s thought, Richards and Schmidt (2002: 99) define comprehension as the identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message as well as background knowledge, information from the context and from the listener’s and speaker’s purposes or intentions.
In comprehending a text, the readers’ background knowledge has a great role. Based on Smith (2004: 14) comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head.

In addition, in comprehending a particular text, actually, there are two activities done by the reader. Those activities are recognizing the component of the text and understanding it. Furthermore, Gough & Tunmer in Catts and Kamhi (2005: 25-26) propose the Simple View of Reading. They argue that reading comprehension is comprised of word recognition and linguistic comprehension. Simply, the word recognition component translates print into linguistic form, and the comprehension component makes sense of this linguistic information. In recognizing the component of the text, the reader may observe the picture attached in the text, the title of the text, or the text itself. After all components have been identified, the reader try to uses these components to get what the writer tells through the text.

More specifically, McGuinness (2004: 212) states that reading comprehension is the end game of learning to read and necessarily involves everything that comes before it: a good vocabulary and good oral comprehension skills, plus accurate and fluent decoding skills. Based on McGuinness, reading comprehension is the main purpose of reading process. The reader needs to have some requisites in order to comprehend a text well. The reader must have adequate vocabulary and reading comprehension skills, like scanning and skimming. These will be used by the reader to comprehend a text easily.
Furthermore, Richards and Schmidt (2002) classify reading comprehension based on the reader’s purposes in reading and the type of reading used, those are:

a) *Literal comprehension*: reading in order to understand, remember, or recall the information explicitly contained in a passage.

b) *Inferential comprehension*: reading in order to find information which is not explicitly stated in a passage, using the reader’s experience and intuition, and by inferring

c) *Critical or evaluative comprehension*: reading in order to compare information in a passage with the reader’s own knowledge and values

d) *Appreciative comprehension*: reading in order to gain an emotional or other kind of valued response from a passage.

To sum up, reading is an activity done by the reader which involves psycholinguistic process aimed at understanding what the writer says through a written text. The readers who are able to synchronize their understanding with the writer’s can be called as a successful reader. Comprehending a text is more important rather than understanding the meaning of each word in the text. However, comprehending an English text is not as easy as what imagine. It needs particular strategies that the second language learners should master.

2. **Strategies for Reading Comprehension**

In comprehending a particular text, it is necessary for the reader to have some strategies in order to be able to comprehend a text effectively. Richards and Schmidt (2002: 515) define strategy as procedures used in learning, thinking, etc.,
which serve as a way of reaching a goal. So, strategies for reading comprehension can be defined as some procedures employed in reading a particular text, which serve as a way of comprehending it effectively.

In a simply way, Moreillon (2007: 10) defines reading comprehension strategies as tools that proficient readers use to solve the comprehension problems they encounter in texts. For example, when the readers find difficult words in the text, they may predict them from the words surrounding or from the context. Here, smart guessing becomes one of the strategies in reading comprehension that can be used to find the meaning of difficult words.

Strategies in reading comprehension are crucial things that the reader should have. However, some readers may not know the basic strategies in comprehending English text. Duffy in Richards and Renandya (2002: 287) argues that reading strategies can be formulated as “plans for solving problems encountered in constructing meaning”. They range from bottom up vocabulary strategies, such as looking up an unknown word in the dictionary, to more comprehensive actions, such as connecting what is being read to the readers’ background knowledge.

Considering the importance of strategies to make reading comprehension become successful, Zimmermann and Hutchins in Moreillon (2007: 11) identify seven reading comprehension strategies. Those strategies include: 1) activating or building background knowledge, 2) using sensory images, 3) questioning, 4) making predictions and inferences, 5) determining main ideas, 6) using fix-up options, and 7) synthesizing.
Furthermore, Brown (2001: 306 – 310) proposes ten strategies for reading comprehension:

a. Identify the purpose of reading

An efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they are looking for and can weed out potential distracting information.

b. Use graphemic rules and patterns to aid in bottom up decoding (especially for beginning level learners)

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. They may need hints and explanation about certain English orthographic rules and peculiarities.

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

The intermediate – advanced level students do not need to be speed readers, but the teacher can help them increase efficiency by teaching a few silent reading rules: 1) You do not need to “pronounce” each word to yourself, 2) Try to visually perceive more than one word at a time, preferably phrases, and 3) unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning.

d. Skim the text for main ideas.

Skimming consists of quickly running one’s eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose
of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

e. Scan the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through a whole text.

f. Use semantic mapping or clustering

The strategy of semantic mapping or grouping ideas into meaningful clusters helps the readers to provide some order to the chaos.


g. Guess when you aren’t certain

Reading is a guessing game. The sooner learners understand this game, the better off they are. The key to successful guessing is to make it reasonably accurate. The teacher may help learners to become accurate guessers by encouraging them to use effective recompense strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

h. Analyze vocabulary

There are several techniques such as: 1) look for prefixes, 2) Look for suffixes, 3) look for roots that are familiar, 4) look for grammatical contexts that may signal information, and 5) look at the semantic context (topic) for clues.

i. Distinguish between literal and implied meanings

This requires the application of sophisticated top – down processing skills. The fact that not all language can be interpreted appropriately by attending to its
literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j. **Capitalize on discourse markers to process relationships**

   Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners’ reading efficiency.

   If the strategies above can be employed appropriately by foreign language readers, they will be successful readers. They will be able to comprehend English text easily.

3. **Teaching Reading in a Foreign Language Classroom**

   a. **Types of Classroom Reading Performance**

   Brown (2001: 312 – 313) classifies classroom reading performance into following categories:

   1) **Silent and oral reading**

   Smith (2004: 159) argues that silent reading is the normal and natural way to read, the words in their sequence and setting are interpreted immediately. The readers move directly from the words to their combined meaning, with no analysis or transformation into any aspect of spoken language. While oral reading or reading aloud, for our own purposes or to other people, an extra step is required. First the readers have to understand what they are reading, then they have to say what they understand. They don not transform the uninterrupted words (or their
component letters) into sound, however, they put sound to the words that they have interpreted.

For beginning and intermediate levels, oral reading may have some advantages as follows: 1) it can serve as an evaluative check on bottom – up processing skills, 2) it can double as a pronunciation check, and 3) it can serve to add some extra students’ participation if you want to highlight a certain short segment of reading passage. On the contrary, for advanced levels, oral reading may emerge many disadvantages, such as: 1) oral reading is not a very authentic language activity, 2) While one student is reading, others can easily lose attention, and 3) it may have the outward appearance of students’ participation when in reality it is mere recitation. (Brown 2001: 312).

2) Intensive and extensive reading

Brown (2001: 312) states that:

Intensive reading, analogous to intensive listening, is usually a classroom oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students’ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships, and the like.

Renandya and Jacobs in Richards and Renandya (2002: 206) also argue that in intensive reading, students normally work with short text with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills – such as identifying main ideas and recognizing text connectors – and to enhance vocabulary and grammar knowledge.
Intensive reading is contrasted with extensive reading. Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. (Richards and Schmidt, 2002: 193 – 194).

According to Carrell and Carson in Richards and Renandya (2002: 295 - 296), extensive reading generally involves rapid reading of large quantities of material or longer readings for general understanding, with the focus generally on the meaning of what is being read than on the language. As the consequence, the readers do not need to understand each word in the text except the content of the entire text.

In relation to Carrell and Carson, Davis in Richards and Renandya (2002: 296) offers a description of extensive reading from an ELT classroom implementation perspective.

An extensive reading program is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleasurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity and variety, rather than quality, so those books are selected for their attractiveness and relevance to the pupils’ lives, rather than for literary merit.

Based on Brown (2001: 301), all of the researchers suggest that instructional programs in reading should give strong consideration to the teaching of extensive reading. It does not suggest that focused approaches to specific strategies for intensive reading ought to be abandoned, but strengthens the notion
that an extensive reading component in conjunction with other focused reading instruction is highly warranted.

As stated before, the teacher should give strong consideration to the teaching of extensive reading. It is because extensive reading has many advantages. Day and Bramford 1998, Krashen 1993, and Nation 1997 in Richards and Renandya, 2002: 298 state that extensive reading can: 1) enhance language learning in such areas as spelling, vocabulary, grammar, and text structure, 2) increase knowledge of the world, 3) improve reading and writing skills, 4) create greater enjoyment of reading, 5) emerge more positive attitude toward reading, and 6) it can create high possibility of developing a reading habit.

Besides, Hedge in Alyousef (2005: 146) also adds that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials.” It means that, through the extensive reading, the readers can employ more strategies to comprehend the text. For example, they can use scanning and skimming to find out general idea of the entire text.

b. Approaches in teaching reading

Richards and Schmidt (2002: 29) define approach as the theory, philosophy, and principles underlying a particular set of teaching practices, while based on Anthony in Brown (2001: 14), an approach can be defined as a set of assumption dealing with the nature of language, learning, and teaching. It is theoretically well – informed positions and beliefs about the nature of language learning, and the applicability of both to pedagogical settings.
There are many approaches proposed by some experts in relation to teaching reading in a foreign language classroom. Sadoski (2004: 81) proposes three basic teaching and learning approaches in reading. Those are:

1) Program – controlled teaching and learning

When programs control the teaching and learning situation, the structure of lessons and activities is planned externally and delivered through the teacher to the readers. The teacher and readers work together in following the lessons and activities as planned. Hence, the structure of knowledge and skill is imposed from without, and this arrangement is therefore more associated with the instructional end of the continuum.

2) Teacher – controlled teaching and learning

The primary characteristic of this approach is the teacher as decisionmaker. The teacher may decide to be a purveyor of programs or to serve as a facilitator of student-centered learning, but teachers are more likely to selectively combine different methods and materials in their own individual ways. A nearly limitless variety of combinations of methods and materials is possible.

3) Readers – controlled teaching and learning

When the teaching/learning situation is reader-centered, the internal motivation and ability of the readers take the lead, and teachers and text programs are used as resources for the readers’ learning requirements. An example of a student-centered approach to beginning reading is the language experience approach. In this approach students share a common experience, say, a holiday or field trip. The reading lesson involves each student in a small group orally
composing a sentence about the experience. Each sentence is written down by the teacher on a large chart for all to see. The teacher then reads the sentence back, pointing to the words, and the student checks for accuracy. The student and the teacher next read the sentence orally together, perhaps several times, and the student eventually attempts to orally read it alone with teacher help as needed. Over several lessons, the sentences of each member of the group are learned by all, and a brief text can then be read independently.

Sadoski (2004: 1) states that the term *approach* is perhaps the broader term. However, in the field of second language teaching, the term *approach* is used interchangeably with the term *method*.

Still in Sadoski (2004: 3), Huey states that the methods of teaching learning reading that are in common use today are as follows.

1) **Synthetic method**

The readers first learn about letters (the alphabet) and speech sounds (phonetics) and put these together (phonics) to build syllables, words, and sentences to understand the meaning.

2) **Analytic methods**

With analytic methods, readers begin by seeing meaningful wholes (ideo-visual units) such as words, sentences, and stories connected with their everyday lives (common words).
3) **Analytic synthetic methods**

These methods are based on the word or sentence, and the most characteristic of them is the so-called common words method. Analytic synthetic methods are the combination between synthetic and analytic methods.

Furthermore, Richards and Schmidt (2002) state that there are two ways in which humans analyze and process language as part of comprehension and learning, those are: top down processing and bottom up processing. However, Brown (2001: 299) adds one more approach as a combination of those two processing that has been called as interactive reading.

1) **Bottom up Processing Approach**

Richards and Schmidt (2002: 557) define bottom-up processing as making use of the information present in the input text to achieve higher level meaning. It means that the reader may start the comprehension process by looking at the text, that is by looking at its component such as: the words, the phrases, and the sentences. After that he/she use these components to interpret the whole text.

Smith (2004: 215 – 216) explains the nature of the terms bottom up and up down processing in reading comprehension. He states that:

Top-down and bottom-up are actually computer jargon, and are usually employed in discussions of reading by “cognitive scientists” who see the brain as some kind of computer. Top down is roughly equivalent to inside-out, implying that the reader determines how a text will be approached and interpreted. The bottom-up view is outside-in, putting the text in charge, with the letters on the page the first and final arbiters of the reader’s responses. Inside-out and outside-in are terms reflecting a “constructivist” orientation, where knowledge is regarded as something generated inside the learner rather than imported or delivered from the outside.
Based on the Smith’s statements above, bottom up processing approach is outside – in meaning that the readers understand the basic component of the text first, words, phrases, clauses, sentences, and paragraphs meaning then comprehend it as a whole text later. According to bottom up processing view, before comprehending the text, the readers are demanded to be able to understand linguistics components which build it.

Furthermore, Led by Goodman’s work in Brown (2001: 298 – 299) argues that in bottom up processing, readers must first recognize a multiplicity of linguistics signals (letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers) and use their linguistics data processing mechanism to impose some sort of order on these signals. In bottom up processing approach, the readers use the small unit to understand the greater unit of the text. Firstly, the readers analyze the letters, the words, and the phrases to understand a sentence. After that, they analyze each sentence to get understanding about the content of the paragraph. Finally, they use their understanding of each paragraph to comprehend the whole text.

To sum up, it can be said in simpler way that bottom up processing in reading comprehension may happen when the reader firstly identify the words level of the text. They may identify the meaning of words, phrases, or sentences in the text. After that, they come to the comprehension level.
2) Top Down Processing Approach

Connie in McKeown and Kucan (2010: 12) states that top down processing is using knowledge of the topic the readers were reading rather than looking closely at letters in words as they read.

Another definition of top down processing is making use of “higher level”, nonsensory information to predict or interpret “lower level” information that is present in the data. (Richards and Schmidt 2002: 557) Based on this definition, the readers start the comprehension process by using the nonsensory information, it can be the readers’ background knowledge and the readers’ experiences. They then use these nonsensory information to match the information in the text. In a simple way, in comprehending a text, the readers use their background knowledge first rather than read the whole text.

Goodman in Brown (2001: 299) clearly states that reading an English text for second language learners is like a guessing game. Readers must, through a puzzle – solving, infer meanings, decide what to retain, and move on. Actually, this process is called as top – down processing. In top – down processing, the readers should be able to draw their own intelligence and experience to understand a certain English text. This process does not emphasize more on the understanding of every single word, sentence, or paragraph. However, it concerns more on the using of readers experience toward the text given. Readers must be able to relate their previous knowledge with the new one presented in the text.
3) Interactive approach

Richards and Schmidt (2002: 265) define interactive processing approach as:

a theory of reading comprehension that sees reading as involving both the accurate and sequential understanding of text based on identification of the meanings of words and sentences in the text (i.e. bottom – up processing) as well as the experiences, background information, and predictions that the reader brings to the text (i.e. top – down processing). Both kinds of processing are involved and they modify and act on each other.

Nuttall in Brown (2001: 299) also gives clearer arguments on the involvement of bottom up processing and top down processing in interactive processing approach. He states that in practice, a reader continually shifts from one focus to another, now adopting top down processing approach to predict probable meaning, then moving to the bottom up approach to check whether that is really what the writer says.

Brown (2001: 299) simply states that interactive reading is almost always a primary ingredient in successful teaching methodology. Because of that, both processes, bottom up process and top down process are important.

Carrell and Eisterhold in Alyousef (2005: 144) outline the processes involved in this interactive process where both bottom up and top down processing occur simultaneously at all levels: The data that are needed to *instantiate*, or fill out, the schemata become available through bottom-up processing; top down processing facilitates their assimilation if they are anticipated by or consistent with the reader’s conceptual expectations. Bottom-up processing ensures that the readers will be sensitive to information that is novel or
that does not fit their ongoing hypotheses about the content or structure of the text; top down processing helps the readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data.

To sum up, interractive approach is regarded as the effective approach in comprehending English text as it is a combination between two processing approaches: bottom up processing approach and top down processing approach. In interactive approach, the readers use the top down processing approach to predict the content of the text based on their background knowledge and the use bottom up processing approach is to confirm their prediction with the text.

c. Reading Lesson Sequences

Brown (2001: 315) gives a good sequence to keep in mind for teaching reading:

1) Before reading: spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage.

2) While reading: Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. The teacher should be able to create a sense to all students that they have a purpose in reading a particular text. So, the students would feel that they read a particular text not only because the teacher ordered it.

3) After reading: Comprehension questions are just one form of activity appropriate for post reading. The teacher also considers vocabulary study,
identifies the author’s purpose, discusses the author’s line of reasoning, examines grammatical structures, or steers students toward a follow up writing exercises.

In line with Brown, William in Al Issa (2006: 44) proposes three phases in teaching reading, those are: pre reading phase, reading phase, and post reading phase. In the pre reading phase, the teacher should be able to build students’ background knowledge. In the reading phase, the students read about the subject, while in the post reading phase, the activity that may happen is checking students’ comprehension.

Based on Brown’s and William’s arguments, pre reading phase or “before reading” phase is the best phase to activate students’ background knowledge. There are many activities that may happen in this phase, such as: introducing a topic, encouraging skimming, scanning, predicting, and activating schemata.

In addition, Ringler and Weber in Ajideh (2003: 6) simply say that pre-reading stage involve three activities. Those are eliciting prior knowledge, building background, and focusing attention.

Furthermore, Willis (2008: 131-132) gives four activities that may happen in pre – reading phase. Those activities are:

1) Building interest and attention.

The educators may ask questions about the topic of the text that piques their interest or offer tantalizing but brief descriptions of the theme or story organization. Reading a surprising or intriguing passage from the book can be the
2) Exploring key words

Exploring key words here is closely related with building students’ vocabulary. There are many ways for building vocabulary such as: connecting with prior knowledge, students create examples, using visualisation and illustrations, using real objects and realia, using semantic mapping, and etc.

3) Building connection and background knowledge

After giving students with prior knowledge opportunities to connect with their knowledge and using the big picture to engage others in the topic, the next thing that may be done is bridging the gap between text and students. Consider classroom activities that connect with the text they will read.

4) Establishing Reading Goals

As with any unit of study, even after students see the big picture, it is motivating for them to know why the text is important enough to be worth their effort. In addition to the real world interests and connections they develop during big picture activities, consider how each student in the class can develop personally meaningful goals to keep him or her engaged and focused during the reading.

Considering the activities in pre reading phase proposed above, activating prior knowledge or so called activating schemata becomes one of the important activities in pre reading phase. It relates what the students already had in their
head with the new information in the text. It will help them to comprehend an English text easily.

Teacher should take a great consideration on the activities in pre reading phase, especially in activating students’ background knowledge of the text, as Chastain in Ajideh (2003: 6) states that the purpose of pre-reading activities is to motivate the students to want to read the assignment and to prepare them to be able to read it. So, the success of reading a text depends much on the activities in pre reading phase.

To make the teaching and learning process of reading become successful, the teacher should follow the reading lesson sequences. Without undermining the other sequences, pre reading step is regarded as the most important step in teaching and learning process of reading. Because in pre reading step the teacher must be able to attract students’ attention toward the text. The more the students are interested with the topic the more they are motivated to read. In this step also the teacher should be able to recall students’ background knowledge and relate it with the topic in the text. It is important to prepare them to the next step. So, pre reading step influences how successful teaching and learning process of reading is.

4. Activating Schema as one of the Activities in Pre – Reading Phase

a. The Definition of Schema

Mikulecky (1989) defines schema as a general idea about a set of similar or related concepts. For example, the schema the readers have for ‘house’ consists of all the experiences they have ever had or learned about connected with ‘house’.
When the readers are confronted with a situation which they identify as a house (or house – like), the connection in their ‘house’ schema apply, and they know what to expect and how to behave.

Ajideh (2003: 4) argues that a schema (plural schemata) is a hypothetical mental structure for representing generic concepts stored in memory. It’s a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world. It can be seen as the organized background knowledge, which leads us to expect or predict aspects in our interpretation of discourse.

Then, Richards and Schmidt (2002: 115) classify schema into two types, those are; content schema and formal schema. Content schema refers to background knowledge about the content of a text, i.e. depending on whether it is a text about earthquake, economy, art or cooking. Furthermore, formal schema is knowledge about the formal, rhetorical, organizational structure of different kinds of texts, such as whether the text is a simple story, a scientific text, a news report, etc. Knowledge of both types of schemata influence how a reader understands a text.

In addition, Brown (2001) also states that content schemata includes what we know about people, the world, culture, and the universe, while formal schemata consists of our knowledge about discourse structure.

Al Issa (2006: 42) gives a clearer definition about content schema.

Content schema refers to the familiarity of the subject matter of the text. It includes an understanding of the topic of the text and the cultural-specific elements needed to interpret it. Content schema is part of the individual’s cultural orientation, and since culture affects all aspects of
life, it certainly has a major impact on all elements of reading. Some of these elements include things such as what types of text people read? What is the purpose of reading? How reading is perceived? How readers of a text view themselves in relation to the writer of the text? Superior? Inferior? Active participants? Passive participant? What is the level of textual engagement people expect? What is the value of the spoken word in relation to the written word? And what topics are worthy of reading?

It is obvious that the readers should have content schemata in order to comprehend the text effectively. Based on the definitions above, content schema can be summarized as anything the readers know about the topic being discussed in the text. The more the readers know the topic of the text, the more they have content schema, so the more they easily comprehend the text. So, giving the students interesting and familiar topic is an essential thing that the teacher should consider in teaching learning process of reading.

**b. Schema Theory and Reading Comprehension**

Schema theory is a theory of how knowledge is acquired, processed, and retrieved. Schema is the technical term used by cognitive scientists to describe how people process, organize, and store information in their heads. According to schema theory, comprehending a text is an interactive process between the reader’s background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one’s own knowledge (Carrell and Eisterhold in Carrell, Devine, and Eskey: 1988).

Brown (2001) also points out that schema theory is a theory in comprehending an English text in which the reader brings information, knowledge, emotion, experience, and culture - that is, schemata (plural) - to the printed word. The characteristic of schema theory, with regards to reading, is that
a text does not carry meaning by itself. The reader brings information, knowledge, emotion, and culture – that is schemata, to the printed words.

According to Anderson, et al. in Fischer, Bernstein, and Yang (2007: 270), under certain conditions context-reliant reading is effective and accurate, especially when the reader possesses background knowledge and has a schema for the material. It means that when the students posses enough background knowledge or schema about the text being discussed, they will effectively comprehend the text.

Rumelhart in Xie (2005: 68) believes that comprehension is the process of selecting the schema illustrating input information and variable constraints. Reading comprehension is first of all inputting some amount of information and then searching for the schemata illustrating the information. Comprehension is generated when such schemata are found or some schemata are specified or slots are filled.

Based on the schema theory, the closer the match between the reader’s schema and the text, the more comprehension occurs. Comprehension of any kinds depends on knowledge, that is, relating what we do not know (i.e., new information) to what we already know, which is not a random collection of facts but a theory of the world. In other words, our understanding of a text depends on how much related schema we, as readers, possess while reading. (Al - Issa 2006: 42)

To sum up, in reading comprehension, it cannot be denied that schema or students’ background knowledge give a big contribution for the success in
comprehending an English text. The more schema the students have about the text, the more effective they comprehend the text. Considering the importance of activating students’ background knowledge, the teacher should be able to conduct some strategies which are able to recall and relate students’ background knowledge with the text given.

c. Schema Activation Strategy

In helping readers build schemas for the success of comprehending an English text, Keene and Zimmermann in Moreillon (2007: 21) suggest that readers make three types of connection: text-to-self, text-to-text, and text-to-world.

1) Text to self connection

Text to self connections require that educators know the children in their care and be familiar with students’ home lives and local communities. When modeling text-to-self connections, educators can use think-aloud questioning to share their thinking processes. Posing and answering questions can be an effective vehicle for making comprehension through background knowledge accessible to students. These sample questions center on three areas of text-to-self connection: feelings, experiences, and ideas:

a) Have you ever felt like the character(s) in this story? Describe what happened and how you felt.

b) Have you had a similar experience? Compare your experience to that of the character(s).
c) Have you heard or read this information before? What does this information mean to you?

d) How does connecting a story or information to your own life experiences help you better understand it?

2) Text to text connection

When educators make effective connections between children’s home and school lives, and as children build their school-based background knowledge, learners can be guided to make connections between texts. In a broad sense, a text can be any communication from which a person makes meaning. This includes all forms of paper-based documents as well as oral communication, visual images, and electronic resources.

The following sample questions center on making text-to-text connections. They can be used to guide educators’ and students’ thinking as they model and practice this strategy:

a) Have you ever read another text or seen a movie in which the characters have feelings or experiences similar to the ones in this story? Describe how they are the same. In giving these questions to the students, the teacher may use picture media to give prompts to the students in answering the questions.

b) Have you ever read another book or seen a movie in which a story element (setting, plot, conflict, theme, or style) is similar to the one in this story? Describe how they are the same.
c) Have you read another text or seen a movie in which the writer used language or text structure similar to that in this story? Describe how these texts are similar.

d) How does making connections to familiar texts help you comprehend the new text?

3) Text to world connections

With text-to-world connections, readers stretch their thinking beyond the particulars of what they read, hear, and view to connect story themes with larger life issues. These topics often include social and political problems related to historical or current events.

These are some questions that can be used to guide educators’ or students’ thinking as they practice making text-to-world connections:

a) What do you think the author’s message or purpose was in writing this story or presenting this information?

b) Did the author suggest a message that connects with bigger ideas about the way things are in the world? What do you already know about these issues?

c) What do you think was the author’s opinion or perspective on the big ideas in this text? Do you agree? Why or why not?

d) How does making connections to larger issues help you comprehend this text?

William in Al Issa (2006: 44) argues that for teaching reading comprehension, pre reading phase is the most important phase for building background knowledge in which the instructor has the opportunity to use pictures,
slides, movies, games and other such devices to activate and build upon the students’ schema. In this phase, students might also be asked to write about their knowledge of the subject and, after writing, discuss their knowledge with other students.

Furthermore, Cook in Ajideh (2003: 5) clarifies that schemata are activated in one of two ways: 1) New information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded and 2) New information can be represented by new mental structures. In this case, in absence of already existing schemata, new knowledge builds up new schemata.

In addition, Krashen in Al - Issa (2006: 45) suggests two ways to activate the students’ schemata. The first, he calls as Free Voluntary Reading, is to have the students select and read texts that are of interest to them, with no need to worry about accountability. In other words, reading itself will help build the familiarity necessary to read more advanced books. His second suggestion is to have them read in their first language so as to build up the knowledge base necessary to understand the material in the second language. A student, for example, who has no familiarity with the subject of computers will have trouble understanding a book about computers in the target language (and may, through lack of familiarity with the subject matter, even have trouble understanding it in his/her first language). If, on the other hand, this same student has read a lot about computers in his/her first language, then, since the material would be familiar, the
selection in the target language would be easier to understand. So, based on Krashen, first language reading also influence students’ comprehension in foreign language reading. However, the theme or subject in both text should be same.

Specifically, Au in Ajideh (2003: 7) proposes the experience-text-relationship (ETR) method to activate students’ schema, it consists of:

a) First, students expressing their own experience of knowledge about the topic prior to reading.

b) After the students have adequately shared their knowledge, the text becomes the focus of the class. During this segment of the lesson, the teacher asks the students to read short sections of the text and then questions about the content. The teacher must be sensitive to those text areas that could elicit misunderstandings and work through any difficulties that the students may have.

c) In the final stage, the teacher aids the students to draw relationships between personal experiences and the material discussed in the text stage. This provide an opportunity for each student to make comparisons and contrasts with what they already know and to accommodate the new information into their preexisting schemata. Through this process, student’s schemata become redefined and extended. The teacher has the responsibility of leading the students to the appropriate answers without giving them too much information, so the task becomes one of self-discovery and integration.

More clearly, Willis (2008: 129) also gives a set of strategies to activate prior knowledge as follows:
a) Activate students’ background knowledge through discussions about interesting topics that will be included in the text before they read it.

b) Let students who already know something about the topic or author share their experiences and insights with classmates so these student experts feel engaged and their enthusiasm builds interest among their classmates.

c) Continue to activate prior knowledge even after the book is started to sustain student goal-based and motivated reading. Use prereading sessions that include questions and prompts.

Britton et al. in Macizo and Bajo (2009: 62) add that previous reading of summary can also be used as a way to activate prior knowledge schemas about the incoming text. However, previous reading of summary may have a positive and a negative effect. The positive effect lies in the fact that the presence of a summary before reading a text increases the predictability of its content by activating world knowledge schemas. In other words, if the text organizational structure is known to the reader by means of the summary, the reader can retrieve a schema to make predictions about what will happen next in the text. The activation of previous knowledge will reduce computational demands because the reader will not have to activate all the possible interpretations about the incoming text. However, on the negative side, schema activation by the summary will impose both working memory demands and processing time costs since the summary has to be processed and maintained in working memory.

Auerbach and Paxton in Ajideh (2003: 8) point out some strategies that the teacher may apply in pre reading phase. Those strategies are: accessing prior
knowledge, writing your way into reading (writing about your experience related to the topic), asking questions based on the title, semantic mapping, making predictions based on previewing, identifying the text structure, kimming for general idea, reading the introduction and conclusion, and writing a summary of the article based on previewing. However, Auerbach and Paxton only suggest three points as a good indication of schema-theory-based pre-reading tasks/strategies, those are: 1) accessing prior knowledge, 2) writing your way into reading (writing about your experience related to the topic), and 3) asking questions based on the title.

In relation to the media which can be used to support schema activation strategy, Willis (2008: 130) proposes the importance of picture in helping students to activate their prior knowledge. He states that before reading a text that will offer an achievable comprehension challenge, all students, and especially global learners, benefit from some preview of the big picture. This can serve to prompt prior knowledge, stimulate personal interest, demonstrate real world value to the reading, and guide students to develop personal goals that will keep them connected to the content of what they read so the information will go from working memory to long-term memory.

To sum up, it is clear that building schema is best done in the pre-reading phase. There are many ways that the teacher can do to activate students’ schemata, such as asking the students to select and read texts that are of interest to them, asking the students to read related text in their first language, employing text to self connection, text to text connection, and text to world connection, conducting discussion related to the topic prior reading, and asking students to do previous
reading of summary. There are also many media that can be used in activating students’ schema, such as using pictures, slides, movies, games, and semantic mapping.

B. Reviews of Related Studies

Schema Activation Strategy is not a new strategy in reading. It has been used by several teachers in teaching reading comprehension. There are also some relevant research studies related to the use of Schema Activation Strategy in teaching reading comprehension. Xie (2005) has applied Schema Activation Strategy in her research. She investigated the role of schema theory for the success of foreign language reading comprehension. The result of this study stated that adequate language knowledge, quick activation of word-meaning schemata and the techniques using background schemata to predict and infer –such are necessary conditions for the reader to read efficiently.

Ajideh (2003) also conducted research related to Schema Activation Strategy. He did a research in a group of intermediate level students for one academic term in Tabriz University. In his research, he figures out that the activities in pre reading stage which facilitate the students to activate their schemata help them to comprehend the text effectively.

Another research study is also conducted by Dentriana Fitriasari (2011). Based on her research, she figures out that the ability to understand a text is based not only on the reader’s linguistic knowledge, but also on general knowledge of the world and the extent to which that knowledge is activated during processing the text.
Based on those previous research conducted, it can be concluded that Schema Activation Strategy gives a good impact to the students in reading comprehension. Because of that, the researcher is interested to conduct a research on “Using Schema Activation Strategy to Improve Reading Comprehension of Grade 8B Students of SMP N 1 Sleman”

C. Conceptual Framework

As stated before, comprehending an English text is very important for junior high school students. It is because most English materials are constructed by many kinds of text. Consequently, in order to master the material well, the students are expected to be able to comprehend English texts. Moreover, reading comprehension is also one of the skills tested in final exam.

However, comprehending an English text is not an easy thing to do. Comprehension is not solely understanding the meaning of each sentence in the text. But more than it, comprehension is understanding the intended meaning of the whole text delivered by the writer.

Based on the observation done by the researcher in SMP N 1 Sleman, the researcher found some problems in relation to the process of teaching and learning reading. Those problems were as follows: the students had low motivation when the teacher presenting them an English text. They seemingly felt frustrated when they were asked to read and understand an English text. Then, the teacher also ignored the importance of recalling and relating students’ background knowledge (schemata) with the input text given, the teacher also rarely used interesting media
in the class, and the students had low vocabularies. Those problems actually cause a main problem in reading, that is the difficulty in comprehending a text.

In comprehending an English text, the role of students’ background knowledge cannot be neglected. The role of students’ knowledge in comprehending the text is discussed in schema theory. Based on the schema theory, comprehending a text is actually an interactive process between the students’ background knowledge and the text. The students bring their schemata (plural), it can be in the forms of information, knowledge, emotion, experience, and culture, to understand a particular text.

Considering the importance of background knowledge in reading comprehension, the researcher is interested to chose activating background knowledge or the so-called schema activation strategy as the action to solve reading comprehension’s problems, especially in SMP N 1 Sleman. Through schema activation strategy, it is expected that the students are aware of the importance of their background knowledge for the success in comprehending the English texts. Furthermore, the are expected to be able to use it when comprehending the English texts, so that their reading comprehension skill improve. In schema activation strategy, the researcher employed four activities. Those were building interest and attention, accessing prior knowledge and exploring key words, building connection between students’ prior knowledge and the new material, comprehending the new material. The implementation of the action involved four steps, those were: planning, implementing, evaluating, and reflecting the action which were carried out to solve the problems.
CHAPTER III  
RESEARCH METHODS  

A. Research Design  

The research on improving students’ reading comprehension through schema activation strategy at grade 8B of SMP N 1 Sleman was an action research study which focused on the efforts to improve the real condition of the English teaching and learning process.  

This action research study was implemented in the form of collaborative action research. The research was conducted collaboratively with the school principal, the English teacher as collaborator, and the students of grade 8B in SMP N 1 Sleman. The team members worked together in planning, implementing, and reflecting the action.  

The action research was conducted through the process below.  

Figure 1: Cyclical AR Model Based on Kemmis and McTaggart (1988).
B. Research Setting

The research took place at SMP N 1 Sleman, focusing on students of grade 8B in the first semester of the 2013/2014 academic year. The school was located in Bhayangkara Street, Medari, Sleman, Yogyakarta. It had 18 classrooms for the teaching learning process.

C. Subject of the Research

The research involved the school principal, the English teacher, the students of SMP N 1 Sleman, especially students of grade 8B of the 2013/2014 academic year, and the researcher. The researcher chose grade 8B as the English teacher suggested the researcher to use that class as a subject of the research. Moreover, based on the observation, that class had many problems in relation to the teaching and learning reading comprehension that was necessary to be solved.

D. Time of the Research

The researcher conducted the action research in the first semester of the 2013/2014 academic year. The observation began in July 18th, 2013. The action was conducted in two cycles starting from July 23rd, 2013 to August 2nd, 2013, each cycle only consisted of two meetings. The first cycle was conducted on Tuesday, July 23rd, 2013 and Thursday, July 25th, 2013. Meanwhile, the second cycle was conducted on Tuesday, July 30th, 2013 and Thursday, August 1st, 2013.
E. Data Collecting Procedure

The data of this research were qualitative and quantitative in nature. The qualitative data were collected through interviewing English teacher, as the collaborator, interviewing students of grade 8B, and observing teaching learning process. Meanwhile, the quantitative data were collected through conducting pre–test and post test of students’ reading comprehension ability.

The instruments of qualitative data collection were in depth interviews, field notes, and a photo camera. The data were in the form of interview transcripts, field notes of teaching learning process, and photographs of teaching learning process.

Meanwhile, the instuments of quantitative data were pretest and posttest. The data were in the form of students’ reading comprehension scores. The pretest and posttest questions could be seen in the appendix E on page 156. The questions cover the following items:

1) Finding the topic of the text.
2) Finding the important information stated in the text.
3) Finding the reference of particular words.
4) Finding the synonym and antonym of particular words.
5) Finding the main idea of the paragraph in the text.
6) Completing the text with the appropriate words.
F. The Analysis of the Data

The data which had been collected were analyzed qualitatively and quantitatively. The data in the form of interview transcripts, field notes, and observation sheets were analyzed qualitatively. While the data in the form of test scores of students’ reading comprehension ability was analyzed quantitatively.

The data collected, then, were analyzed based on Burns (1999: 157 – 160), those are:

1. Assembling the data: the first step is to assemble the data that the researcher has collected over the period of the research: field notes, interview transcripts, and test scores.

2. Coding the data: coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types.

3. Comparing the data: Once the data have been categorized in some way, comparison can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. The researcher notices hierarchies or sequences of data or identify relationships and connections between different sources of data. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

4. Building interpretations: this stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviours, interactions or attitudes have emerged. Discussing the data patterns and themes with other
members of the research group can be a catalyst for new discoveries or interpretations.

5. Reporting the outcomes: the final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and the outcomes are well supported with examples from the data.

Meanwhile, the quantitative data of this research were obtained from the test conducted. In analyzing the quantitative data, descriptive analysis was used. It was the mean which was used as a representation from central tendency. The mean was used to know the improvement of the students before and after the actions. Then, the results of mean from pre test and post test were compared by using $t$-test. To get an accurate result, SPSS application was used.

G. Validity and Reliability of Data

The validity of the data in this study was obtained by democratic validity, outcome validity, process validity, catalitic validity, and dialogic validity.

1. Democratic validity.

In regard to democratic validity, the researcher asked the members of the research, namely the English teacher, the school principal, and the students, to give their perspectives during the research. Key questions included: were all parties who have stake in this research (teachers, administrators, and students) able to offer perspectives? Did solutions benefit all stakeholders? were solutions locally valid, in that they have relevance or applicability to the context?
2. Outcome Validity

This validity was related to how far the action that has been implemented could solve the problems. To ensure the outcome validity, the researcher looked at the problems solved in the classroom as well as the subsequent questions appeared as the result of the implementation of the action.

3. Process Validity

In relation to process validity, the researcher and the teacher observed the process in implementing the action. After that, they conducted a discussion. Through observation sheets, field notes, and interviewing students, they were able to determine whether the process in implementing the action was successful or not. If the action was unsuccessful in solving the problems, the researcher with the teacher revised the action and used it in the next cycle.

4. Catalitic Validity

Catalitic validity have been done by seeing the improvement of research members’ understanding about the problems in teaching and learning reading and how to solve them.

5. Dialogic Validity

This criterion parallels the processes of peer review which were commonly used in academic research. Actually dialogic validity was closely related to democratic validity and it could be done at the same time. For example, after the researcher got students’ perspectives, he asked the other research members to give their idea on students’ perspective. This was done through critical dialogue.
In checking the validity and reliability of the data, the researcher used triangulation. The aim of triangulation was to gather multiple perspectives on the situation being studied. In this study, the researcher used time triangulation, space triangulation, and investigator triangulation.

1. **Time triangulation**: it is used to check the validity of the data which is related to the changes of processes and behaviors. That is why the implementation of the action is not only done in one cycle as the processes and students’ behavior may change from time to time. To ensure time triangulation, the research was done during four periods. During these periods, the researcher had found some improvement on students’ reading comprehension skill.

2. **Space triangulation**: the researcher had invited the students and the English teacher as collaborator to participate in this study in order to ensure that the data were collected across different subgroups of people, to avoid the limitation of studies conducted within the group.

3. **Investigator triangulation**: two observers were involved in this research, those were the researcher himself and the teacher as a collaborator. This helped avoid observer bias and provided checks on the reliability of the observations.

**H. Procedure of the Research**

1. **Determining the thematic concern - Reconnaisance**

   The researcher did the reconnaissace step to find out information concerning on students’ reading comprehension mastery. Based on the interview
and observation in SMP N 1 Sleman, the researcher found and identified the existing problems. Then, he determined the thematic concern.

The problems were obtained from the information of the English teacher and the students. After the problems were identified, the problems were grouped based on the possibilities to be overcome. In grouping them, the research members considered the scale of priorities in solving the problems.

Based on the observation of teaching learning reading in SMP N 1 Sleman (Vignette on page 59) and interview with English teacher (Interview transcript 2 on page 123), the researcher found some problems as follows:

a. The students had low motivation when the teacher presenting them an English text. They seemingly felt frustrated when they were asked to read and understand an English text.

b. The students had difficulties in comprehending English text.

c. The teacher ignored the importance of recalling and relating students’ background knowledge with the input text given.

d. Students had low vocabularies.

e. The teacher rarely used interesting media in the class as finding and creating interesting teaching media were difficult and expensive. Because of that teaching reading in SMP N 1 Sleman only depended on the course book and it made teaching learning process became monotonous.

2. Planning

After the researcher identified the problems, he made some plannings to choose the actions that were feasible to be implemented in the field. In planning
the action, the researcher worked together with the English teacher of grade 8B. Both the researcher and the English teacher discussed the possibility and the scale of priorities of the implementation. Those action plans were as follows:

a. Pre test (making test to measure students’ reading comprehension)
   In conducting a pre test, the researcher presented the students with a set of multiple choice questions which were able to measure their ability in comprehending English texts. The students were presented some English texts with some questions which followed the text.

b. Making lesson plan and consulting it with the collaborator
   In this research, the researcher was a practitioner. The researcher applied the selected action by himself. Before applying the action, the researcher made a lesson plan based on English syllabus for grade 8B. After the lesson plan was ready, the researcher consulted it with the collaborator, in this case with classroom English teacher. Some suggestions and additional information from the teacher were used by the researcher to improve the lesson plan. After the lesson plan was agreed by the collaborator, it was ready to use.

c. Making and preparing media
   In this research the media were used to support schema activation strategy. In each cycle, the researcher used a picture as a medium which could support the success of the action.

3. Implementing and Observing the Action
   After the planning was agreed by the English teacher, the selected action, that was schema activation strategy, was implemented in the class. The
action was implemented in two cycles. One cycle consists of two meetings. English in grade 8B of SMP N 1 Sleman was held twice a week, those were on Tuesday and Thursday. On Tuesday, it started from 08.10 till 09.35. On Thursday, it started from 08.10 till 09.35, the same as on Tuesday. The first cycle was held on Tuesday, July 23\textsuperscript{rd}, 2013 and Thursday, July 25\textsuperscript{th}, 2013. While the second cycle was held on Tuesday, July 30\textsuperscript{th}, 2013 and Thursday, August 1\textsuperscript{st}, 2013. The researcher asked English teacher to observe and record the action of the students during the class activities. The researcher himself also observed and notes anything that was found in the class. Based on the observations, notes, and records of the students' responses in the actions, the researcher members discussed the implementation. They evaluated the implementation of the actions and if the actions were not satisfied, they will improve the actions for the next cycle.

The implementation of schema activation strategy to improve students’ reading comprehension could be seen in the chart below.
The teacher chose interesting reading topic and present a picture related to the topic to attract students’ attention.

Teacher asks the students to write everything they have already known related to the topic.

Teacher conducts a class discussion to discuss what the students have written.

Asks the students to look at the illustrations and title of the text.

Asks them to predict the content of the text.

The students had the concept about the topic.

Asks the students to scan the text to match their prediction with the content of the text.

Asks the students to read the text in depth.

Asks them to make notes of the new information they find. (ex: difficult words, new terms).

Comprehending the text by finding the content in each paragraph.

The students were able to understand the content of the text.

Integrate students’ knowledge into a greater schema. It can be through a series of comprehension questions.

The teacher aids the students to draw relationships (contrast or comparison) between personal experiences and the material discussed in the text stage. (it can be through a class discussion).

Note: without giving them too much information, so the task becomes one of self-discovery and integration.

Students’ schema became greater.

Figure II: Chart for Schema Activation Strategy Adapted from Au in Ajideh (2003) and Willis (2008)
Based on the chart above, the teaching and learning process in reading was divided into three phases, those are: pre-reading phase, reading phase, and post-reading phase. However, schema activation strategies were applied in all phases. In pre-reading phase, the process began with presenting the students a picture related to the topic that would be discussed. Then, students were asked to write everything they had already known related to the topic. After that the researcher conducted a class discussion to discuss what the students have written. Then the teacher showed the students the title of the text that would be discussed. Then he asked the students to predict the content of the text based on the title. Through the activities in pre-reading phase, students were expected to have the concept of the topic in their head.

The process, then, continued to reading phase. In reading phase, the researcher presented the text and asked the students to skim it. This was done to check their prediction. After skimming the text, the researcher asked the students to read the text in depth. Then, students were asked to make notes of the new information they found (e.g. difficult words and new terms). Comprehension questions and vocabulary games could also be the activities after reading in depth. In the end of reading phase, the students were expected to be able to understand the content of the text.

After the reading phase was finished, the process continued to post-reading phase. In post-reading phase, the activity was aiding the students to draw relationships (opinion) between personal experiences and the material discussed in the text stage (it can be through a class discussion). This activity was done
without giving them too much information, so the task became one of self-discovery and integration. In this final stage, students were expected to have greater schema.

4. **Reflecting the Action**

After implementing each cycle of the action, the reflection was done. The researcher reflected what had been done and searched the weaknesses of the action and consulting it with collaborator. Then, the researcher with the collaborator evaluated the current action, whether it needed to be revised and improved or it could be re-used in the next cycle.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion which refer to the efforts to improve students’ reading comprehension ability through schema activation strategy. These are presented in three headings: reconnaissance, the implementation of the actions and discussions, and the result of pretest and posttest of students’ reading comprehension.

A. Reconnaissance

The research began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning reading. Besides conducting the interviews, the researcher also observed the situation of the English teaching and learning process in grade 8B of SMPN 1 Sleman. This class observation was held on July 18th, 2013. At that time the researcher also conducted interview with some students and the English teacher to gain information about the problems in teaching learning reading. The description of the English teaching and learning process situation could be seen in the vignette below.
Besides conducting class observation and interviews with some students, the researcher also conducted pre-test to measure students’ ability in comprehending English texts. In conducting a pre-test, the researcher presented some texts followed by some multiple choice questions. The students were asked

<table>
<thead>
<tr>
<th>Date</th>
<th>July 18th, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Class 8B</td>
</tr>
</tbody>
</table>

Before entering the classroom, the researcher met the English teacher in teacher room to make sure that the researcher would conduct class observation. Then, the researcher with the English teacher went to the 8B classroom.

Firstly, the teacher greeted to the students, all students replied it. After greeting the students, the teacher introduced the researcher and said that that day the researcher would accompany the teacher in the classroom.

After introducing the researcher, then the teacher said that the material that would be discussed was about the generic structure of descriptive text. The teacher asked the students to open “LKS” and read an example of descriptive texts. There were some students sighing as they felt that the texts were difficult for them.

Then, the teacher asked the students to read it by heart first. After some minutes, the teacher asked some students to read the text aloud. The teacher pointed the students to read aloud one by one. After the texts had been read, the teacher corrected students’ pronunciation.

After that, the teacher guided the students to understand the text. However there were many students who said that they did not understand the content of the texts. In guiding the students to understand the text, the teacher asked the students to translate each sentence. However, there were many words that they were not familiar with. In finding the meaning of unfamiliar words, the teacher asked the students to find them in dictionary. Unfortunately, there were many students who did not bring dictionary. Then, the teacher helped them by translating the texts.

After the text had been translated, the teacher asked some questions related to the text. The students answered the questions orally.

After that, the teacher explained to the students about the generic structure of descriptive text. After the students had understood about the structure, they then were asked to fill the boxes beside the text with the appropriate part of descriptive text structure. However, suddenly the bell rang. The teacher closed the class and asked them to finish the tasks as a home work.
to do it individually. The pre – test score of students’ reading comprehension could be seen in the appendix F.

1. Identification of Field Problems

Considering the results of interviews, class observation, and pre - test score, the researcher made a list of problems faced by the students in comprehending English text. The researcher made a list of field problems in the following table.

**Table 1: Field Problems in the English Teaching and Learning Process of the 8B Students of SMPN 1 Sleman.**

<table>
<thead>
<tr>
<th>No</th>
<th>Field Problems</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students made a lot of noise.</td>
<td>S</td>
</tr>
<tr>
<td>2</td>
<td>The students were not interested with the way the teacher taught.</td>
<td>TT</td>
</tr>
<tr>
<td>3</td>
<td>Students found difficulties in comprehending an English texts.</td>
<td>S</td>
</tr>
<tr>
<td>4</td>
<td>Translating each sentence in the text was the activity mostly done in understanding an English text.</td>
<td>TT</td>
</tr>
<tr>
<td>5</td>
<td>Students had low vocabulary mastery.</td>
<td>S</td>
</tr>
<tr>
<td>6</td>
<td>Most of the students had no dictionary.</td>
<td>S</td>
</tr>
<tr>
<td>7</td>
<td>The teacher seldom used media in teaching reading comprehension.</td>
<td>T</td>
</tr>
<tr>
<td>8</td>
<td>Pre reading activities were ignored.</td>
<td>TT</td>
</tr>
<tr>
<td>9</td>
<td>In understanding an English text, the students depended too much on the dictionary.</td>
<td>S</td>
</tr>
<tr>
<td>10</td>
<td>The teacher seldom related students’ background knowledge to the text given.</td>
<td>TT</td>
</tr>
<tr>
<td>11</td>
<td>Teaching and learning activities were not interesting for the students.</td>
<td>TT</td>
</tr>
<tr>
<td>12</td>
<td>There were many students who did not pay attention to the teacher’s explanation.</td>
<td>S</td>
</tr>
<tr>
<td>13</td>
<td>The students were not interested in the material given.</td>
<td>TM</td>
</tr>
</tbody>
</table>

Note:
S : Students  TT : Teaching Technique  T : Teacher  TM : Teaching Material
2. Determining the Research Problem

After finding the field problems, the researcher conducted dialogic validity by holding a discussion with the English teacher to select the problems based on the feasibility to be solved collaboratively. Based on the discussion (Interview transcript 2, pp.123), the problems were formulated as the table below.

Table 2: The Feasible Problems to be Solved in Reading Teaching and Learning Process of the XI Science II Students of SMAN I Ngemplak.

<table>
<thead>
<tr>
<th>No</th>
<th>Field Problems</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students found difficulties in comprehending English texts.</td>
<td>S</td>
</tr>
<tr>
<td>2</td>
<td>Students had low vocabulary.</td>
<td>S</td>
</tr>
<tr>
<td>3</td>
<td>The teacher seldom used media in teaching reading comprehension.</td>
<td>T</td>
</tr>
<tr>
<td>4</td>
<td>Pre reading activities were ignored.</td>
<td>TT</td>
</tr>
<tr>
<td>5</td>
<td>The teacher seldom related students’ background knowledge to the text given.</td>
<td>TT</td>
</tr>
<tr>
<td>6</td>
<td>Teaching and learning activities were not interesting for the students.</td>
<td>TT</td>
</tr>
<tr>
<td>7</td>
<td>The students were not interested in the material given.</td>
<td>TM</td>
</tr>
</tbody>
</table>

Those problems above were related to each other. The teacher ignored the role of pre reading phase in reading teaching and learning process in SMPN 1 Sleman. As stated before, pre reading phase might contain some activities which could motivate the students to read the text. One of the activities could be in the form of building students’ vocabulary and recalling students background knowledge and relating it to the material given. When the teacher did not consider this phase, she may fail in building students’ vocabulary related to the topic that would be given. As the result, the students would have low vocabulary. Moreover, there would be no activities which could be a bridge to connect their background knowledge and the new knowledge in the material which would be given.
Next, the role of media in reading teaching and learning process could not be neglected. Media could make reading teaching and learning process more interesting. When the students were interested in the lesson, they would feel at ease in understanding the material. On the other hand, when the teacher was unable to create media in supporting teaching learning process, the students would feel bored with the lesson. As a result, they would not pay attention to the teacher’s explanation.

Finally, all of the problems above caused the most significant problem that the researcher wants to solve. That problem is the students would find difficulties in comprehending reading text.

3. Determining the Actions to Solve the Field Problems

After identifying the relationship among those problems above, furthermore, the researcher and the English teacher conducted a discussion to formulate some actions to overcome the problems. Having discussed and considered the limitation of the time, energy, and fund, the researcher implemented Schema Activation Strategy in improving students’ reading comprehension. The researcher with the collaborator formulated the steps in to the following steps:

1) Building interest and attention
2) Accessing Prior Knowledge and Exploring key words
3) Building connection between Students’ Prior Knowledge and the New Material
4) Comprehending the new material.
Those steps were chosen because of the structures of learning which were appropriate to be implemented in reading. The researcher also used various resources and media for supporting Schema Activation Strategy such as pictures and reading text taken from the course book and internet.

B. The Implementation of the Actions
1. The Implementation of Cycle I
a. Planning of Cycle I

The implementation of Schema Activation Strategy in Cycle I was decided by the teacher and the researcher. In the teaching and learning process, the researcher acted as the teacher and the English teacher as the observer. This formation hopefully could maximize both the researcher and the teacher’s performance as the design of the research was mostly created by the researcher.

In this cycle, there were many activities which would be done. The activities were to support schema activation strategy.

1) Pre – Reading Phase
   a) The teacher chooses interesting reading topic and present a picture related to the topic to attract students’ attention.
   b) Teacher asks the students to write everything they have already known related to the topic
   c) Teacher conducts a class discussion to discuss what the students have written
   d) Asks the students to look at the illustrations and title of the text
   e) Asks them to predict the content of the text
2) Reading Phase
   a) Asks the students to scan the text to match their prediction with the content of the text
   b) Asks the students to read the text in depth
   c) Asks them to make notes of the new information they find. (ex: difficult words, new terms)
   d) Comprehending the text by finding the content in each paragraph.

3) Post – Reading Phase
   a) Integrate students’ knowledge into a greater schema. It can be through a series of comprehension questions.
   b) The teacher aids the students to draw relationships (opinions) between personal experiences and the material discussed in the text stage. (it can be through a class discussion)

From the activities above, the researcher and collaborator, then, formulated those activities into four steps. Those four steps were: building interest and attention, accessing prior knowledge and exploring key words, building connection between students’ prior knowledge and the new material, and comprehending the new material. Those steps, then, were so called steps in schema activation strategy. The activities in each step were designed to improve students’ interest in teaching and learning process of reading, activate students’ background knowledge before reading, help them comprehend the reading text easily, and increase their reading comprehension ability. The brief descriptions of each step is as follows:
1) Building interest and attention

In teaching and learning process of reading, building interest and attention became the first activity that the research took a great consideration. When the students were interested in the lesson, they would feel at ease in understanding the lesson. In this step, the researcher used many ways, such as: chosing interesting reading topic, taking reading material from many sources, and telling the students about the reading goals so that they would be motivated in reading the material.

Besides, the researcher also used media to build students’ interest and attention. The researcher used pictures as teaching media. The pictures were matched with the material taught. The pictures were created by the researcher himself and taken from the internet. The researcher together with the teacher had a discussion to match the material with the appropriate pictures. Besides matching the pictures with the material taught, in selecting the pictures, the researcher also considered how far the pictures could attract students’ interest and how far the students were familiar with them. After the pictures were chosen, the researcher used it to support the activity in building students’ interest and attention.

2) Accessing Prior Knowledge and Exploring Key Words

After building interest and attention had been done, the next steps were accessing prior knowledge and exploring key words. These were done by many ways. From the picture given, the researcher asked the students some questions related to it. The researcher also told to the students the meaning of the picture and related it to the phenomena in real life.
Furthermore, from the picture given, the students were also asked to write down everything they had already known related to it. This activity was called exploring key words. The main purpose of exploring key words were improving students vocabulary and preparing students’ knowledge to face the new material.

3) Building connection between Students’ Prior Knowledge and the New Material

After accessing prior knowledge and exploring key words, the new reading material was presented to the students. However, the students were not directly asked to read it. They were asked to see the title of the text and predict its content. Furthermore, the students were asked to match their prediction with the content of the text by doing scanning and skimming.

4) Comprehending the New Material

Reading the text became the activity in comprehending the new material. It was done to find the content of the text. While reading the whole text, the researcher asked the students to underline the difficult words. However, they were not allowed to find its meaning in the dictionary. The researcher would help to find its meaning by giving the clues. Doing the comprehension questions was also one of the activities in this stage.

Another activity done in this stage was aiding the students to draw relationships between personal experiences and the material discussed in the text stage. The researcher presented an issue in real life which was related with the reading material. Then the students were asked to give their advice,
recomendation, or opinion toward that issue. This activity would be through a class discussion

b. Actions and Observations in Cycle I

The actions of Cycle I were implemented twice, on Tuesday, July 23, and on Wednesday, July 25. The genre of the text was descriptive. The pictures were selected appropriately based on the material being discussed. The pictures were related to the topic of the texts. The pictures used in Cycle I could be seen as follows.

Figure III: The Pictures Used as Teaching Media in Cycle I

Those pictures above were presented in front of the classroom so that all the students could see those pictures clearly. Those pictures matched with the material. The topic of the material was about the hotel. Students were presented a descriptive text followed by some comprehension questions. The title of the text was “Grand Omega Hotel”.
In this research, the researcher did the actions as the teacher in the classroom while the English teacher took notes and observed the teaching and learning process.

The implementations of these actions were discussed below.

1) Meeting I

In the first meeting, the first action was building students’ interest and attention. This was done by many ways. First, the researcher told to the students that they would study an interesting topic. The topic was also popular and up to date. The researcher selected hotel as the topic of the lesson. The students were very attracted with the topic. It could be seen in the observation results (FN – 4) on pp. 113.

After the researcher introduced the topic of the lesson, the researcher asked them some questions related to the topic. The researcher asked the students in English and the students answered it in English as well. The researcher asked them as interesting as possible. There were a lot of jokes to make the students comfortable with the lessons. This activity was chosen because in field problems, the researcher found that the English teacher seldom applied pre reading activities. So, through this activity, the researcher tried to give the students warming up activity in order to make them ready in facing the new reading material.

This questions answers session, then, was continued with discussions session. In this activity, the researcher together with the students discussed the students’ answers. The researcher also added some information related with the topic. This was done to enlarge students’ knowledge toward the new material, so
they were more ready in learning it. In building interest and attention, the researcher chose a picture to build students interest and attention. The picture could be seen as follow.

![Figure IV: The Picture to Build Students’ Interest and Attention in Cycle I](image)

Figure IV: The Picture to Build Students’ Interest and Attention in Cycle I

That picture above was made by the researcher himself. That picture had been adjusted with the reading material that would be given. That picture was used as a medium as part of Schema Activation Strategy. That picture was proven to be able to attract students’ attention. The conclusion was said to be reliable and valid, especially in terms of democratic validity and process validity. It could be seen from the field note (FN.4, pp.113) and the interview below.

P : Oke, gimana pelajarannya tadi?  
(Okay, what do you think of today lesson?)
F : Ya menarik sekali, mister. 
   (It was interesting, Mister)

P : Menariknya dimana dik? 
   (What made it interesting?)

F : Karena ada gambarnya jadi lebih menarik daripada biasanya. 
    Gambarnya juga bikin tambah tahu apa yang mau dipelajari. 
   (There was a picture so it was more interesting than usual. The 
    picture also made me know more about what I will learn)

   (Interview Script 6, pp. 130)

This picture was also used in the next steps in pre reading activity, those 
were: accessing prior knowledge and exploring keywords. In accessing prior 
knowledge, the researcher tried to recall students knowledge related with the term 
hotel. The use of picture had a great role here. From the picture given, the 
researcher asked to the students about its meaning. The researcher asked some 
questions to the students as follows:

R : What can you see in the picture?
Ss : Big building, restaurant, swimming pool, bed, bantal, lift

R : What is bantal in English?
Ss : I do not know, Mister.

R : Pillow. O.K, are you familiar with it?
Ss : Yes, of course.

R : So, what is the big building then?
Ss : A hotel.

R : Really, where do you know if it is a hotel?
Ss : Karena ada bangunan besar yang ada banyak ruangan-
    ruanganya, terus ada lift dan kolam renangnya juga.

R : Well done. What do you think about the hotel, class?
Ss : The hotel is clean.
R: And then?
Ss: Very big
R: Any others?
Ss: and mewah...
R: Wait, remember a few minutes ago. What is mewah in English?
Ss: luxury, Mister.
R: Great.

(FN.4, pp.113)

Although the researcher asked them in English, not all students answered it in English. The students sometimes answered it in Indonesia. It was understandable as the students still had low vocabulary related with the term hotel. Though the students answered the researcher’s question in Indonesia, the researcher still appreciated them, with the expressions such as: Well done! Great! etc. After questioning students some questions related with the picture, then, they were asked to think about the words related with the picture. The students, then, were asked to write them in English. This was called as exploring keywords. In doing that, the students were divided into fifteen groups. There were 30 students in the class, so each group contained two students. Those groups were asked to discuss the English words they had already known related to the picture. They, then, were asked to write them on the white board. However, they were only able to write few words. It was because they were not allowed to open the dictionary. Considering that, the researcher allowed them to open the dictionary. The students, then, found the words related with the picture in dictionary. After it, the representations of each group were invited to come in front of the class to write
the words they found. For this time, they were able to write many words. Based on the field note (FN – 4) on page 113, it could be concluded that the students were enthusiastic in joining this activity.

Furthermore, the researcher with the students discussed those words. They discussed about the meaning of those words and the relationships between the words with the picture. Exploring keywords was the activity which was intended to check students’ vocabularies and add them with the new vocabularies which were related to the topic.

2) Meeting II

The second meeting was done on Saturday, July 25th 2013. There were two actions applied in this meeting. Those were building connection between students’ prior knowledge and a new text, and comprehending a new text. In this meeting, the researcher presented a reading material. The genre of the text was descriptive. The reading material was taken from the teacher’s course book. The title was “Grand Omega Hotel”. In choosing this text, the researcher had a discussion first with the collaborator whether it was appropriate for the students or not.

The reading material, then, were presented to the students. However, the researcher only asked them to look at the title first. After that, the researcher asked them about the meaning of the title. Almost all of them knew its meaning. After asking them the meaning of the title, they were asked to predict the content of the text. There were many responses from the students when they were asked to predict it. The researcher, then, asked them one by one to state their opinion about
the content of the text. After all students had the predictions, they were asked to do scanning to check their predictions. Scanning was done to match whether their predictions before reading the text was true or false. After they knew whether their predictions were true or false, they were asked to read the text in depth. This was done to find specific information in the text. While reading the text, they were also asked to underline the difficult words.

After finishing their reading, the students listed the difficult words they had underlined on the white board. In defining these difficult words, the researcher did not allow the students to open the dictionary. However, the researcher gave some clues to the students. The clues consisted of the words related with the difficult word, such as: by giving its root that students are familiar with, by giving its synonym, its antonym, and by giving the examples. For example, when the students did not know the meaning of the word “downtown”, the researcher asked the student the meaning of the word “central” which is the synonym of the word “downtown”. Most of students knew the meaning of the word “central”.

Defining the meaning of the words by giving the clues was intended to facilitate the students to predict the meaning of the words from the context. This was also intended to create smart guessing in reading a text when they were not allowed to open dictionary. The students were very enthusiastic in guessing the meaning of particular words through the clues given by the researcher. It could be seen in field note (FN – 4) on page 114. This was said to be reliable and valid, especially in term of process validity.
After all difficult words had been successfully defined without opening the dictionary, the researcher then asked them to read the text aloud. The researcher asked some students randomly to read the text aloud. One student was asked to read only one paragraph. After one paragraph had been read, the researcher checked and corrected student’s pronunciation. The researcher asked the whole class to repeat the correct one. This was done until the whole text had been finished to read. The researcher repeated to read the whole text once. It was done to give a good model of reading aloud.

The next activity was guiding the students to comprehend the text. In comprehending the text, the researcher asked the students the content of each paragraph. The students were asked the main idea and supporting details of each paragraph. To make sure their understanding of the text, the teacher presented them some comprehension tasks.

Beside it contained some questions related with the text, it also contained an issue which was close to students’ daily life. This issue was still related to the text. It was aimed at adding students’ knowledge toward the topic given. In Cycle I, the researcher asked the students to hold a discussion about the following theme: “Staying in Japan” Some students said that they are interested in searching more information about some places to stay. Other students even said that they want to observe a hotel near the city they lived. In expressing their feeling toward the text, the students were also asked to give the reasons.

To support the qualitative data, the researcher conducted a posttest after the implementation of the actions in Cycle I. the posttest of Cycle I was conducted
on Friday, July 26th 2013. The result of students’ posttest in Cycle I could be seen in the appendix.

c. Reflection of Cycle I

After implementing the actions, the researcher and the collaborator discussed the actions. They reflected on the actions and found out whether the action was successful or unsuccessful. The discussion was done based on the observations in the teaching and learning process, and opinions from the students and the teacher. All opinions were collected. The followings were the result of the discussion in reflecting on the actions that had been implemented in Cycle I.

1) Building Interest and Attention

The use of the up to date issue and picture medium were effective in building students’ interest and attention. The topic of the text given was the up to date issue but some students said that they were unfamiliar with it. It was because they did not experience the topic in their real life. Some jokes made by the researcher were also successful in making good lesson atmosphere and it made the students enjoyed the teaching and learning process. These conclusions were said to be reliable and valid, especially democratic validity, process validity, and outcome validity (Interview transcript 8, pp.134 and FN.4, pp.113)

The use of the picture was also significant in building students’ interest and attention. The picture was successful in making the students attracted with the topic. Picture media were more effective in stimulate students’ attention than the others. As Willis (2008 : 130) said, a big picture can serve to prompt prior knowledge, stimulate personal interest, demonstrate real world value to the
reading, and guide students to develop personal goals that will keep them connected to the content of what they read, so the information will go from working memory to long-term memory.

The effectiveness of using up to date issue and picture media in building interest and attention can be seen in the following interview. This was said to be reliable and valid, especially in term of democratic validity.

P : *Gimana pendapat kalian tentang pelajaran tadi?* (What do you think of the lesson today?)
GA : *Asik kok, Mister.* (It was enjoyable)
KH : *Gak ngebosenin juga.* (It was not boring)
P : *Apa yang bikin asyik dan gak ngebosenin?* (What made it enjoyable and not boring?)
AD : *Ada gambar-gambarnya sih.* (There were pictures)
KH : *Topiknya juga lumayan menarik. Malah berguna soalnya mau libur idul fitri.* (The topic was interesting. Moreover, it might be useful because we will have “Idul Fitri” holidays)

(Interview Script 7, pp. 132)

2) Accessing Prior Knowledge and Exploring Key Words

The activities in this stage were successfully done in Cycle I. In accessing students’ prior knowledge, the researcher still used picture medium. Through this picture, the researcher was successfully recall students prior knowledge toward the topic. It could be seen, when the researcher asked them some questions related with the picture, the student were able to answer it correctly. Although they answered it in Indonesia, the researcher still appreciated them with praise, such as: Well done! Great! etc. The praise was aimed to improve students’ self confidence.
This way was very effective as when the students’ self confidence increased, they would be more courageous in answering teacher’s questions. The conclusions were said to be reliable and valid, especially in term of process validity and outcome validity.

The picture was also used to explore key words. In exploring key words, the researcher was successful in giving students new vocabulary. Through exploring key words activity, the students were asked to write everything the had already known related with the topic. They were not allowed to open the dictionary. To improve their vocabulary, they might share their words with the others. This activity was also interesting. It could be seen that most of the students were enthusiastic in doing this activity (FN - 4, pp. 114)

3) Building Connection between Students’ Prior Knowledge and the New Material

The activities in this stage were successfully done in Cycle I. In this step, a text was presented to the students. The text was chosen based on the students’ literacy level and their knowledge of the world around them. The text was taken from the teacher’s course book, and it had been adapted by the researcher. Questions and answers session related with the title of the text was successful in building connection between students’ prior knowledge and the text given. Questions and answers session could stimulate their prediction toward the content of the text. From the observation, it could be seen that questioning the students about anything related to the title of the text could ease them to comprehend the text. After question – answer session had been done, the students, then matched
their prediction with the content of the text by doing scanning. Scanning process was also successfully done as the students, then, were able to decide whether their predictions were true or false. Based on the observation (FN – 4, pp. 114), the conclusions were said to be reliable and valid, especially in term of process validity.

4) Comprehending the new material

It was the last activity done. This activity was done to make sure that all activities before comprehending the text were successfully done. In this final step, the students were asked to read the text by heart. While reading, they were also asked to find difficult words. However they were not allowed to open the dictionary. The teacher gave them some clues to help them to find the meaning of those words. This activity was successful to promote smart guessing. Smart guessing was very useful when they found difficult words in the text.

Answering comprehension questions was one of the activities in comprehending the text. This was used to check whether the students had understood the whole text or not. The comprehension questions was used as the indication to see the success of the strategy applied in Cycle 1. The students were able to answer the questions on each task well. It could be seen in the following interview.

P: *Good…terus soal – soal nya tadi gimana, bisa mengerjakan tidak?*  
(Good, now what about the comprehension questions? Could you answer them?)

F: *Lumayan bisa mas, tapi kita bisa menjawabnya kok.*  
(They were quite difficult, Mister. But we could answer them)  
(Interview Script 6, pp. 131)
d. Summary of Cycle I

From the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The successful actions were as follows.

1) Building interest and attention was successful because the students became more interested with the lesson after they were given some activities which were able to motivate them. They were also more interested as in the beginning of the lesson they were presented interesting pictures which were related to the material.

2) Accessing prior knowledge and exploring key words were generally successfully done. It could be seen that in these activities the students were able to answers some questions related with the picture although in Indonesia. In exploring key words, the students were also able to mention many English words related with the picture given.

3) Building connection between Students’ Prior Knowledge and the New Material was quite successful as the students were able to use their knowledge to predict the content of the text through its title. They could also do scanning to match their prediction with the content of the text.

4) Comprehending the new material as the last step was successfully done. The students could do the comprehension tasks well.

e. Summary of Reflection of the Action Implementation in Cycle I

The implementation of using schema activation strategy, which include: building interest and attention, accessing prior knowledge and exploring key words, building connection between students’ prior knowledge and the new
material, and comprehending the new material, to improve students’ reading comprehension can be summarized through the table below.

Table 3: **Result of the Reflection of Cycle I**

<table>
<thead>
<tr>
<th>Components</th>
<th>Result in the reflection</th>
<th>Conclusion of the action</th>
<th>Recommendation for Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building interest and attention</td>
<td>The students were more interested with the lesson as the researcher used attractive pictures, some jokes, and up to date issue to build students’ interest.</td>
<td>The activities in building interest and attention by using attractive pictures and up to date issue would be continued in Cycle II with improvement.</td>
<td>The size of the picture should be bigger and more attractive than before. In relation to the topic, the researcher should chose more familiar topic.</td>
</tr>
<tr>
<td>Accessing prior knowledge and exploring key words</td>
<td>The students were able to access their previous knowledge. Their vocabulary was also improved.</td>
<td>The activities in accessing prior knowledge and exploring key words would be continued in Cycle II with improvement.</td>
<td>The researcher should explore the picture more deeply. The activity in exploring key words should be varied with some activities, such as: game activity.</td>
</tr>
<tr>
<td>Building connection between students’ prior knowledge and the new material</td>
<td>The students were able to use their previous knowledge to predict the content of the text given.</td>
<td>The activities in building connection between students’ prior knowledge and the new material would be continued in Cycle II with the improvement.</td>
<td>The activities in building connection between students’ prior knowledge and the new material were already well. The researcher could use it again in Cycle II.</td>
</tr>
<tr>
<td>Comprehending the new material</td>
<td>The students could answer the comprehension questions easily.</td>
<td>Comprehending the new material would be continued in Cycle II with the improvement.</td>
<td>The tasks in comprehending the text was already good. The researcher could use it again in Cycle II.</td>
</tr>
</tbody>
</table>
2. The Implementation of Cycle II

The implementation of the action in Cycle II were not much different with the implementation of the action in Cycle I. The description of the stages in Cycle II were described below.

a. Planning of Cycle II

Based on the findings in Cycle I, the researcher and the collaborator had a discussion to plan some strategic actions to solve the problems which still existed during the implementation of the actions. In solving the problem, the researcher and collaborator still used similar strategic actions in Cycle I to be implemented in Cycle II. Those strategic actions included building interest and attention, accessing prior knowledge and exploring key words, building connection between students’ prior knowledge and the new material, and comprehending the new material. However the researcher and the collaborator made some addition strategic actions to support the success of comprehending English text, such as: exploring the picture more deeply to access students’ prior knowledge and conducting picture games to explore keywords or vocabulary. These were the description of the strategic actions implemented in Cycle II.

1) Building Interest and Attention

In building interest and attention in Cycle I, the researcher used picture medium and choose current issue as the topic which would be discussed. In Cycle II, the picture medium would be used again. However, the picture would be bigger
and more attractive than in Cycle I. In relation to the topic, the researcher together with the collaborator planned to use the more familiar topic with students’ real life. Based on the observation in the implementation of Cycle I, it could be concluded that the topic was still less familiar with students’ real life. Considering that, the researcher and the collaborator planned to choose more familiar topic.

2) Accessing Prior Knowledge and Exploring Key Words

   The implementation of accessing prior knowledge and exploring keywords through picture in Cycle I was successful. However, it was necessary to be improved in Cycle II. The researcher and the collaborator planned to explore the picture more deeply. The researcher would also conduct vocabulary game to explore key words or vocabulary. The game was intended to improve students’ vocabulary and to make the lesson became enjoyable.

3) Building Connection between Students’ Prior Knowledge and the New Material

   The implementation of building connection between students’ prior knowledge and the new material was successfully done in Cycle I. The researcher and the collaborator decided to use it again in Cycle II.

   The activities in this stage were similar with the activities in Cycle I. The students would be asked to predict the content of the text by seeing the element of the text first, such as: the title of the text, the picture in the text, and the main idea of each paragraph. After that, the students would be asked to match their prediction by doing scanning.
4) Comprehending the New Material

Based on the observation done in Cycle I, the researcher decided to implement this action again in Cycle II. The tasks were already good. So, the researcher would use the same type of the tasks as in Cycle I.

b. Action and Observation in Cycle II

The actions in Cycle II were carried out two times, on Tuesday, July 29, and on Thursday, July 1. The same with Cycle I, the actions done in Cycle II were aimed at improving students’ reading comprehension. The genre of the text was still same in Cycle I that was descriptive text. The picture was selected appropriately based on the material being discussed. The picture was related to the internet topic. The picture used in Cycle II could be seen as follows.

![Picture](image.png)

Figure V: The Picture Used as Teaching Media in Cycle II

The picture above was presented in front of the classroom so that all the students could see that picture clearly. That picture matched with the material.
The topic of the material was about the plant. Students were presented a descriptive text followed by some comprehension questions. The title of the text was “Plants” The same with Cycle I, the researcher took the actions as the teacher in the classroom while the English teacher as the collaborator who took notes and observed the teaching and learning process.

The implementations of these actions were discussed below.

1) Meeting I

In the first meeting in Cycle II, the first action was still the same in Cycle I that was building students’ interest and attention. The activities in this stage were still same with the activities in Cycle I.

First, the researcher explained to the students that they would learn an interesting topic. The researcher and the collaborator had decided an interesting topic that was “plant”. The topic was also familiar with students’ real life. Based on the observation done in Cycle I, the researcher found that the topic in Cycle I was less familiar with students’ real life. Considering that the researcher decided to select “plant” as the topic in Cycle II. The students felt at ease when the topic was familiar with their life. It could be seen from the interview below.

\[ \begin{align*}
P & : Bagaimana topik pelajaran tadi? \\
   & (What about the topic?)
H & : Topiknya tadi apa to? \\
   & (What was the topic about?)
S & : Tentang tumbuhan Dar. \\
   & (It was about plant Dar)
P & : Iya tadi topiknya tentang tumbuhan. Gimana menurut kalian? \\
   & (That is right, the topic was about plant. What do you think?)
S & : Topiknya menarik Mister. \\
   & (The topic was interesting, Mister)
\end{align*} \]
After introducing the topic of the lesson, the researcher asked the students some questions related to the topic. In questioning the students, sometimes, the researcher made some jokes to make the more interested. The researcher asked them in English and the students answered it in English as well. Still same with Cycle I, the activity was continued by discussing students’ answer. In this stage, the researcher together with the students discussed the answers of the questions related to the topic. In discussing students’ answer, the researcher also added some important information related to the topic.

In this cycle, the researcher still used a picture medium to attract students’ attention toward the lesson. However the picture in Cycle II was bigger and more attractive than the picture in Cycle I. This picture was used to make the teaching learning process became more interesting. The picture was about two hands hold a plant that grows on the earth.

The picture was also used in the next activities, those were: accessing prior knowledge and exploring keywords. In accessing prior knowledge, the researcher stimulated the students to access their previous knowledge about the topic by asking them some questions based on the picture. They were asked some questions such as: what do you see in the picture? What is the picture trying to communicate? Why do the hands hold the earth? Do you know how many groups of plants on the earth?
The students answered those questions orally with mixing language, English and Indonesia. Although they answered those questions by mixing language, the researcher kept to appreciate their answers by praising them. The researcher also added some important information related with the picture given. The researcher tried to explain the picture deeply. The researcher together with the students discussed every detail element in the picture. It was different with the activity in Cycle I as in Cycle I, discussing the picture element to access students’ prior knowledge took only in a small portion, while in Cycle II this activity was improved by discussing every detail element in the picture. This was successfully to access students’ prior knowledge as discussing the picture deeply could raise their thought about their daily experience with plants. It could be seen in the following interview.

P: Bagaimana pendapatmu tentang gambar yang tadi?
(What is your opinion about the picture?)
S: Gambarnya bagus mas, menarik, berwarna dan mudah dimengerti
(It was good, interesting, colorful, and understandable)
P: Pernah mengamati jenis tumbuhan seperti yang ada di gambar tadi?
(Have you ever observed groups of plants like what you saw in the picture?)
S: Ya pernah, sering malahan. Kebetulan saya suka tumbuhan, Mister.
(Yes, I often do that instead. I like plants so much)
P: Berarti gambarinya tadi ada hubungannya dengan keseharian ya?
(So, the picture is related with your daily life, isn’t it?)
S: Ada banget, Mister
(Yes of course)
(Interview Script 10, pp. 141)

After discussing the picture finished, the next activity was still the same in Cycle I, that was exploring keywords using the picture. However, in this stage, the
researcher made an improvement. In this stage, the researcher conducted a vocabulary game to improve students’ vocabulary and to make the process of teaching and learning reading became enjoyable. The students were divided into fifteen groups. Each group consisted of two students. After that, the researcher read the rule of the game. Each group was asked to think of words related to the picture as many as possible. Then they would invite to come in front of class in turns. Each group was given five chances. It meant that they had to write five words or phrases related with the term plant. However, each group must write only a word in each chance on the white board. Other groups were not allowed to write the word which had been written by another group. They were also not allowed to write the synonym of the word which had been written. After that, the researcher together with the students discussed the words that the students had written. The researcher corrected the spelling of the words and checked whether those words were related with the term internet or not. The groups which made mistakes were given punishment. The mistakes could be the wrong spelling and the unrelated words with the topic. The punishment was singing a song. The students were enthusiastic in joining this activity. It could be seen in field note (FN – 7) page 119.

2) Meeting II

The second meeting in Cycle II was conducted on Thursday, August 2. The same with the second meeting in Cycle I, the second meeting in Cycle II was consisted two activities, those were: building connection between students’ prior knowledge and the new material, and comprehending the new material.
In building connection between students’ prior knowledge and the new material, the activities were still same with the activities in Cycle I. The researcher presented a text to the students. The genre of the text was descriptive. The title of the text was “Plants” The students were asked to predict the content of the text based on the title. Firstly the researcher asked them to observe the title of the text. The researcher asked them whether there were difficult words or not. The students understood the title easily.

After they had no problems with the title, they were asked to predict the content of the text through its title. In this stage, the students were guided to connect their previous knowledge with the new material given. There were many predictions made by the students. It was different with Cycle I, in Cycle II the researcher asked them to write down their prediction in front of the class. It was done to make clear which one was the right prediction and which one was the wrong one. After that, the researcher asked them to do scanning to match their prediction. Firstly they were asked to scan each paragraph. After they had been finished in scanning one paragraph, the researcher asked them about the content of its paragraph. After all paragraph had been scanned, the researcher and the students matched students’ prediction on the whiteboard with the scanning result. The researcher gave check mark when the prediction was true and gave the cross mark when the prediction was false. While checking the students’ prediction, the researcher always gave praise to all prediction. That was done to motivate all students.
After the prediction stage had been done, the next stage was reading and comprehending the text. The students were asked to read the text in depth by heart. While reading, they were also asked to underline the difficult words. After they had finished reading the text, the next activity was listing the difficult words in front of the class. The students were invited to write difficult words in front of the class. This was done to ease them in understanding the text and to improve their vocabulary. After all difficult words had been written on the white board, the researcher then guided them to find its meaning. The researcher gave some clues related with the difficult words to prompt the students to predict it’s meaning. The clues were by giving the synonym of those difficult words, by putting them in the context, and by relating them with students’ daily life. However, the students who had understood its meaning without some clues, could express it directly.

After all students had understood the meaning of all difficult words, the researcher guided them to pronounce those words correctly. Then, the students were asked to read the text aloud. It was done to check whether the students could pronounce the English words correctly or not. As soon as the students finished reading the text, the researcher correct the wrong pronunciation. After that, the researcher guided the students to understand the content of the whole text. It was done by asking them the content of each paragraph. When the students made mistake in stating the content of each paragraph, the researcher and the students had a discussion to find the mistake and find the correct one. This activity was successful to make the student understand the content of the text. It could be seen in the following interview.
After the content of the whole text had been identified by the students, they were guided to do comprehension tasks. The type of the tasks to check students’ comprehension was still same with the type of the tasks in Cycle I. The tasks consisted of five types. Those were: matching the words in the text with its meaning or synonym, finding references, deciding the statement whether it was true or false, answering questions based on the text, and answering questions based on a new descriptive text, which was intended to rise critical thinking for the students.

To support the qualitative data, the researcher conducted a post test. The post test was done on Friday, August 2. The result of students’ posttest in Cycle II could be seen in the appendix.

c. Reflection of Cycle II

The researcher discussed the implementation of the actions applied in Cycle II with the collaborator to have a reflection about the actions. The reflection of each action was described as follow.
1) Building Interest and Attention

Based on data in the field note (FN – 7) on page 118 and interview script 12 on page 144, it could be concluded that the use of bigger and more attractive picture could attract students’ attention toward the lesson. A familiar topic was also successful in making the students enthusiastic with the lesson. The researcher and the collaborator, then, agreed that the students were more interested with the lesson because the use of big and attractive picture assisted the students to raise their interest and attention. Besides, the familiar topic also helped them to raise their motivation toward the lesson. At the beginning they had already felt at ease toward the lesson. It was good as it made them understand the material easily. These conclusions were said to be reliable and valid, especially democratic validity, process validity, and outcome validity.

In addition, one of the students also stated that the familiar topic could increase her motivation toward the lesson. It could raise her thought that the material would be easy for her. She said, “The topic was familiar with me because I can find many plants everyday and everywhere” (Interview Script 11, pp. 142)

Another student also said that a big picture at the beginning of the lesson could attract him toward the lesson. He said that, “I was attracted to the lesson as there was a picture. The picture was interesting and bigger than before” (Interview Script 10, pp. 142)

Based on the reasons above, it could be concluded that a big picture and familiar topic could build students’ interest and attention toward the lesson. The finding was in line with Willis (2008: 130) that the big picture can serve to
prompt prior knowledge, stimulate personal interest, demonstrate real world value to the reading, and guide students to develop personal goals.

2) Accessing Prior Knowledge and Exploring key words.

Based on data in the interview transcript 11, pp. 143, the implementation of accessing prior knowledge and exploring keywords were successfully done. In accessing prior knowledge and exploring keywords of the new material, the researcher applied vocabulary games. It was successful to dig students’ prior knowledge and improve their vocabulary. The game also made this stage more interested. The students were enthusiastic in joining the game. One of the students said, “I felt enthusiastic in joining the game because the game was interesting” (Interview Script 11, pp. 143)

The game could also improve students’ vocabulary as it forced the students to think of as much as words which were related to the topic. One of the students said that their vocabulary was improved after joining the game. (Interview Script 11, pp. 143)

3) Building connection between Students’ Prior Knowledge and the New Material

Based on the field note (FN – 7) on page 118, it could be concluded that building connection between students’ prior knowledge and the new material was successfully done. In this step, there were three activities done. Those were: Conducting question – answer session toward the title of the text, predicting the content of the text and scanning about the content of the text to match students’ prediction. Those three activities were successfully done. It could be seen that the students actively involved in those activities. (FN – 7, pp, 119) Those activities
were also successful to facilitate the students to connect their prior knowledge with the new material. One of the students said that predicting the contents through the title of the text help him in understanding the text. (Interview Script 12, pp. 144)

4). Comprehending the New Material

Comprehending the text was done by doing some tasks. Based on the field note (FN – 8), pp. 120, it could be seen that the students could do those tasks well. They were also able to accomplish the tasks on time. It means that after doing some steps in schema activation strategy they felt at ease in doing reading comprehension tasks.

Moreover based on post test score in Cycle II, it could be concluded that students’ score were better than the post test scores in Cycle I. It meant that there was improvement in relation to reading comprehension score.

d. Summary of Cycle II

From the implementation of the actions in Cycle II, there were some actions that were successful and unsuccessful. The descriptions of the successful actions were as follows.

1) Building interest and attention was successfully done. The use of up to date and familiar topic, big and attractive picture, and telling about the goal of the lesson in the beginning of the lesson were able to build students’ interest and attention. They were motivated to face the new topic.

2) Accessing prior knowledge and exploring keywords were also successfully done. The activities in this stage included: asking some questions related to the
topic and conducting vocabulary games. One of the activities which took a great attention was the use of the game in this stage. Vocabulary game could help the students to access their prior knowledge and improve their vocabulary.

3) Building connection between students’ prior knowledge and the new material were successfully done. Asking some questions about the title of the text, predicting the content of the text, and scanning to match students’ prediction were some activities done to facilitate the students to build connection between their previous knowledge and the new material. Those activities were successful in connecting students’ prior knowledge and new English text.

4) Comprehending the new material was done by giving the students some tasks related to the text given. The students could do the tasks well. It meant that they were successful in comprehending the new material.

Regarding the findings of Cycle II that all actions were successful in improving students’ reading comprehension skill and the objective of this research was achieved, the researcher and the collaborator agreed to end this research in this cycle. The differences of students’ reading comprehension skill in the teaching and learning process during Cycle I and Cycle II could be seen in the following table.

Table 4: The Differences of Students’ Reading Comprehension Skill in the Teaching and Learning Process during Cycle I and Cycle II

<table>
<thead>
<tr>
<th>Before the Action</th>
<th>After Cycle I</th>
<th>After Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students had low vocabulary</td>
<td>Students’ vocabulary was improved.</td>
<td>Students’ vocabulary was richer than before.</td>
</tr>
<tr>
<td>Students were not interested with the activities in teaching and learning reading</td>
<td>The activities in teaching and learning reading were interesting so the students’ interest was</td>
<td>The activities in teaching and learning reading were interesting and varied so the students’ interest was</td>
</tr>
<tr>
<td>The students were not interested with the topic and the material</td>
<td>The students were interested to the topic and the material but it was still less familiar for them.</td>
<td>The students were interested to the topic and the material because it was up to date and familiar with the students.</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>The pre reading activities were ignored.</td>
<td>There were many activities, in pre reading stages, so it could be a bridge for students’ prior knowledge and the new material.</td>
<td>The variation in pre reading stage was improved, e.g.: by conducting vocabulary games and using the picture medium maximally so it could create enjoyable lesson. It was also more effective in activating students’ schema.</td>
</tr>
<tr>
<td>The students felt difficult in comprehending English text.</td>
<td>The students felt at ease in comprehending English text. However there were some mistakes in comprehending the text.</td>
<td>The students felt at ease in comprehending English text with fewer mistakes in comprehending the text.</td>
</tr>
</tbody>
</table>

C. Students’ Score

To support the qualitative data, the researcher also conducted pre test and post test to measure the improvement of students’ reading comprehension. The pre test was conducted on Wednesday, July 19th 2013. Meanwhile, the first post test was conducted on Friday, July 26th 2013 and the second post test was conducted on Friday, August 2nd 2013. In conducting the tests, the students were presented some multiple choices queestion questions and they were asked to accomplish it
individually. The summary of the results of the pretest and posttest could be seen in Table 5.

Table 5: The students’ reading comprehension scores

<table>
<thead>
<tr>
<th>Data</th>
<th>Pretest</th>
<th>Posttest 1</th>
<th>Posttest2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>5.45</td>
<td>6.73</td>
<td>7.82</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.99</td>
<td>0.89</td>
<td>0.74</td>
</tr>
</tbody>
</table>

Based on the table above, it could be seen that the students’ reading score of posttest of Cycle 1 was higher than the score of pretest. It could be concluded that the students’ reading scores improved. Meanwhile, the standard deviation in the posttest of Cycle 1 was lower than the standard deviation in the pretest. It meant that the students’ reading score was homogeneous.

Furthermore, the score of posttest of Cycle II was higher than the score of posttest in Cycle I. It could be concluded that the students’ reading scores improved. Besides, the standard deviation in the posttest of Cycle II was lower than the standard deviation in the posttest of Cycle I. It meant that the students’ reading score was more homogeneous which meant that there were more students got high scores.

In addition, to confirm the significant improvement of mean scores in the reading comprehension tests before and after the action, the researcher used t test. By using SPSS version 17, the result of the t test was -13.056 (p<0.05) for pair 1 (pretest – posttest 1) and the result of the t test was -10.014 (p<0.05) for pair 2.
(posttest 1 – posttest 2). The values showed that there was a significant improvement in the students’ reading comprehension after the implementation of the action, i.e. using schema activation strategy. The result could be seen in Table 6.

From table 6, it could be seen that the $t$ value in pair 1 was negative. It showed that the mean score in pretest was lower than that in the posttest 1. The $t$ value in pair 2 was negative as well. It also showed that the mean score in posttest 1 was lower than that in posttest 2. Based on these, it could be concluded that there was significant improvement in students’ reading comprehension scores during pretest, posttest 1, and posttest 2.

Table 6: **Paired Samples Test**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1 pre_test - post_test1</td>
<td>-1.5075</td>
<td>-1.0992</td>
<td>-13.056</td>
<td>29</td>
<td>.000</td>
</tr>
<tr>
<td>Pair 2 post_test1 - post_test2</td>
<td>-1.2875</td>
<td>-.8462</td>
<td>-10.014</td>
<td>29</td>
<td>.000</td>
</tr>
</tbody>
</table>

**D. Discussion**

The research focused on improving students’ comprehension using Schema Activation Strategy. This strategy included for steps: building interest and attention, accessing prior knowledge and exploring key words, building connection between students’ prior knowledge and the new material, and
comprehending the new material. This strategy was implemented both in the Cycle 1 and Cycle 2. The findings of the research showed that Schema Activation Strategy was successful in improving the students’ reading comprehension. From the findings, the discussion was written as the followings.

Building students’ interest and attention was the first step of Schema Activation Strategy implemented by the researcher in both cycle. To do this, the researcher used picture media and up to date issue as the topic of the lesson. Based on the findings, the use of picture media was successful in making the students to be interested with the lesson. The researcher also used the picture media to introduce the topic to the students and to attract students’ attention. Choosing the up to date issue was also proven in attracting students toward the lesson.

The next step of Schema Activation Strategy was accessing prior knowledge and exploring keywords. To do this step, the researcher still used picture media. The researcher showed the picture to the students and posed some questions related to the picture. Questioning the students about the picture was proven to be effective in recalling students’ prior knowledge toward the topic being discussed. That could be a reason why questioning students before the reading phase is essential part in order to make “a bridge” between what the students have already known and what they will know.

Therefore, the picture was also used to explore keywords. Exploring keywords was intended to improve students vocabulary. Through the picture given, the students were asked to write as much as words they could find related
to the picture. In this phase, students are asked to write about their knowledge of the subject and, after writing, discuss their knowledge with other students. Sharing and discussing what the students have written will help them to improve their vocabulary mastery.

The next step was building connection between students’ prior knowledge and the new material. It was done to introduce the students with the text that would be given. Through this step, the students were presented a text which was appropriated with their literacy level. They were asked to read the title of the text and do skimming and scanning. The researcher did not directly ask them to read the whole text as the researcher wanted them to have awareness to use their prior knowledge to predict the content of the new material. The students are only asked to read short section of the text and then the teacher asks them some questions about the content of the text. It is intended to prompt the students to use their reading strategies, scanning and skimming, and use their prior knowledge to predict the content of the text. This step was successfully done in making the students to be a good predictor as they could predict the content of the text before reading the whole text. They also knew how to do scanning and skimming.

The final step of Schema Activation Strategy was comprehending the text. In comprehending the text, the researcher asked the students to read the whole text. While reading the text, they were asked to underline the difficult words. However they were not permitted to open the dictionary to find those difficult words. The teacher helped them to find the meaning of those difficult words by giving the clues of those words. Through these techniques, the students were able
to be smart guessers which could find the meaning of the difficult words without opening the dictionary.

Furthermore, the students were presented a set of comprehension questions. There were used to evaluate how far the students understand the content of the text.

The researcher also add an activity in comprehension task, that was discussion task. In this task, the students were given a topic to discuss. The topic was choosen based on the up to date event and students’ familiarity. This provide an opportunity for each students to give opinions with what they already know and to accommodate the new information into their preexisting schemata. Through this process, student’s schemata become redefined and extended. The teacher has the responsibility of leading the students to the appropriate answers without giving them too much information, so the task becomes one of self-discovery and integration.

Comprehending the new material, as the final stage in Schema Activation Strategy was regarded to be successful. The students could accomplish the task well. They also understood the material that had been taught.

However, the implementation of Schema Activation Strategy in both Cycle was not really successful. There were some unsuccessful actions. Those were as follows.

Firstly, the topic of the lesson in Cycle I was up to date, but it was still unfamiliar with students’ daily life. When the researcher did apperception to introduce the topic, it needed long time to make the students knew about the topic
that would be studied. The researcher had to make a lot of clues to the students and it took much time. The hotel topic was considered to be unfamiliar topic, although it was up to date. However, that problem could be solved in Cycle II. In Cycle II, the researcher gave the more familiar topic to the students, that was about Plants. This topic was chosen by the researcher and the collaborator.

Secondly, in Cycle I, the use of the pictures media to build interest and explore keywords could not run well. It was because the picture was not big enough. It was difficult for the students who sat in the back rows to see the pictures. So, when the researcher asked them about the pictures, they looked confused. They said that the pictures were not clear. After conducting the reflection, the problem could be solved in Cycle II, that was by giving the big picture.

Thirdly, in Cycle I, the researcher did not use the pictures media maximally. He did not explore the pictures deeply. There was only small portion in asking the students about the pictures. It was caused by the limitation of the time given to do the research. The researcher was only given four meetings to apply the actions. It meant that the researcher had to finish all the activities in Cycle I in two meetings. Because of that, the researcher should consider the time for each activity. So, the pictures media could not be used maximally. Furthermore after discussing with the collaborator, the problem could be solved. The collaborator advised that the researcher should explore the picture maximally in Cycle II. The researcher asked every detail information in the picture in Cycle II.
Next, the activity in exploring keywords in Cycle I was monotonous. The researcher only asked the students to write down everything they knew about the pictures. The students were asked to do it in groups. However, there were some students who did not participate well in their groups. They felt that the activity was uninteresting. The researcher chose this activity as he thought that the goal of the activity was to improve students’ vocabulary. They researcher did not consider the interest of this activity. This problem could be solved in Cycle II by conducting vocabulary game. This game was proven to make the students to be attracted with the lesson and participated well in their groups.

Lastly, in Cycle II, there was a comprehension task that could not be done well. That was discussion task. In discussion task, the students were asked to work in groups. They were asked to discuss “Describing parts of plants and its functions” This task was the last task and was aimed to help the students to relate the students’ personal experience with the material given. This task could not be done well as the limitation of the time given to do the research. The students did not have enough time to discuss their works with the others as the time was up.
A. Conclusions

The conclusions in regard to the results of each action are as follows.

1. The Design of Actions in Cycle I

In Cycle I, the researcher implemented some actions such as building interest and attention, accessing prior knowledge and exploring keywords, building connection between students’ prior knowledge and the new material, and comprehending the new material. There were some successful and unsuccessful actions in Cycle I.

In general, the actions applied in Cycle I were successfully done. Firstly, building interest and attention were successful. The activities could attract students’ attention toward the lesson. After implementing this step, the students’ interest also increased. Secondly, accessing prior knowledge and exploring keywords could be done well. Through this step, the students’ vocabulary increased as in this step the students were asked to write the words related to the picture given and share them with others. This was said to be reliable and valid, especially in term of process and outcome validity. Thirdly, the step done was building connection between students’ prior knowledge and the new material. In this stage, the researcher helped them to relate students’ background knowledge with the material given. Because of the students were able to relate them, they felt
at ease in understanding the text. Lastly, the comprehension session could also be
done well. The students were able to do comprehension tasks.

However, there were some actions that couldn’t be done well in Cycle I.
Firstly, in choosing the topic, the researcher chose the up to date topic but it was
not familiar with students’ life. As the consequence, there were some students
who did not know the material well. Secondly, the use of the pictures media to
build interest and explore keywords could not run well. It was because the picture
was not big enough. Thirdly, the researcher did not use the pictures media
maximally. He did not explore the pictures deeply. As the result, all detail
information in the picture couldn’t be delivered well to the students. Lastly, the
activity in exploring keywords was monotonous. The researcher only asked the
students to write down everything they knew about the pictures. The students
were asked to do it in groups. However, they felt that the activity was
uninteresting. There were some students who did not participate well in their
groups.

2. The Design of Actions in Cycle II

In Cycle II, the researcher implemented some actions with some
improvement in Cycle I. The actions focused on the implementation of Schema
Activation Strategy, which includes four main steps: building interest and
attention, accessing prior knowledge and exploring keywords, building connection
between students’ prior knowledge and the new material, and comprehending the
new material. However, in this Cycle, the researcher chose the more familiar topic
toward students’ daily life. The researcher also used the bigger picture than in
Cycle I. The picture was also explored more deeply than in previous Cycle. There was also vocabulary game in Cycle II. After joining this game the students motivation toward the lesson improved and their vocabulary also improved. By implementing the improved actions, the students’ reading comprehension increased.

B. Implications

Based on the result of the action, it was found that the students’ reading comprehension improved. They also could use their prior knowledge to comprehend the new material. In addition, the lesson activities were not monotonous, so that the students could enjoy the lesson.

The result of the study indicated that the process of teaching and learning, especially reding, by applying SAS could improve their reading comprehension. Schema Activation Strategy which consists of some steps were proven to be able to make the students recall their prior knowledge, connect their prior knowledge with the new knowledge, and use the connection to comprehend the text well.

C. Suggestions

1. To the Students

The students should be able to use some strategies in comprehending an English text. One of them is by using their prior knowledge to understand the new material. It can be done by recalling everything they have in their mind related with the new material. They can use their experience or daily life related to the
topic to predict the content of the text. To match their prediction, they may use scanning and skimming. If they have a problem with vocabulary mastery, the can use smart guessing. There are many ways to do smart guessing, such as: looking for prefixes, looking for suffixes, looking for roots that are familiar, looking for grammatical contexts that may signal information, and looking at the semantic context (topic) for clues.

2. To English Teachers

   It is essential for the teacher to improve the quality of English teaching-learning process especially in reading activities. The English teacher should be able to apply Schema Activation Strategy since it creates some activities which can accomodate the students to access their prior knowledge and connect it with the new knowledge in the new material. In addition, the teacher should use media to make the teaching and learning process becomes interesting.

3. To Other Researchers

   The researcher expects the other researchers who will conduct a similar research have better preparation before conducting the research. In this study, the researcher conducted the research in four sessions because of the limited time. Other researchers may follow up this study in a longer time in order to find more actions to improve the students’ reading comprehension. The researcher expected that other researchers who will conduct a research in the same field have more activities in Schema Activation Strategy.
REFERENCES


Willis, Juddy. 2008. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. Virginia: Association for Supervision and Curriculum Development

APPENDIX 1
FIELD NOTES
No : FN.1
Date : Monday, July 15th, 2013
Time : 09.20
Place : Headmaster’s room and teacher’s room
Activity : Research permission
Respondent : R : Researcher
            WK : Dra. Hj Wahyuni Kismardini (Headmaster)
            IP : Ika Putri (English Teacher)

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R came to the school and entered the TU room. R asked one of TU staffs whether the headmaster is available or not. TU staff asked the R to wait for a moment; meanwhile he entered the headmaster’s room. He came out and allowed R to meet WK.</td>
</tr>
<tr>
<td>2</td>
<td>R explained about conducting an action research in the school to WK for his thesis. WK then asked the title of the thesis. R explained all about the title and the procedures of the research. WK allowed R to conduct the research in SMPN 1 Sleman after R explained about the research details. WK commanded R to meet ET soon.</td>
</tr>
<tr>
<td>3</td>
<td>R went to teacher’s room and meet IP. R explained that R is going to conduct an action research in her class, and R wanted to interview IP for a few minutes. R asked IP about obstacles during the teaching and learning process, especially in reading class. After IP explained the obstacles to R, R asked a suggestion about the suitable subject for the research to IP. IP answered by inviting R to observe 8B class on Thursday, July 18th. R and IP ended the first meeting.</td>
</tr>
</tbody>
</table>

No : FN.2
Date : Thursday July 18th, 2013
Time : 09.20
Place : Teacher’s room and grade 8B class
Activity : Conducting observation class
Respondent : R : Researcher
            IP : Ika Putri (English Teacher)

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R arrived at the school and met IP</td>
</tr>
<tr>
<td>2</td>
<td>IP invited R to observe 8B class with IP</td>
</tr>
<tr>
<td>3</td>
<td>R conducting the class observation while IP explained materials to students of grade 8B.</td>
</tr>
<tr>
<td>4</td>
<td>After the observation class has ended, R continued tp interview IP and R asked IP when R is allowed to conduct pre-test in the class</td>
</tr>
<tr>
<td>5</td>
<td>IP allowed R to conduct the pre-test on Friday 19th of July, 2013.</td>
</tr>
<tr>
<td>6</td>
<td>IP and R ended the second meeting.</td>
</tr>
</tbody>
</table>
No : FN.3  
Date : Friday July 19th, 2013  
Time : 07.00 – 07.35  
Place : Teacher’s room and grade 8B class  
Activity : Conducting pre – test  
Respondent : R : Researcher  
IP : Ika Putri (English Teacher)  
S : Students  

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R went to teacher’s room and meet IP</td>
</tr>
<tr>
<td>2</td>
<td>R gave the pre – test to IP. IP read for a few minutes and then IP allowed R to conduct pre – test in the class.</td>
</tr>
<tr>
<td>3</td>
<td>R went to the grade 8B class</td>
</tr>
<tr>
<td>4</td>
<td>In the class, R greeted Ss and checked the students’ attendance. All Ss were in the class.</td>
</tr>
<tr>
<td>5</td>
<td>After checked the attendance, R asked the students to pray before conducting pre – test.</td>
</tr>
<tr>
<td>6</td>
<td>R gave instructions before the students do the pre – test.</td>
</tr>
<tr>
<td>7</td>
<td>The students answered the pre – test quietly.</td>
</tr>
<tr>
<td>8</td>
<td>R collected the students’ worksheet after the time ended and thanked the students for the cooperation.</td>
</tr>
</tbody>
</table>

No : FN.4  
Date : Tuesday July, 2013  
Time : 08.10 – 09.35  
Place : Teacher’s room and grade 8B class  
Activity : Implementing cycle 1 (1st meeting)  
Respondent : R : Researcher  
IP : Ika Putri (English Teacher)  

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R went to Teacher’s room and met IP</td>
</tr>
<tr>
<td>2</td>
<td>R informed IP that today R will implement the actions for cycle 1</td>
</tr>
<tr>
<td>3</td>
<td>IP checked the materials for the teaching and learning process.</td>
</tr>
<tr>
<td>4</td>
<td>IP and R went to the class after all preparations were ready.</td>
</tr>
<tr>
<td>5</td>
<td>After IP and R arrived in the class, IP informed that today R will teach the Ss.</td>
</tr>
<tr>
<td>6</td>
<td>IP sat in the back and R started the lesson.</td>
</tr>
</tbody>
</table>
| 7 | R greeted Ss and checked the presence. All Ss were in the class. R started the class by asking the Ss about holidays. R asked a question, “how was your holidays, class?” Some S answered “stayed at home, because this is Ramadhan,Mister” “Oh I see, Which one of you who travelled
somewhere?” one of S answered “I went to Bandung, Mister.” “Really, what were you doing there? And where did you stay?” S answered “Saya ke rumah nenek dan menginap selama satu minggu”. R continued to ask S “That must be awesome, but have you ever stayed in a hotel in Bandung?” “No, Mister”. R then asked to other S, “How about others? Have you ever stayed in a hotel?” One of S answered quickly “Me, Sir. Saya dan keluarga menginap di Novotel Bali setahun lalu ketika liburan bersama”, R asked again, “So, what have you seen there in the hotel?” S answered enthusiastically, “Many things, such as cars, rooms, tourists, and many others, Mister”.

8. R asked Ss to have a look at the LCD that contained pictures of luxury and comfortable rooms. There was a sentence on the pictures that says “Savour Luxury that is Green at Heart”. R asked Ss to observe the sentence and asked Ss to understand the meaning of the sentence. Some of Ss were confused and asked their friend. Many of them did not understand the word “Savour” and “luxury”. R did not allowed S to open their dictionary. R gave a clue for each word, “savour is the synonym of enjoy or like” From this clue, Ss knew that the meaning of the word “savour” is “nikmati” in Bahasa Indonesia. For the “luxury” R gave a clue, “What do you feel when you stay in a very expensive hotel?” Some S answered “mewah”. From this clue, Ss were able to find the meaning of the word “luxury” in Bahasa Indonesia.

9. R asked Ss to have a look at the picture again after Ss have understood the sentence. Meanwhile, R asked some questions to Ss related to the picture.

R : What can you see in the picture?
Ss: Big building, restaurant, swimming pool, bed, bantal, lift
R : What is bantal in English?
Ss : I do not know, Mister.
R : Pillow. O.K, are you familiar with them?
Ss : Yes, of course.
R : So, what is the big building then?
Ss : A hotel.
R : Really, where do you know if it is a hotel?
Ss : Karena ada bangunan besar yang ada banyak ruangan-ruanganya, terus ada lift dan kolam renangnya juga.
R : Well done. What do you think about the hotel, class?
Ss : The hotel is clean.
R : And then?
Ss : Very big
R : Any others?
Ss : and mewah...
R : Wait, remember a few minutes ago. What is mewah in English?
Ss : luxury, Mister.
R : Great.

Ss answered the questions well, unfortunately not all answers used English. However, R tried to praise Ss by saying “Well done”, “great”.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>R asked Ss to write down everything related to the pictures they have discussed on the white board. R asked Ss to form a group of two and wrote the things they have discussed on the white board. Ss discussed together in a group quietly.</td>
</tr>
<tr>
<td>11.</td>
<td>After all the representative students of each group have written on the white board, R and Ss discussed the words on the whiteboard. Firstly, R asked Ss the meaning of each word in Bahasa Indonesia. R also asked Ss whether the words have related to the topic of hotel or not.</td>
</tr>
<tr>
<td>12.</td>
<td>R provided a descriptive text entitled ‘Grand Omega Hotel’ for each Ss. R asked Ss to observe the title. R checked whether Ss understand the title or not by asking them. After Ss understood the title, R asked Ss to predict the content of the text from its title. Ss gave many different respond, but most of the Ss said in Bahasa Indonesia, for example “teks ini berisi tentang apa saja yang terdapat dalam hotel Omega, Mister”. Said Bunga. Another Ss, Arni said “sepertinya teks ini tentang promosi hotel Omega, Mister”</td>
</tr>
<tr>
<td>13.</td>
<td>After Ss gave the prediction about the text, R asked them to match their prediction by scanning. R informed Ss that scanning is quickly searching for some particular piece or pieces of information in a text. R asked Ss to check whether their prediction is suitable or not after they scanning the text.</td>
</tr>
<tr>
<td>14.</td>
<td>R asked Ss to read deep in heart and to underline difficult words.</td>
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</tbody>
</table>
| 15. | After Ss finished in reading the text, R asked them. “Is there any difficult words?” Ss answered “Yes, Mister”. “Could you please write them down on the white board?” asked R. Ss wrote some difficult words one by one and discussed them together. R gave some clues for Ss to help them understand the meaning of a difficult word in Bahasa Indonesia. For instance, when Ss asked the meaning of “downtown” in Bahasa Indonesia:  
   R : Okay, is there anyone knows the meaning of “downtown”?  
   Ss : No, Mister.  
   R : Okay, I going to help you.  
   Ss : (The students pay attention to the researcher)  
   R : “downtown” is the synonym of the word “central”. What is the meaning of the word “central” in Bahasa Indonesia?  
   So, what is the meaning of “downtown”?  
   Ss : Oh I see ... “pusat kota”  
   R : Great, students. |
| 16. | R guided Ss in comprehending the text. “O.K, let’s see the content of each paragraph”. R asked one of students to read the text loudly. One S read one paragraph. R checked the pronunciation of each word while S read the text. After Ss have finished in reading all paragraphs, R read all paragraphs. |
| 17. | R asked the content of each paragraph. “Ok, class what is the content of the first paragraph?” Ss seemed confused to answer the question. There was a student named Annas answered; “Kalau gak salah tentang sebuah hotel dan isinya ya, Mister?” “Great” R agreed with the answered. “Ok now, what is the name of the hotel and what kind of hotel exactly?” R asked the same S. “The name of the hotel is Grand Omega Hotel and it is a four star hotel.” Ss answered.  
   R : That’s right, Ss. Great!  
   R : Let’s see the content of the second paragraph. “Good, Ss.”  
   Ss : “Grand Omega Hotel” is situated near the airport and close to the shopping center.  
   R : Fine. So, Ss, “Grand Omega Hotel” is situated near the airport and close to the shopping center. What’s next?  
   Ss : “Grand Omega Hotel” is a four star hotel.  
   R : Great, Ss. “Grand Omega Hotel” is a four star hotel.  
   So, “Grand Omega Hotel” is situated near the airport and close to the shopping center. And it is a four star hotel. That’s all, Ss.  
   Ss : Yes, Mister. |
hotel, Mister” said R. “Well done again student” said R. “Ok now, what is information you can find in the first paragraph?” R asked Ss again. A student named Khansa answered; “Bentuk hotelnya terlihat seperti kastil eropa lama, Mister”. “Another great answer by Khansa”. Then R asked “Ok, any other informations you can find in the first paragraph?” asked R again. “The facilities of the hotel, Mister”. “Awesome”.

18. R asked the next question; “what is the content of the second paragraph? A student named Gilang answered; “Paragraf dua berisi tentang fasilitas-fasilitas yang ada di dalam kamar hotel, Mister” “Nice answer, Gilang” said R. The bell rang before R and Ss finished the discussion of each paragraph. R ended the class by remembering Ss to study the text at home.

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>R met IP and told her that R was ready to do the reseach.</td>
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<tr>
<td>2.</td>
<td>R went to the class. R greeted and checked the attendance before start the lesson. R asked about the last materials. Ss answered “Descriptive text about hotel, Mister”</td>
</tr>
<tr>
<td>3.</td>
<td>R asked Ss to open the text and chose 2 Ss to read the text loudly. Each S read two different paragraphs.</td>
</tr>
<tr>
<td>4.</td>
<td>R read the text loudly while correcting the wrong pronunciation produced by Ss. Then, R asked Ss the content of each paragraph.</td>
</tr>
<tr>
<td>5.</td>
<td>R and Ss continued in discussing the content of the last paragraph. “What is the content of the last paragraph?”. There was not S who try to answer the question for a while. Then there was a student named Ihsan answered “The paragraph describes the staffs, Mister” “Ok, good, and how the paragraph describes the staffs?” R asked Ss. There was no answers from S. R tried to help Ss by giving the clue. “Try to have a look at the last sentence, students!, I think it describes the staffs” After a few minutes A student named Reisnanda answered “The staffs of that hotel, from the receptionists, housekeepers, and bellboys are trained to be polite and to help guests in any way they can”</td>
</tr>
<tr>
<td>6.</td>
<td>R asked Ss to answer the questions based on the text after discussing the content of each paragraph. R asked Ss to work in pairs.</td>
</tr>
<tr>
<td>7.</td>
<td>R walked around the class and checked the students’ work. R helped Ss by asking them. “Is there any difficulties, students?” Ss seemed fine and continued the exercises.</td>
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</tbody>
</table>
8. R together with Ss discussed the exercises after Ss finished in answering the questions.

9. Then R distributed another descriptive text for S entitled “Staying in Japan” R asked Ss to read and comprehend the text by their own. “Ok, students, this time, try to read and understand the text by your own, it means that you are not allowed to work together, then try to answer the questions” There was a student said “Waduh Mister, susah kalo ngerjain sendiri-sendiri” R tried to convince them not to afraid in understanding the text. “It’s okay, just ask me if you find difficulties when understanding the text, I will help you, students” Ss started to read the text in depth. They continued to answer the questions after the finished in reading the text.

10. After Ss finished in understanding the text and answering the questions, R together with Ss discussed the text. However, the bell suddenly rang just a few minutes before R and Ss finished the discussion. R closed the class and asked Ss to study at home. R also informed Ss that tomorrow R will conduct a test to measure the reading comprehension.

No : FN.6
Date : Friday, July 26th, 2013
Time : 07.00 – 07.35
Place : Teacher’s room and grade 8B class
Activity : Conducting Post - Test
Respondent : R : Researcher
           IP : Ika Putri (English Teacher)
           S : Student

<table>
<thead>
<tr>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
<td>R met IP in the Teacher’s room and explained that R will conduct the first post – test.</td>
</tr>
<tr>
<td>2.</td>
<td>R gave the post – test when IP asked the post – test materials. After read the post – test for a few minutes, IP allowed R to enter the class and conduct the post – test.</td>
</tr>
<tr>
<td>3.</td>
<td>R went to the grade 8B class.</td>
</tr>
<tr>
<td>4.</td>
<td>In the classroom, R greeted Ss and checked the attendance. Fortunately, All Ss were come to the class.</td>
</tr>
<tr>
<td>5.</td>
<td>R asked Ss about their readiness before start the test. Ss seemed ready because R has told them in the previous meeting.</td>
</tr>
<tr>
<td>6.</td>
<td>R explained the rules before they start the test.</td>
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<tr>
<td>7.</td>
<td>Ss did the post test silently.</td>
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<tr>
<td>8.</td>
<td>R took the student worksheets when the bell rang. R thanked to all Ss and closed the meeting.</td>
</tr>
</tbody>
</table>
No  : FN. 7  
Date  : Tuesday, July 30th, 2013  
Time  : 08.10 – 09.35  
Place   : Teacher’s room and 8B class  
Activity : Implementing cycle 2 (1st meeting)  
Respondent  
R  : Researcher  
IP  : Ika Putri (English Teacher)  
S  : Student  

<table>
<thead>
<tr>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
<td>R went to the teacher’s room and met IP. R informed IP that R is ready to do the research.</td>
</tr>
<tr>
<td>2.</td>
<td>R and ET went to the class.</td>
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<tr>
<td>3.</td>
<td>All Ss were ready when R and IP went into the class. R greeted Ss and checked the attendance list. All Ss were come to the class.</td>
</tr>
<tr>
<td>4.</td>
<td>R asked the Ss condition before start the lesson. “Good morning class, how are today?” “I am fine, thank you, and you?” All Ss answered loudly. “Are you ready to study today?” “Ready, Mister”.</td>
</tr>
<tr>
<td>5.</td>
<td>R tried to recall the last material before present the new one. “Ok, what we have learned in the last meeting?” All Ss answered, “Descriptive text”. “And what is the topic of the text?” “Hotel, Mister” Then R explained that R is going to give another descriptive text but different topic. A student named Anas asked “What is the next topic, Mister?” “okay, today we are going to learn about plants” answered R. R also wrote the topic on the white board.</td>
</tr>
<tr>
<td>6.</td>
<td>R asked Ss some questions about plant. “Ok, does anybody here know the definition of plant?” All Ss were silent. “Tumbuhan, Mister” a student named Evita answered. “That’s the meaning in Bahasa Indonesia, I mean the definition of plant in English, anybody knows?” All Ss were still silent. Then R asked Ss to define plant in Bahasa Indonesia. “Tumbuhan adalah makhluk hidup yang ada di bumi biasanya mempunyai daun, batang, dan akar, Mister” “great, What is daun in English? A student answered “leaf”. “and what are batang and akar in English?” All Ss were silent because they do not know the answer and finally R gave the answer. “So plant is a living thing that grows up in the earth and usually has a stem, leaves, and roots”</td>
</tr>
<tr>
<td>7.</td>
<td>R showed a picture about plant. The R asked Ss the purpose of the picture. Nora answered “Mungkin menjaga tumbuhan di bumi kita tetap utuh, Mister” “Great, there is a plant that grows on the earth and hands keep them safely”. “So, why those hands keep the earth and plant?” Nora answered “Ya karena tumbuhan adalah makhluk Tuhan, jadi harus di jaga” All Ss looked the picture enthusiastically.</td>
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<tr>
<td>8.</td>
<td>R asked Ss to form a group that consist of two Ss. R asked S to write words related to plant as many as possible. R informed that there will be a game for this activity. “game nya apa, Mister?” asked Ss enthusiastically. “Ok, nanti setiap perwakilan kelompok maju berurutan dari kelompk 1, 2, 3 dst. Setiap perwakilan hanya diperbolehkan menulis satu kata dan tidak boleh kata...”</td>
</tr>
</tbody>
</table>
9. Ss started to do the game. They tried to find words as many as possible. They enjoyed every step of the game and the punishment.

10. R together with Ss discussed the words after the game session ended. Based on the discussion, the fourth group wrote a word that is not related with the topic. So, the members of the fourth group have been sentence to sing a song in the front of the class.

11. R provided a descriptive text entitled “Plants” R asked Ss to observe and predict the content of the text from its title. Many responses came from Ss. Putra gave his opinion, “I think the text is about kinds of plants, Mister”. Another Ss named Rafli said “teks ini mendiskripsikan 4 macam jenis tumbuh-tumbuhan yang hidup di bumi”.

12. After Ss gave the prediction of the content, R asked Ss to match the prediction by scanning the text.

13. R asked Ss to read the text in depth and underlined difficult words find in the text.

14. After Ss finished in reading the text, R asked Ss, “Ok students, do you find any difficult words? Ss answered, “Yes of course, Mister”. “Okay, please write down the difficult words on the white board!” Ss wrote the difficult words on the white board one by one. After they wrote the difficult words, R together with Ss discuss them. In this activity, R did not allowed Ss to open the dictionary. R helped S understand the difficult words by giving clues such as synonym, antonym, and additional sentences. For instance, to find the meaning of the word ancient in Bahasa Indonesia, R gave a clue as follow: “ancient is the antonym of new or modern, what the meaning is of new or modern?” All Ss answered “baru atau modern” “So the meaning of the word ancient is …?” All Ss replied quickly “kuno”.

15. R guided Ss in comprehending the text. “Ok, let’s discuss the content of each paragraph”. Then R chose Ss randomly to read the text loudly. Each S read one paragraph. After Ss read the text, R corrected wrong pronunciation produced by Ss.

16. R asked the content of each paragraph. “Ok class, have a look at the first paragraph, what it is about?”. Ss seemed confused about the content of the text. There was a student named Gilang answered “Kelihatan ini tentang spesies tumbuhan,Mister”. “Ok good, the first paragraph describes that there are 300,000 species and they are classified into four groups”. “Ok, the next is the 2nd paragraph, what is it about?” Reisnansa answered, “Paragrap dua berisi tentang deskripsi kelompok pertama yaitu, Mosses and liverworts, Mister”. R asked another Ss to describe the first group of the plants. At that time, Gilang answered, “Jenis tumbuhan ini biasanya hijau dan kecil dan ada sekitar 14,000 spesies, Mister”. R Moved to discuss the next paragraph. “Okay, the third paragraph now, what it is about?” R chose a student randomly because there were a few students raised their hands. R
chose Annas to answer the question. “Paragrap ini mendiskripikan tentang kelompok ke dua yaitu Ferms. Ferms adalah tumbuhan paling kuno. Tumbuhan ini sudah ada 200 tahun sebelum tumbuhan berbunga berkembang” answered Annas. “Okay, excellent. Now let’s move to the fourth paragraph, can anyone tell the content of the fourth paragraph?” asked R. Bunga raised her hand to answer and R permitted her to answer the question. “Isinya tentang deskripsi kelompok tumbuhan ketiga, yaitu Cone plants, Sir”. R asked her to describe the plants based on the paragraph. “Kelompok tumbuhan ini biasa disebut tumbuhan hijau tapi tidak memiliki daun dan buah. Dan kelompok ini terdiri dari 650 spesies, Mister”. Answered Bunga. “Great! Now how about the last paragraph, what it is about?” Suddenly the bell rang. R asked Ss to read and understand the text at home. R closed the lesson.

<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>R went to the teacher’s room and met IP. R informed ET that R was ready to do the research.</td>
</tr>
<tr>
<td>2.</td>
<td>R entered the 8B class. R greeted Ss. R checked the students’s attendance. All Ss were come to the class. Then R asked Ss about the last materials. “What have you learned yesterday, Students?”</td>
</tr>
<tr>
<td>3.</td>
<td>Then R asked Ss to open the text. After Ss were ready with the text, R chose 5 Ss to read the text loudly”. Each S read one paragraph.</td>
</tr>
<tr>
<td>4.</td>
<td>After Ss have read the text, R read the text loudly.</td>
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<tr>
<td>5.</td>
<td>R asked S about the last discussion of the text. All Ss answered that the last discussion was about the content of the fourth paragraph. R then asked Ss to recall their memories about the content of each paragraph. When R asked the content of the first paragraph, S could describe the content as well. S also could describe the content of the rest paragraphs as well. R then asked the content of the last paragraph. “Okay, now what is the content of the last paragraph?” Annas raised his hand and R permitted him to answer the question. “Paragraph terakhir menjelaskan tentang kelompok tumbuhan yang keempat, yaitu flowering plant. Tumbuhan ini mempunyai beberapa bunga yang berfungsi untuk reproduksi, Mister”.</td>
</tr>
</tbody>
</table>
6. R asked Ss to answer the questions based on the text after discussing the content of each paragraph. All Ss answered the questions silently.

7. While they were answering the questions, R walked around the class and checked the students’ work.

8. R then asked Ss, “Have you finished students?” All Ss answered “finished tapi gak tau benar atau salah” “Okay, let’s discuss together”.

9. R and Ss discussed the questions and the answers together. R chose S randomly to answer the question first before discussing the answers together with other Ss.

10. After R and Ss discussed the questions and the answers, R asked them, “Is there any difficulties in answering those questions?” Ss answered “No” all at once. “So, is there any students here who have no wrong answers at all?” There were many students who raise their hands. Then R praised them by saying “Very Good” Then R asked Ss again “How about the others?” A few students answered “I have one wrong answers, Mister”. Another S said “Me.. two wrong answers” R always praised them by saying “Well done, students, just try harder later”.

11. After that, R asked Ss to make a group of two students. “Okay, make a group of two then read the text in Task 5”.

12. After Ss read the text, R asked them to give opinions or statements based on the text before they answer the questions. Unfortunately, the bell rang suddenly. R asked Ss to study the text at home. R closed the lesson.

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No : FN.9  
Date : Friday, August 1st, 2013  
Time : 07.00 – 07.35  
Place : Teacher’s room and grade 8B class  
Activity : Pelaksanaan Post-Test  
Respondent : R : Researcher  
        : IP : Ika Putri (English Teacher)  
        : S : Student  

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<thead>
<tr>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
<td>R met IP and explained that R will conduct the second post – test.</td>
</tr>
<tr>
<td>2.</td>
<td>IP asked R about the material of the post – test. R then gave the post – test and IP read it for a few minutes then IP allowed R to conduct the post – test.</td>
</tr>
<tr>
<td>3.</td>
<td>R went to the 8B class</td>
</tr>
<tr>
<td>4.</td>
<td>R greeted Ss and checked the students’ attendance. All Ss were come to the class.</td>
</tr>
<tr>
<td>5.</td>
<td>R asked about the students’ readiness before conducting the post – test.</td>
</tr>
<tr>
<td>6.</td>
<td>R read the rules before giving the post – test.</td>
</tr>
<tr>
<td>7.</td>
<td>All Ss did the post – test silently.</td>
</tr>
<tr>
<td>8.</td>
<td>When the bell rang, R collected the students’ worksheet. Then R thanked them and closed the class.</td>
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</tbody>
</table>
APPENDIX 2
INTERVIEW TRANSCRIPTS
No : Interview I
Hari, tanggal : Senin, 15 Juli 2013
Jam : 08.30 WIB
Tempat : Ruang Kepala Sekolah
Responden : P : Peneliti
WK : Dra. Hj Wahyuni Kismardini (Kepala Sekolah)

P : Selamat siang Bu, boleh mengganggu waktu Ibu sebentar?
(Good Afternoon, Mom. May I have a conversation for a while?)

WK : Iya silahkan mas, ada perlu apa ya?
(Yes, What can I do for you?)

P : Perkenalkan dulu nama saya Fazri dari UNY, mahasiswa yang mau penelitian di SMP ini.
(Let me introduce myself, my name is Fazri from UNY. I am going to conduct a research in the school)

WK : Oh, ya. Gimana mas ada yang bisa saya bantu?
(Oh I see. What can I do for you then?)

P : Ini bu mau Tanya – Tanya tentang kesulitan pengajaran Bahasa Inggris di sekolah ini. Bisa Ibu cerita ke saya?
(I would like to ask you about difficulties in the English learning process. Can you tell me, Mom?)

WK : Kendala yang paling besar itu anak-anak kosakata nya sangat rendah mas,
(The big problem I found that is the students have low vocabulary of English)

P : Berarti kendala utamanya vocab ya Bu?
(Yes, the first obstruction is the lack of vocabulary, isn’t?)

(Yes, it is. Another problem is media that used by teachers. They rarely used interesting media in the class. I think this one makes students not interested in learning process)

P : Kalau sumber belajar siswa gimana Bu?
(How about learning sources, Mom?)

WK : Sebenarnya sekolah itu sudah ada WiFi tapi ya itu tadi anak – anaknya gak banyak yang punya laptop sendiri. Padahal, komputer di sekolah tidak terlalu banyak untuk para siswa. Mereka tergantung pada buku paket dan LKS, mas.
(Actually, there is wifi connection in this school, but only a few students who have notebook. Whereas, there are not many computers for students in this school. Thye depended on the use of coursebook and “LKS”)

P : Baik Bu, mungkin ini dulu yang bisa saya tanyakan untuk hari ini, terima kasih banyak atas kesempatanya.
(Okay Mom. I think that is enough for today. Thanks for the chance, Sir)

WK : Ya mas, sama-sama. Semangat mas.
(You are welcome. Good luck)

P : Ya, Bu.
(Yes, Mom)

No : Interview 2
Hari, tanggal : Senin, 15 Juli 2013
Jam : 11.30 WIB
Tempat : Ruang Guru
Responden : P : Peneliti
         IP : Ika Putri (Guru Bahasa Inggris)

P : Selamat siang Bu, maaf boleh bertanya-tanya sebentar, bu?
(Good afternoon, Mom. May I ask you a few questions?)

IP : Iya mas silahkan.
(Yes, Go a head)

P : Ini saya mau menanyakan beberapa hal mengenai proses pembelajaran Bahasa Inggris untuk kelas 8B. Kesulitan yang dihadapi Ibu dalam mengajar anak – anak kelas XI apa saja Bu, terutama saat mengajarkan reading?
(I would like to ask you a few things about learning and teaching process of English in the 8B class. What difficulties do you face when you teach 8B students, especially in reading?)

(It is clear that the first problem is the lack of vocabulary. When I provide a text and ask them to underline the difficult words, there are many difficult words they find)

P : Terus biasanya mencari arti kata – kata sulit tersebut gimana Bu?
(How do you usually solve the kind of problem, Mom?)
IP : Kadang tak suruh buka kamus, mas.
(I allowed them to open the dictionary)
P : Apakah setiap siswa membawa kamus sendiri, Bu?
(Do they bring their own dictionary, Mom?)
(No, they don’t. But there are many dictionaries in the library. I usually ask them to borrow the dictionary in the library)
P : Kalau tahapan pengajaran reading sendiri bagaimana Bu?
(How about the sequences of reading class, Mom?)
IP : Kalau saya, pertama pengenalan, terus memahami teks, dan terakhir mengecek pemahaman mereka dengan mengerjakan tasks.
(Introducing, understanding, and checking students’ understanding toward the texts)
P : Kalau di pengenalan, kegiatan yang biasa dilakukan apa saja Bu?
(In the introduction, what activities do you provide, Mom?)
IP : Menanyakan berbagai hal yang berkaitan dengan materi yang mau di pelajari mas.
(Asking a few things related to the materials being discussed)
P : Kalau sumber belajar siswa bagaimana Bu?
(How about learning sources, Mom?)
IP : Biasanya saya pakai buku paket mas, kadang juga pakai LKS.
(I usually use course books and “LKS”)
P : Kalau mengambil sumber di internet Bu?
(Have you ever take the materials from the internet, Mom?)
IP : Ya pernah mas. Tapi gak terlalu yakin berapa kali dalam satu bulan karena waktu saya tidak terlalu banyak untuk menggunakan internet.
(Yes I have. But not quite sure how many times I am using the internet in a month as the learning source because I have not enough time)
P : Kalau media belajar bagaimana? Ibu sering menggunakan media pembelajaran apa?
(How about the media? What kinds of media do you use more often, Mom?)
IP : Gambar, tapi saya jarang memakainya.
(Pictures, but I seldom use pictures in the teaching and learning English)
P : Lha kenapa Bu?
(May I know why, Mom?)
IP : Tidak ada dana tambahan untuk membantu dalam pembelian dan pembuatan media gambar.
(there is no additional fund to support in buying or making pictures)
P : Kemudian untuk nilai – nilai siswa bagaimana Bu?
(How about students’ achievement, Mom?)

IP : Ya beberapa dari mereka dapat prestasi bagus dan lainya tidak bagus.
(Some of them get good achievement and the other are not)

P : Baik Bu, cukup itu dulu untuk hari ini. Makasih atas waktunya.
(Okay, Mom. That’s all for today. Thanks for the time.)

(You are welcome. Let me know if you have anything to ask me later)

P : Pasti, Bu.
(Sure, Mom)

No : Interview 3
Hari, tanggal : Rabu, 17 Juli 2013
Jam : 11.45 WIB
Tempat : Ruang Kelas 8B
Responden : P : Peneliti
A : Alifia (Siswa)

P : Namanya siapa?
(What is your name?)

A : Adelisa Istifarida.
(Alifia Adila Hutima)

P : Mau Tanya – Tanya bentar boleh ya?
(May I ask you for a while?)

A : Silahkan, Mister.
(Go a head, Mister)

P : Suka Pelajaran Bahasa Inggris gak nih?
(Do you like English?)

A : Sedikit, Mister.
(Just a little, Mister)

P : Kenpa kok Cuma sedikit?
(Can you tell me why?)

A : Susah untuk mencari arti dari setiap kata.
(it is hard to know the meaning of a word)

P : Jadi kosa kata kalian minim ya
(So, your vocabulary is still low, aren’t you?)

A : Iya, Mister
(Yes, Mister)
P : Kalo teknik yang digunakan guru gimana? Kamu suka gak?
(How about the teachnique that is used by the teacher? Do you like it?)
A : Jujur gak nih?
(May I tell the truth?
P : Jujur aja, ini rahasia kok.
(Just be honest. This is top secret)
A : Gak suka Mister, monoton.
(I do not like it, Mister, it is monotonous)
P : Skills yang paling sulit dalam bahasa Inggris menurut kamu apa?
(What kind of skills do you feel hard in English?)
A : Listening dan reading.
(Listening and reading)
P : Kenapa kok reading sulit?
Why do you think reading is hard?
A : Ya itu tadi sulit memahami teks, banyak yang gak tau artinya, Mister.
(It is hard to understand the text, many words that I do not understand the meaning, Mister)
P : Oke, apa yang dilakukan kalo gak tau artinya?
(What are you doing if you do not know the meaning?)
A : Ya buka kamus mister, kadang tanya guru, tanya temen juga.
(I open the dictionary, Mister. Sometimes I ask my friend or my teacher)
P : Kalo menebak - nebak artinya pernah gak?
(Have you ever guess the meaning?)
A : Gak pernah tuh, Mister.
(Never, Mister)
P : Biasanya apa yang dilakukan untuk memahami isi bacaan?
(What you are usually do when you do not understand the content of the text?)
A : Diartikan per kalimat.
(I translated each sentence)
P : Okey. Terima kasih ya atas waktunya.
(Okay. Thanks for the time)
A : Sama – sama, Mister.
(You are welcome)
No : Interview 4
Hari, tanggal : Rabu, 17 Juli 2013
Jam : 11.50 WIB
Tempat : Ruang Kelas 8B
Responden : P : Peneliti
            A : Ajeng (Siswa)
            F : Furida (siswa)

P : Selamat pagi adik – adik, boleh ganggu bentar?
   (Good morning, students. May I join you for a while?)
F : Boleh mas, silahkan.
   (Yes, Mister. Go a head)
P : Mau Tanya – Tanya ni soal kesulitan belajar bahasa Inggris.
   (I would like to ask you about the difficulties in learning English)
F : Iya.
   (Yes)
P : Suka gak kalian dengan pelajaran Bahasa Inggris?
   (Do you like English?)
F : Ya lumayan lah mas.
   (I like it, but not so much)
A : Ya sedikit suka lah mas.
   (Just a little, Mister)
P : Kenapa kok Cuma sedikit sukanya?
   (May I kow why?)
A : Aktifitas ngajarnya ngebosenin
   (The learning activity such a bore)
P : Memangnya penginnya aktifitas yang seperti apa?
   (What kind of activity do you want anyway?)
A : Ya yang ada gamenya gitu, jadi kita tertarik dalam belajar
   (The activity that provide a game, so we are interested in learning activity)
F : Bu Guru juga jarang pakai media Mister, seperti gambar atau video.
   (The teacher also seldom use media such as pictures or videos)
P : Kalo skill yang paling sulit menurut kalian apa?
   (What skill do you fell hard in learning English?)
F : Berbicara
   (Speaking)
A : Membaca
   (Reading)
P : Ngomong – ngomong soal reading ni, apa yang bikin reading sulit?  
(What make reading is hard thing to do anyway?)
A : Banyak kata – kata yang ga memaham, jadi sulit memahami teks.  
(There are many difficult words, so it is hard to understand texts)

P : Biasanya gimana kalo udah ga tahu artinya?  
(What are you doing if you do not understand the meaning of a word?)
A : Kadang buka kamus, tapi seringnya Tanya temen. (sambil tertawa)  
(Sometime I open the dictionary, but I ask my friends more often)  
(Laughing)

P : Biasanya Bu Ika ambil teks untuk reading dari mana?  
(Where did Mrs. Ika usually take the texts?)
A : Ibu ambil dari buku paket.  
(She took from the course book more often)

P : Bagaimana dengan internet? Apa Ibu pernah ambil dari internet juga?  
(how about the interne? Did she take from the internet too?)
A : Ibu jarang ambil dari internet, mister.  
(She seldom take the texts from the internet, Mister)

P : Oke, terima kasih ya adik – adik,  
(Okay, thank you students)
A : Oke Mister. Sama-sama.  
(You are welcome, Mister)
N: Membaca.
(reading)
R: Sama berbicara
(Speaking too)
P: Kenapa reading sulit?
(Why reading is so difficult?)
N: Teksnya yang bikin masalah. Susah untuk mengerti isi teks.
(The problem is come from the texts. It is hard to understand the texts)
R: Iya banyak yang gak tau artinya katanya juga.
(Yes, there are many words that I do not know the meaning too)
P: Biasanya kalau pas materinya reading apa yang biasanya dilakukan Bu Guru?
(What is the teacher do when she teaches reading?)
N: Ibu menyuruh kita menggaris bawahi kata – kata sulitnya terus disuruh nyari dikamus.
(She asks us to underline the difficult words and find them in the dictionary)
P: Terus habis itu?
(What is next?)
N: Habis itu terus diartiin teksnya.
(Translating the text)
P: Kalau pas diawal pelajaran kalian sering ditanya – tanya tentang pengalaman kalian yang ada hubungannya dengan materi yang akan dipelajari gak?
(Did the teacher asks you about your experiences related to the materials being discussed in the beginning of the lesson?)
N: Seingatku sih ibu gak pernah tanya, Mister.
(As far as I remember, she never asks us, Mister)
P: Oke, Apakah Bu guru pernah pakai media kalau mengajar?
(Okay. Did she used media more often?)
R: Pernah mas. Tapi ibu jarang menggunakan media.
(Yes, she did. But she seldom used media)
P: Kalau gak tau arti suatu kata dalam teks, biasanya apa yang dilakukan?
(When you do not know the meaning of a word in a text, what are doing?)
N: Ya buka kamus.
(open the dictionary)
R: Kadang tanya temen juga mas.
(Sometime I ask my friend)
P: Oke deh, terima kasih adik – adik.
(Okay. Thanks a lot Students)
R : Sama – sama, Mister.  
(You are welcome, Mister)

No  : Interview 6  
Hari, tanggal : Kamis, 23 Juli 2013  
Jam : 11.45 WIB  
Tempat : Ruang Kelas 8B  
Responden : P : Peneliti  
F : Furida (Siswa)

P : Namanya siapa dik? Bisa Tanya – Tanya soal pelajaran tadi?  
(What is you name? May i ask you a few questions about the lesson today?)

F : Furida Mister, iya silahkan tapi pakai bahasa Indonesia ya?  
(Furida, Mister. Yes of course, but May I speak in Bahasa Indonesia?)

P : Oke deh. Gimana pendapatnya pelajaran tadi?  
(Okay. What do you think about the lesson?)

F : Ya menarik Mister.  
(It was interesting, Mister)

P : Terus menariknya dimana ya dik?  
(What made it interesting?)

F : Karena ada gambarnya jadi lebih menarik daripada biasanya. Gambarnya juga bikin tambah tahu apa yang mau dipelajari.  
(There was a picture so it was more interesting than usual. The picture also made me know more about what I will learn)

P : Berarti gambarnya tadi membantu kalian memahami material. Terus bagaimana menurut kalian tentang gambarnya?  
(So, the pictures helped you in understanding the materials. What do you think about the pictures?)

F : Sebenarnya sudah bagus sih, cuman terlalu kecil jadi agak sulit buat kami – kami yang duduk dibelakang jadi susah untuk memahami gambar tersebut.  
(Actually there were good, but they were too small for us who sit in the back rows, so it was difficult to understand the pictures)

P : O..berarti tadi gambarnya kurang jelas ya dari belakang?  
(Oh I see. So the pictures were not clear enough from the back rows?)

F : Iya Mister.  
(Yes, Mister)
P : Terus kalau soal topiknya gimana? Mudah atau sulit?
(How about the topic? Was that easy or hard?)

F : Topiknya cukup menarik Mister, tapi banyak yang kurang familiar dengan topiknya.
(The topic was interesting enough, Mister, but many of us who less familiar with the topic)

P : Oke deh, besok kita ganti. Oke, sekarang gimana menurutmu tentang tadi pas mencari kata – kata sulit yang ada dalam bacaan?
(Okay, I will change the topic for the next meeting. Now, how about the activity when we searched the meaning of difficult words?)

F : Nyarinya sih gampang mas tinggal menggaris bawahi doang, tapi nyari artinya itu yang sulit.
(It was an easy thing to do, we just underlined the difficult words. The hard thing was finding the meaning of the difficult words)

P : Maksudnya tadi kan pas nyari artinya gak boleh buka kamus, tapi tadi tak kasih petunjuk – petunjuk. Gimana jadi merasa gampang gak?
(What I mean is when I did not allowed you to open the dictionary but I helped you by giving clues. Was that make you fell better?)

F : Iya lebih baik mas, petunjuknya cukup jelas dan gampang dimengerti juga.
(Yes it was, Mister. The clues were clear enough and understandable)

P : Good…terus soal – soal tadi gimana, bisa mengerjakan tidak??
(Good, now what about the comprehension questions, could you answer them?)

F : Lumayan susah mas. Tapi kita bisa menjawabnya kok.
(There were quite difficult, Mister. But we could answer them)

P : Berarti sudah paham dengan materinya ya?
(It means that you understood the materials well?)

F : Ya lumayan mas. Tapi mbok besok – besok dikasih game mas biar tambah asyik gitu.
(Yes, Mister. However, could you please provide a game to make the learning process more interesting?)

(Okay. I will provide a game tomorrow. That’s all for today. Thank you for the time)

F : Iya mas sama – sama.
(You are welcome)
No     : Interview 7  
Hari, tanggal  : Kamis, 25 Juli 2013  
Jam  : 11.50 WIB  
Tempat  : Ruang Kelas 8B  
Responden   : P   : Peneliti  
             : GA  : Galang (Siswa)  
             : KH  : Khansa (Siswa)  

P     : Selamat Siang adik – adik, lagi pada ngapain nih?
      (Good afternoon, Students. What are you doing?)
GA     : Biasa Mister, lagi ngobrol aja
      (We are having a conversation, Mister)
P     : boleh gangu bentar buat Tanya – Tanya soal pelajaran tadi?
      (May I ask you a few questions about the lesson today?)
GA     : Boleh Mister.
      (Yes, of course, Mister)
P     : Gimana pendapat kalian tentang pelajaran tadi?
      (What do you thin about the lesson today?)
      (It was enjoyable)
KH     : Gak ngebosenin juga.
      (It was not boring)
P     : Apa yang bikin asyik dan gak ngebosenin?
      (What made it enjoyable and not boring?)
AD     : Ada gambaranya sih.
      (There were pictures)
KH     : Topiknya juga lumayan menarik. Malah berguna soalnya mau liburan Idul Fitri.
      (The topic was interesting. Moreover, It might be useful because we will have “idul Fitri” holidays)
P     : Oke, soal gambaranya tadi apakah cukup membantu kalian dalam memahami materi yang akan dipelajari?
      (Okay. Were they help you in understanding the materials being discussed?)
GA     : Tentunya Mister, lebih cepat nangkep materinya karena Mister ngasih gambar dari awal.
(Yes absolutely, Mister. I understood the materials fastly because you provided pictures from the beginning)

P : Tadi ada yang kurang dengan gambarnya?
(Is there any comments for the pictures?)

KH : Ukurannya.
(The size)

GA : Iya ukurannya terlalu kecil.
(Yes, the size of the pictures was too small)

P : Oke, kalau isi gambarnya gimana?
(Okay, what about the content of the pictures?)

KH : Isinya dah bagus mas, dah sesuai dengan materi yang akan dipelajari.
(The content was good. It was appropriate for the materials being discussed)

P : Oke deh, kalau topiknya tadi gimana?
(Okay, what about the topic?)

KH : Topiknya menarik Mister.
(It was interesting, Mister)

GA : Tapi agak sedikit gak dong mas karena belum pernah menginap di hotel.
(But I still a little bit confused because I never stay at hotel)

P : Jadi menurut Gilang topiknya up to date tapi kurang familiar ya untuk kamu?
(So, do you think that the topic was not up to date and less familiar for you?)

GA : Iya Mister.
(Yes, Mister)

P : Tadi berhasil nulis berapa kata saat disuruh nulis kata – kata yang berkaitan dengan gambar?
(How many words that related to the pictures did you write?)

KH : Cuma lima, Mister.
(Only five words)

P : Good, tadi bisa memahami isi teksnya tidak?
(Good, could you understand the content of the text?)

KH : Bisa, mister.
(Yes, I could)

P : Tadi kan juga disuruh memprediksi isi teks berdasar judulnya, bisa tidak?
(I asked you to predict the content of the text based on its title, could you do it?)

KH : Ya bisa, Mister.
(Yes I could)

P : Terus tadi bisa mengerjakan soal – soalnya tidak?
(Could you answer the questions?)

GA : Bisa mas. Tapi tadi tanya temen di soal yang gak ngerti maksudnya.
(Yes I could, mister. But I asked my friend when I found difficult questions)

P : Oke deh, samapai sini dulu ya, makasih banyak ya
(Okay, that’s all. Thank you so much)

GA&KH : Iya mas, sama – sama
(You are welcome)

No : Interview 8
Hari, tanggal : Selasa, 23 Juli 2013
Jam : 11.55 WIB
Tempat : Ruang Kelas 8B
Responden : P : Peneliti
T : Tiara (Siswa)
W : Widya (Siswa)

P : Met siang adik – adik, boleh gobrobo – gobrobo sebentar?
(Good afternoon, students. Can we have conversations for a while?)

T&w : Iya silahkan.
(Yes, please)

T : Emangnya mau gobrobo apa to Mister?
(What we are going to talk about, Mister?)

P : Gobrobo soal pelajaran tadi.
(We will have a discussing about the lesson today)

w : O, ya silahkan, Mister.
(Oh I see. Go a head, Mister)

P : Gimana pendapat kalian tentang pelajaran tadi?
(What do you thin about the lesson today?)

T : Asyik
(It was enjoyable)

w : Iya soalnya biasanya jam – jam segitu Tiara tiduran mas. (sambil tertawa)
(She used to sleep at that time, Mister) (laughing)

P : Oke, coba tadi asyiknya dimana?
(Okay, what made it enjoyable?)

w : Ada gambarnya
(There were pictures)

P : Gambarnya gimana?
(What do you thin about the pictures?)

w : Bagus, cuman ukurannya saja yang kurang besar.
   (Good, but the size was too small)
P : Kalau topiknya menurut kalian gimana?
   (How about the topic?)
T : Topiknya keren, malah saya punya banyak pengalaman tentang hotel.
   (The topic was cool. Besides, I have many experiences about hotel)
P : Kalau menurutmu gimana Widya?
   (How about you, Widya?)
w : Saya berbeda dengan Tanu, Mister, karena cuman tau tentang hotel di TV aja.
   (I disagree with Tiara, Mister, because I know about hotel from TV program only)
P : Berarti tadi kurang familiar ya topiknya?
   (So, the topic is less familiar for you?)
w : Ya gitu deh, Mister.
   (Yes, Mister)
P : Oke, tadi kan disuruh nulis kata – kata yang berkaitan dengan gambar, bisa menulis berapa kata tadi?
   (How many words did you write when I asked you to find some words related to the pictures?)
T : Kelompok kami cuma bisa nulis dua kata, Mister. Tapi jumlahnya bertambah setelah diskusi
   (My group wrote only two words, Mister. But the number of the words increased after the discussion)
P : Jadi diskusi tadi bisa nambah kosa kata kaliankah?
   (So, the discussion helped you in increasing a new words?)
w : Iya bisa banget.
   (Yes, absolutely)
P : Kalau pas disuruh menggaris bawahi kata sulit dalam teks bacaan tadi gimana?
   (What do you think when I asked you to underline difficult words?)
w : Mudah sekali sih pas disuruh menggaris bawahi doang, tapi mencari artinya yang susah karena Mister nggak ngijinin buka kamus.
   (It was an easy thing to do when you asked me to underline the difficult words, but finding the meaning of them was a hard thing to do since you did not allow us to open the dictionary)
P : tapi kan tadi sudah tak kasih petunjuk – petunjuk untuk menemukan arti kata – kata tersebut?
(But I helped you to find the meaning of them, right?)
T : Iya mas, membuat saya percaya diri menebak-nebak artinya.
(Yes, you did. It made me confident to guess the meaning of the difficult words)
P : Kalau hasil predikisinya tadi gimana?
(How about the result of your prediction?)
T : Prediksi saya hampir mendekati lah, Mister.
(My prediction was getting closer, Mister)
P : kalau teksnya gimana? Bisa kalian pahami tidak?
(What do you think about the text? Could you understand it?)
T : Bisa mas, apalagi kan tadi setelah disuruh baca terus dibahas per paragraph, jadi tambah mudeng.
(Yes, I could, Mister. Moreover I understood the text after you asked me to read and discuss it each paragraph)
P : Good, kalau soal – soalnya tadi salah berapa?
(Good, how about the questions?)
w : Banyak yang betul kok, Mister.
(Many of my answers were true, Mister)
P : Terakhir, tadi kan ada diskusinya juga di akhir pelajaran, gimana menurut kalian diskusinya?
(There was a discussion at the end of the lesson, what do you think about it?)
T : Asyik mas, apalagi topiknya tadi juga menarik, tiap grup punya pendapat beda – beda jadi tambah rame diskusinya.
(It was enjoyable. Each group has different opinions)
P : Oke, terima kasih ya atas waktunya adik – adik.
(Okay, that is all. Thans for the time, Students)
w&T : Iya sama – sama.
(You are welcome)
P : Selamat siang Bu, bisa minta waktunya sebentar untuk bertanya-tanya tentang action saya tadi?
(Good afternoon, Mom. May I ask you a few questions about the action today?)

IP : O iya mas silahkan.
(Yes. Please)

P : Bagaimana pendapat ibu tentang pembelajaran tadi?
(What do you think about the lesson today?)

IP : Secara keseluruhan sudah baik mas. Step – stepnya juga sudah sesuai dengan planning.
(It was good for the whole thing. You've done the steps good as well as the plan)

P : Kalau penggunaan gambarnya tadi gimana Bu?
(How about the use of the pictures?)

IP : Gambarnya sudah bagus mas, sudah bisa menarik perhatian siswa. Tapi sayangnya ukurannya kurang besar mas, jadi anak – anak yang duduknya dibelakang agak kurang jelas. Coba deh mas besok lagi pas Cycle II gambarnya diperbesar pasti akan lebih menarik.
(The pictures were good. The students were interested by seeing the pictures. Unfortunately, the size of the pictures was too small. It was hard to see for the students who sit in the back rows. Please just make them bigger for the Cycle II)

P : Baik bu, besok saya akan memperbesar gambarnya. Kalau isi dari gambar tadi gimana?
(Yes, I will try to resize the pictures. How about the content?)

IP : Isinya sudah bagus, sudah sesuai dengan materi yang akan dipelajari. Tapi sedikit masukan masuk, seharusnya mas bisa mengeksplor lebih jauh gambar tersebut. Tanyakan pada siswa maksud tiap detail dari gambar tersebut.
(The content was good too. It matched with the materials given. I think you need to explore deeply about the content of the pictures by asking them the purposes of each detail from the pictures)

P : Iya bu, tadi saya juga merasa tergesa – gesa dalam membahas gambar tersebut soalnya takut kalau waktunya tidak cukup.
(Yes, Mom. I felt that there is not enough time so I make it fast)

IP : Iya waktunya juga penting untuk diperhatikan, gak perlu terlalu lama yang penting gambar tersebut maksudnya samapai ke siswa.
(Yes, the time management is so important. Do not take too long in exploring the pictures as long as the students understand the purpose)
P : Baik Bu, kalau pas saya menyuruh siswa untuk menuliskan kata – kata yang berkaitan dengan gambar tadi gimana?
(Okay, Mom. What do you think about the activity when I asked the students to write some words related to the pictures?)

(It was enjoyable. The students become well prepared after they achieved many new vocabularies. I think you need to try a game)

P : Baik bu, tadi ada beberapa siswa yang bilang juga kalau mereka menginginkan game. Kalau yang lainnya gimana?
(Okay, Mom. There were a few students who asked me to provide a game too. How about the other activities, Mom?)

IP : kalau keseluruhan nampaknya tadi sudah bagus sih mas.
(I think it was good at all)

P : Kalau saat mengartikan kata – kata sulit dengan memberikan clues tadi gimana bu?
(What do you think about giving some clues to help the students understand the meaning of difficult words?)

IP : Bagus sekali itu mas, itu dapat mengaktifkan tebakan siswa ketika mereka menemukan kata–kata sulit.
(That was pretty good. It will activate students’s smart guessing when they find difficult words)

P : Kalau task – taksnya gimana Bu?
(How about the tasks, Mom?)

IP : Tasks nya sudah bagus mas, gak ada yang perlu diperbaiki lagi.
(I think the tasks were pretty good. There is no need to revise them)

P : Baik Bu, kalau begitu sampai disini saja, Terima kasih untuk waktunya Bu.
(I think that’s all for today, Mom. Thank you for the time)

(You are welcome, Oh ya, may I have the pictures? I think I will need them for the lesson next time)

P : O iya Bu, boleh banget, silahkan.
(Yes, of course, Mom)

IP : Terima kasih banyak ya mas.
(Thank a lot)

P : Iya Bu, sama – sama.
(You are welcome, Mom)
No : Interview 10  
Hari, tanggal : Selasa, 30 juli 2013  
Jam : 13.30 WIB  
Tempat : Ruang Kelas 8B  
Responden : P : Peneliti  
H : Haidar (Siswa)  
R : Rachel (Siswa)  
B : Bunga (Siswa)  

P : Met siang adik – adik lagi pada ngapain nih? Boleh ganggu sebentar?
(Good afternoon, students. What are doing? May I ask you a few questions?)

B : lagi gak ngapa – ngapain Mister, Cuma ngobrol.
(We just having conversations, Mister.)

R : Iya silahkan Mister.
(Yes, please, Mister)

P : Gimana ni pendapat adik – adik tentang pelajaran tadi?
(What do you think about the lesson today?)

B : Gimana ya, asyik kok.
(It was enjoyable)

S : Yes Sir, asyik dan menyenangkan.
(Yes, Mister. It was enjoyable and interesting)

P : Asyik nya dimana menyenangkannya dimana?
(What made it enjoyable and interesting?)

B : Pakai media gambar, jadi lebih menarik.
(It provided picture that make the lesson more interesting)

S : Iya mas, pakai gambar lebih menarik dari pada sama Bu Ika.
(Yes, Mister. In fact that Mrs. Ika seldom use pictures)

P : Bagaimana pendapatmu tentang gambar yang tadi?
(What is your opinion about the picture?)

S : Gambarnya bagus mas, menarik, berwarna dan mudah dimengerti
(It was good, interesting, colorful, and understandable)

P : Pernah mengamati jenis tumbuhan seperti yang ada di gambar tadi?
(Have you ever observed groups of plants like what you saw in the picture?)

S : Ya pernah, sering malahan. Kebetulan saya suka tumbuhan, Mister.
(Yes, I often do that instead. I like plants so much)

P : Berarti gambarnya tadi ada hubungannya dengan keseharian ya?
(So, the picture is related with your daily life, isn’t it?)

S : Ada banget, Mister
(Yes of course)
P : Gambar tadi ngebantu kalian untuk memahami materi yang akan dipelajari tidak?
(Did the picture help you in understanding the material being discussed?)

R : Sangat membantu, Mister.
(It really helped me, Mister)

P : Jadi tadi gambarnya membuat kalian lebih tertarik dengan pelajarannya ya?
(So, the picture made you interested in learning the materials, aren’t they?)

B : Betul sekali.
(Yes, Absolutely)

P : Bagaimana topic pelajaran tadi?
(What about the topic?)

H : Topiknya tadi apa to?
(What was the topic about?)

S : Tentang tumbuhan Dar.
(It was about plant, Dar)

P : Iya tadi topiknya tentang internet, Gimana menurut kalian?
(That is right. The topic was about plant, what do you think?)

S : Topiknya menarik, Mister.
(The topic was interesting, Mister)

R : Iya kita sudah sangat familiar dengan topic tersebut, soalnya tiap hari berhubungan dengan tumbuhan.
(Yes, we were already familiar with the topic as everyday we met it in the daily life)

P : Oke, berarti topiknya sudah familiar ya bagi kalian? So mudah dong memahami materinya tadi. Betul tidak?
(Okay, it means that you are already familiar with the topic. So, it is easy for you to understand the topic, am I right?)

S : Yah benar Mister. Topiknya lebih n=mudah daripada yang minggu lalu tentang hotel.
(Yes, you are right, Mister. The topic is more easier than before, which is about hotel)

P : Oke, terus bagaimana menurut kalian tentang permainannya tadi?
(Okey, what do you think about the game?)

B : Gamenya menarik.
(The game was interesting)

S : Iya mister.
(Yes it was, mister)

P : Menariknya dimana?
(What made it interesting?)
S : Ya menarik aja karena ada hukumannya bagi yang kalah. 
(It was tempting since there was a punishment for the loser)
R : Gamenya juga melatih kekompakan)  
(I think the game taught us about compactness)
P : Terus gamenya bisa ngebantu kalian menambah kosa kata tidak?  
(Did the game help you in increasing new vocabulary?)
B : Tentunya mas, kosakatanya bertambah karena kelompok lain 
memberikan banyak kosakata baru yang berbeda)  
(Of course. The vocabulary increased because the other groups proposed 
new different words)
R : Iya Bunga bener tuh.  
(I agree with Bunga)
P : Kalau teksnya tadi gimana? 
(what do you think about the text?)
R : teksnya lumayan gampang, karena kita sudah punya kosakata yang 
berkaitan dengan tumbuhan. 
(The text was pretty easy because we already have vocabularies that 
related to the plant)
P : Berarti gak banyak dong kata – kata sulit yang digaris bawahi tadi?  
(So, you do not have many underlines word?)
R : Tidak banyak, Mister)  
(No, I don’t, Mister)
P : Apakah tadi bisa memahami isi teksnya? 
(Could you understand the content of the text?)
B : Bisa Mister, apalagi tadi ngebahas isinya per paragraph, jadi lebih mudah  
(Yes I could. Moreover, we discussed it every paragraph, So we could 
understand the text easily)
S : Iya Mister. Pelan-pelan tapi pasti.  
(yes, mister. Slow but sure)
P : Soal – soalnya gimana? Bisa mengerjakan?  
(How about the questions? Could you answer them?)
R : Bisa mas, gak banyak yang salah.  
(Yes I could. There were not many wrong answers)
P : Kalau kamu gimana Bunga?  
(How about you, bunga?)
B : Mudah menjawabnya, Mister.  
(I answered the questions easily, Mister)
P : Oke makasih ya adik – adik atas waktunya.  
(Okay, thank you for the time, Students)

(You are welcome)

No : Interview 11
Hari, tanggal : Kamis, 1 agustus 2013
Jam : 13.40 WIB
Tempat : Ruang Kelas 8B
Responden : P : Peneliti
D : Diana (Siswa)

P : Met siang dik, boleh Tanya – Tanya sebentar soal pelajaran tadi.

(Good afternoon, May I ask you a few questions for a while?)

D : Silahkan mas

(Yes, please)

P : Oke, gimana pendapatnya tentang pelajaran tadi?

(Okay, What do you thin about the lesson today?)

D : Asyik kok mas.

(It was enjoyable)

P : Yang bikin asyik apanya?

(What made it enjoyable?)

D : Ya macem – macem, ada gambarnya, topiknya, terus juga ada gamenya tadi. Jadi beras beda aja.

(There many reasons, such the picturs, the topic, and also the game)

P : Oke kalau gambarnya menurut adi gimana?

(What do you think about the picture?)

D : Gambarnya menarik mas, gak kecil kayak yang kemarin juga.

(It was interesting. The size was not too small)

P : Kalau topiknya gimana?

(How about the topic?)

D : Topiknya juga bagus, sangat familiar.

(The topic was good, it was a familiar one)

P : Apa yang membutnya familiar?

(What made it familiar?)

D : Yah saya bisa menjumpai tumbuhan dimanapun dan kapanpun.

(I can find many plants everyday and everywhere)

P : Menurutmu gamenya tadi gimana?

(What do you think about the game?)
D: Gamenya asyik mas, tapi kelompok ku tadi kena hukum suruh nyanyi dan saya senang kok mas.
(It was interesting. My group had been sentence to sing a song and I enjoyed it)
P: Terlepas dari hukuman tadi berarti gamenya asyik ya?
(So, was the game interesting?)
D: Iya mas.
(Yes, it was)
P: Asyiknya gimana?
(What made it interesting?)
D: Ya jadi ada kompetisinya gitu.
(There was a competition among the groups)
P: Terus tadi setelah ngikutin game tersebut, kosa kata kamu bertambah tidak?
(Did your vocabulary increase after joined the game?)
D: Iya mas, jadi nambah.
(Yes I did)
P: Good, kalau teksnya gimana tadi, bisa memahami isinya?
(Good, what do you think about the topic? Could you understand the content of the text?)
D: Bisa mas, kata – katanya lumayan mudah. Apalagi tadi bahas isinya per paragraph jadi tambah mudeng.
(Yes I could. The vocabularies were understandable. Moreover we discussed the content of each paragraph)
P: Kalau soal – soalnya gimana, bisa mengerjakan semua tadi?
(How about the questions? Could you answer all of them?)
D: Bisa, Mas. Tapi masnya belum bahas yang terakhir tadi karena bell berbunyi.
(Yes, I could. But you did not discuss the last one yet because the bell rang)
P: Oh iya. Okey makasih atas waktunya.
(Oh I see. Okay, thank you for the time)
D: Iya mas sama – sama.
(You are welcome)
No : Interview 12
Hari, tanggal : Kamis, 1 Agustus 2013
Jam : 11.45 WIB
Tempat : Ruang Kelas 8B
Responden : P : Peneliti
R : Reisnanda (Siswa)

P : Met siang, boleh ganggu buat tanya beberapa pertanyaan?
(Good afternoon, may I ask you a few questions for a while?)

R : Iya, apa yang mo ditanyakan, Mister?
(Yes, what youa are going to aks Mister?)

P : Cuma Tanya – Tanya aja soal pelajaran kemarin dan tadi.
(I am going to ask you about the lesson today)

R : Iya silahkan.
(Yes, please)

P : Gimana pendapatmu tentang pelajaran tadi?
(What do you thin about the lesson today?)

R : Asyik kok pelajarannya.
((It was enjoyable)

P : Asyiknya dimana dik?
(What made it enjoyable?)

R : Pertama, ada gambar jadi lebih menarik. Terus ada gamenya juga jadi para siswa tambah termotivasi gitu deh.
(Firstly, there was a picture, so the learning process became more interesting. And then there was a game, so many students were motivated in joining the learning process)

P : Oke, kalau tentang gambarnya tadi gimana dik?
(Okay, what about the picture used in the learning process?)

R : Maksudnya Mister?
(What do you mean, Mister?)

P : Ya menurut adik gambarnya tadi gimana?
(What do you think about the picture?)

R : Gambarnya menarik, Sesuai juga dengan topic juga.
(It was interesting. It matched with the topic too)

P : Kalau ukurannya gimana?
(How about the size of the picture?)

R : Ukurannya sudah lumayan, daripada gambar yang minggu lalu..
(The size was big enough, it was better than the picture last week)
P: Kalau topiknya gimana? Bisa dipahami tidak?
(What about the topic?)

R: Topiknya mudah dipahami, soalnya saya menjumpai tumbuhan setiap hari.
(It was understandable, because I met the plant everyday)

P: Jadi lebih mudah memahami topik ketika topiknya familiar, betul gak?
(So it is easy for you to understand the topic when it is familiar, am I right?)

R: Tentunya
(Absolutely, Mister)

P: Kalau gamenya gimana tadi?
(What was the game?)

R: Gamenya lumayan keren sih.
(It was somewhat cool)

P: Rame gimana maksudnya?
(What made it cool?)

R: Ada kompetisi dan hukumanya soalnya.
(There were competition and punishment)

P: Good, terus tadi setelah game apa yang kamu dapat?
(Good, what did get from the game?)

R: Ya jadi tau arti kata baru dari kelompok lain.
(I knew the meaning of new words from the other groups)

P: Apakah kosakata nya bisa membantu kamu dalam memahami teks tadi?
(Do you think that the new words helped you in understanding the material?)

R: Ya. Semuanya jadi sudah tersiapkan dengan baik.
(Yes, everything was well prepared)

P: Berarti kamu paham teksnya ya?
(Yes, it is right)

R: Ya, betul Mister)

P: Soal – soalnya tadi bisa mengerjakan?
(Could you answer the questions?)

R: Cuma ada dua pertanyaan yang gak bisa jawab, Mister.
(There were only two questions I can not answer, Mister)

P: Oh.. cukup bagus. Okay, makasih atas waktunya ya.
(Oh I see, it is good enough. Okay, thanks for the time)

R: Iya. Sama- sama
(You are welcome)
No : Interview 13
Hari, tanggal : kamis, 1 Agustus 2013
Jam : 13.50
Tempat : Ruang Kelas 8B
Responden : P : Peneliti
N : Novanto (Siswa)
A : Annas

P : Met siang adik – adik lagi pada ngapain nih?
(Good afternoon, students. What are doing now?)

N : Lagi ngobrol aja, Mister)
(We are just having a conversation, Mister)

P : Boleh ikutan ngobrol gak?
(May I join?)

N : Silahkan, emang mau ngobrolin apa to, Mister?
(Yes, please. What you are going to talk about anyway?)

P : Cuma pengen nanya – nanya soal pelajaran kemarin dan tadi.
(I am just going to ask you a few questions about the lesson today?)

N : O ya silahkan Mister, tapi jangan yang sulit – sulit ya!
(Oh I see. But do not ask difficult questions, please!)

P : Nyante aja.
(Take it easy)

N : Oke deh.
(Okay)

P : Gimana ni pendapat kalian tentang pelajaran kemarin dan tadi?
(What do you think about the lesson today?)

N : Pelajaran nya asyik kok.
(It was enjoyable)

(Yes, it is true, Mister)

P : Asyiknya gimana?
(What made it enjoyable?)

A : Ya asyik aja ada gambaranya, terus ada gamenya. Jadi gak monoton gitu.
(There were a picture and a game)

P : Gambarnya gimana tadi menurut kalian?
(What do you think about the picture?)

N : Gambarnya bagus.
(It was nice picture)

A : Iya ukurannya juga gak kecil.
(Yes, the size was not too small)
P : Gambarnya bisa ngebantu kalian memahami materi tidak?
(Do you think that the picture help you understand the material?)
N : Ya. Saya tau materi yang akan dipelajari dengan mengamati gambarnya.
(Yes. I knew the material that will be learn by observing the picture)
P : Kalau topiknya tadi menurut kalian gimana?
(What was the topic?)
(It was interesting. It related with my daily life)
P : Kalau gamenya tadi gimana?
(How about the game?)
N : Gamenya ngebosenin Mister.
(It was boring, Mister)
P : Ngebosenin gimana maksudnya?
(What made it boring?)
N : Sebenarnya bagus, tapi kita dapat hukumannya bikin bosen.
(Actually, it was good enough, but the punishment was boring)
P : O karna kalian dapat hukuman jadi males ya?
(Oh I see, You were bored because you’ve been punished, right?)
N : Ya gitu deh, Mister.
(Yes, Mister)
P : Apa yang kalian dapat setelah mengikuti game tadi?
(What did you get from the game?)
F : Hukuman, Mister. (sambil tertawa)
(The punishment, Mister) (laughing)
P : Maksudnya pelajaran apa yang kamu dapat?
(I mean, what did you learn from the game?)
N : Nambang kosa kata baru, Mister.
(Getting new vocabularies, Mister)
P : Apakah menurutmu gamenya membantu dalam memahami teks?
(Do you think that the game help you understand the text?)
A : berguna sih, Mister.
(It was useful, Mister)
P : Kenapa?
(Why?)
A : Ya soalnya ada beberapa kata yang ada dalam teks yang sudah dipelajari dalam game tadi.
(because the text contained new words that have been discussed in the game)
P : Berarti tadi gak kesulitan dong dalam memahami teks.
(So, you do not find any difficulties in understanding the text, don’t you?)
A : Enggak, Mister.
(No I don’t)
P : Soal – soalnya tadi gimana?
(What about the questions?)
N : Saya bisa menjawab semua soal-soalnya dengan baik.
(I could answer all of the questions as well)
(Okay, thanks for the time. See you tomorrow)
N& A : Sama – sama, Mister. Sampai ketemu juga.
(You are welcome, Mister. See you too)

No : Interview 14
Hari, tanggal : Jumat, 2 Agustus 2013
Jam : 10.30 WIB
Tempat : Ruang Guru
Responden : P : Peneliti
IP : Ika Putri (Guru Bahasa Inggris)
P : Maaf bu, bisa minta waktunya sebentar untuk mendiskusikan action saya di Cycle II kemarin?
(Excusme, Mom. May I disturb you for a while to discuss about the actions in Cycle II yesterday?)
IP : O ya silahkan mas, untungnya saya lagi gak ada jadwal ngajar.
(Yes, please. Fortunately I don’t have a class now)
P : Bagaimana pendapat ibu tentang Cycle II kemarin?
(What do you think about the Cycle II yesterday?)
IP : Lebih baik mas daripada the First Cycle. Ini saya sudah bikin catatan.
(That was better that the first Cycle. I just finished the filed note)
P : Bisa Ibu ceritakan?
(Could you tell me, Mom?)
IP : Gambarnya sudah sangat bagus Ukurannya juga sudah cukup besar untuk siswa yang duduk dibelakang. Dan berwarna juga. Kemudian, mas mengggali info dari gambar sangat baik. Selanjutnya, topiknya sudah sangat familiar dengan siswa.
(The picture was pretty good. The size of the picture was big enough for the students who sit in the back rows. It was colorful too. You explored the information of the picture well. Next, I think the topic was familiar for the students, all of them.)
P : Iya Bu, terus apa lagi bu?
(Yes, Mom. What is the next note, Mom?)
(I think the game was so good. Perhaps I will adapt the game later. The game made the atmosphere of the class alive. I think the other notes are same with the Cycle I. But the problem was there is not enough time to discuss all materials.)
P : Iya Bu, saya belum mendiskusikan tugas terakhir.
(Yes, Mom. I did not discuss the last task yet)
IP : Tap i gak papa juga kan mas. Itu kan cuma diskusi biar anak – anak tambah paham dengan materi saja to? Bukan focus dari pembelajaran?
(It is okay. It was just a discussion activity to help the students understand deeply. I think it is not the focus of the learning, isn’t?)
P : Iya Bu, itu task untuk menambah critical thinking mereka aja atas situasi-situasi yang ada di sekeliling mereka. Ada saran lain Bu?
(Yes, it is. The tasks are designed only to activate the students’ critical thinking about situations around them. Any other suggestions, Mom?)
IP : Sepertinya sudah cukup mas, Anda sudah melakukan research dengan baik. Oiya mungkin saya boleh minta gambarnya itu lagi?
(I think that’s enough. You have done the research well. Oh.. May I take the picture again?)
P : O iya boleh Bu.
(Yes, sure, Mom)
IP : Makasih banget mas.
(Thanks a lot)
P : Saya juga terima kasih Bu, sudah mengijinkan dan memandu saya dalam melakukan penelitian ini, Bu.
(Thank you for allowing and guiding me to do the research, Mom)
IP : Sama – sama mas, saya juga makasih bisa dapat ilmu juga dari penelitian yang dilakukan.
(You are welcome. I got something useful from the research. So let me say thank you too)
P : Sama-sama, Bu. Sepertinya saya harus pamit. Sampai ketemu lagi, Bu.
(You are welcome, Mom) I think it’s time for me to go. See you, Mom.
IP : Iya mas.
(See you)
APPENDIX 3
OBSERVATION CHECKLIST
OBSERVATION CHECKLIST (Cycle I)

<table>
<thead>
<tr>
<th>NO</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>YA</th>
<th>TIDAK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Membuka Pelajaran</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menanyakan beberapa hal terkait materi yang akan dipelajari</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Menyajikan gambar yang berkaitan dengan materi yang akan dipelajari.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Menyuruh siswa untuk menuliskan segala sesuatu yang mereka ketahui terkait dengan gambar.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Melakukan diskusi kelas untuk membahas kata – kata yang sudah ditulis siswa.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Meminta siswa untuk mengamati judul teks bacaan dan memprediksi isinya.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Meminta siswa untuk melakukan scanning dan skimming untuk mengecek prediksi mereka.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Meminta siswa untuk membaca teks dalam hati dan menggaris bawahi kata – kata sulit.</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>Meminta siswa untuk membaca teks dengan keras dan mengoreksi pronunciation siswa.</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Membahas kata – kata sulit yang ditemukan siswa dengan memberikan ‘clues’</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>Membimbing siswa untuk memahami isi dari tiap paragraph.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Membimbing siswa untuk mengerjakan ‘comprehension questions’</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mendiskusikan hasil kerja siswa.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Melakukan diskusi terkait fenomena yang ada pada kehidupan sehari – hari yang berhubungan dengan teks bacaan.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Menyimpulkan hasil diskusi.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Menutup pelajaran.</td>
<td>√</td>
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### OBSERVATION CHECKLIST (Cycle II)

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APPENDIX 4
INTERVIEW GUIDELINE
PEDOMAN INTERVIEW

INTERVIEW GURU
Sebelum Implementasi
1. Kesulitan apa yang Ibu hadapi ketika mengajar reading?
2. Kesulitan apa yang siswa hadapi selama proses pembelajaran reading?
3. Strategi apa yang Ibu terapkan dalam proses pembelajaran reading?
4. Media apa yang biasa Ibu gunakan dalam proses pembelajaran reading?
Setelah Implementasi
1. Bagaimana pendapat Ibu tentang action yang baru saja diterapkan?
2. Apa kekurangan – kekurangan dari action yang baru saja diterapkan?
3. Apa saran Ibu untuk action berikutnya?

INTERVIEW SISWA
Sebelum Implementasi
1. Apa yang biasa kalian lakukan untuk memahami sebuah teks bacaan Inggris?
2. Kesulitan – kesulitan apa yang kalian hadapi selama proses pembelajaran reading?
3. Bagaimana pendapat kalian mengenai cara mengajar guru di kelas, terutama saat proses pembelajaran reading?
Setelah Implementasi
1. Bagaimana pendapat kalian tentang pelajaran yang baru saja dilaksanakan?
2. Apa kelebihan proses pembelajaran yang baru saja dilakssanakan dibandingkan dengan pelajaran biasanya?
3. Apa kekurangan dari proses pembelajaran yang baru saja dilaksanakan?
4. Apa saran – saran kalian untuk pelajaran berikutnya?
READING COMPREHENSION TEST (Pre-test)

Answer the questions by choosing the best answer.

Questions 1-10 refer to the following text:

Ice Hockey

Ice hockey, by birth and upbringing A canadian game, is an offshoot of field hockey. Some historians say that the first ice hockey game was in Montreal in December 1879 between two teams composed almost exclusively of McGill University students. But others believe that earlier hockey games took place in Kingston, Ontario, or Halifax, Nova Scotia.

In the Montreal Game of 1879, there were 15 players on a side. The players used an assortment of sticks to keep the puck in motion. Early rules allowed nine men on a side, but the number was reduced to seven in 1886 and later to six.

In the winter of 1894 – 1895, a group of college students from the United States visited Canada and saw hockey played. Enthusiastic about the game, they introduced it as a winter sport when they returned home.

Taken from: Interactive English for Junior High School Grade VIII

1. What is “stick”?
   a. a long thin piece of wood with a curved end used in playing ice hockey.
   b. a strong hard hat that covers and protects the head.
   c. a small hard rubber disc which is used instead of a ball in ice hockey.
   d. a particular set of clothes which has to be worn by players in ice hockey.

2. What is “puck”?
   a. a long thin piece of wood with a curved end used in playing ice hockey.
   b. a strong hard hat that covers and protects the head.
   c. a small hard rubber disc which is used instead of a ball in ice hockey.
   d. a particular set of clothes which has to be worn by players in ice hockey.

3. What is the purpose of the text?
   a. To persuade the readers to do something.
   b. To describe something to the readers.
   c. To tell the steps of doing something.
   d. To tell the readers an event.

4. The following statements are true. EXCEPT ______
   a. Some people believe that earlier hockey game took place in Kingston.
   b. There were 15 players on a side in the Montreal game of 1879.
   c. The players of hockey was reduced to nine in 1886.
   d. A group of college students from the United States introduced ice hockey as the winter sport.

5. “is an offshoot of field hockey” The synonym of underlined word is ______
   a. Ice
   b. Court
   c. Stick
   d. Place

6. What is the denition of historian?
   a. A person who plays ice hockey
   b. A person who studies or writes history.
   c. A person who discovers history.
   d. A person who discovers ice hockey.

7. “Enthusiastic about the game, they introduced it as a winter sport when they returned home” The word it refers to ______
   a. Stick
   b. Puck
   c. Ice hockey
   d. Winter sport

8. What is the antonym of the word enthusiastic?
   a. Attracted
   b. Pathetic
   c. Apathetic
   d. Excited
9. Where did a group of students from United States introduce ice hockey as a winter sport game?
   a. Canada  
   b. Montreal  
   c. Kingston  
   d. United States

10. “Enthusiastic about the game, they introduced it as a winter sport when they returned home” The word they refers to _____.
   a. Ice hockey players  
   b. Historians  
   c. Students of United States  
   d. McGill University students

Questions 11-17 refer to the following text

There are things people should know before deciding to see a movie. One of them is the rating of the movie.

Ratings allow people to know who should watch a movie. In America, there are five ratings: G for general, PG for Parental Guided Suggested, PG-13 for Parents Strongly Cautioned, R for Restricted and NC-17 for No One 17 and Under Admitted.

G movies are rated appropriate for all ages. They usually do not contain dirty language or adult materials. They are often kids movies or animated/cartoon movies.

PG movies require parents to examine the movies and then decide whether they would let their children watch or not. PG rated movies may contain materials that are not appropriate for the children.

PG-13 movies ask parents to be careful about the movies because it contains the materials that are not suitable for their children to see them. R movies usually contain violence and adult language. N-17 movies are for adult only. Children are not allowed to watch these movies.

When you see movies in America, the theater will ask you for your identification card before you are allowed to buy tickets and watch the movie. The theaters are encouraged to do this so that the children can only watch movies that are appropriate for them.

Adapted from: Real Time Student’s Book for Junior High School Grade VIII

11. What does the text tell us?
   a. There are many things people should know before watching movies.
   b. Movie rating star is important because it allows people to know who should watch a movie.
   c. PG movies require parents to examine the movies and then decide whether they would let their children watch or not.
   d. The theater will ask people for an identification card before they are allowed to buy tickets and watch the movie.

12. How many ratings are they in movie rating system?
   a. 4  
   b. 5  
   c. 7  
   d. 8

13. Why is there a need for a rating system?
   a. Because children are not allowed to watch movies.
   b. Because movies contain the materials that are not suitable for children.
   c. Because movies  
   d. Because a rating system allow people to know who should watch a movie.

14. Which of the following is incorrect based on the text above?
   a. The purpose of ratings is to allow people who should watch a movie.
   b. G movies are rated for kids only.
   c. PG movies are not appropriate for kids.
   d. The theater will ask an identification card before someone buys a ticket.

15. “PG-13 movies ask parents to be careful about the movies because it contains the materials that are not suitable for
their children to see them”. The synonym of the underlined word is _____

16. “They usually do not contain dirty language or adult materials” The word They refers to _____

17. What does the word them (Paragraph 5, line 10) refer to _____

Questions 18-25 refer to the following text

Sea Eagle

There is an eagle nesting on the tree top near my grandparent’s house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds. Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body. Its forelimbs (or arms) serve as wings. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

18. What is the topic of the passage above?

19. What is the function of the claws?

20. Why is a sea eagle easy to recognize than other eagles?

21. What is the very flexible and strong beak for?

22. The following statements are true based on the text above. EXCEPT _____

23. What does the word it (Paragraph 2, line 1) refer to _____

24. “It hunts for fish in the sea but sometimes it hunts chickens and small birds”. It refers to _____

25. What is the antonym of the word flexible?

a. Comfortable
b. Appropriate
c. Irrelevant
d. Improper

a. Ratings

a. Parents
b. P-13 movies
c. Children
d. Movies

a. Movies
b. Movies
c. G movies
d. Kids
Questions 26-30 refer to the following text.

The Jackson Family

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson’s house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

Taken from Ujian Nasional Bahasa Inggris

26. What does Mr. Jackson do?
   a. A father.
   b. A student.
   c. A teacher.
   d. A house maid.

27. Where do the Jacksons stay?
   a. America.
   b. Denpasar.
   c. Medan.
   d. Bantul.

28. Mr. Jackson’s house is made of wood. This sentence means ...
   a. Mr. Jackson is a carpenter.
   b. Mr. Jackson likes to collect wood.
   c. The materials of Mr. Jackson’s house are from wood.
   d. There are a lot of woods in Mr. Jackson’s house.

29. How many rooms does Mr. Jackson’s house have?
   a. Three.
   b. Four.
   c. Five.
   d. Six.

30. Where does the house maid come from?
   a. America.
   b. Denpasar.
   c. Medan.
   d. Bantul.
APPENDIX 6
STUDENTS’ SCORES
READING COMPREHENSION TEST (1st Post test)

Answer the questions by choosing the best answer

Questions 1–7 refer to the following text

The heart is the most important part of the body. It is the centre of life. However, the heart is only as big as a closed hand.

The heart is a muscle. It rests only between heartbeats. The heart contracts and relaxes about seventy times per minute throughout a person’s life.

The heart is a pump. It pumps blood from your heart to all parts of your body. The hearts is made up of four chambers, or small “rooms”. The top chambers are called the right and left auricles the bottom chambers are the right and left ventricles.

When blood enters the heart, it is dark reddish in color because it contains carbon dioxide. The blood enters the right auricles and then the right ventricles. When the heart contracts, it forces the blood to the lungs where the blood receives oxygen. It then goes to the left auricles. The heart contracts again, and the blood goes to the left ventricle. It forces the blood into the body. The blood gathers carbon dioxide and returns to the heart, and the process begins again.

Source: Intermediate Reading Practice

1. The best title for the text is _____
   a. The human Heart
   b. Auricles and Ventricles
   c. The Blood in Our Bodies
   d. The Pump

2. “It pumps blood from your heart to all parts of your body”. The underlined word refers to______.
   a. blood
   b. muscle
   c. heart
   d. chamber

3. What are the names of the bottom chambers?
   a. The right and left auricles.
   b. The right and right auricles.
   c. The right and right ventricles.
   d. the right and left ventricles.

4. The following statements are true. EXCEPT ________.
   a. The heart contracts and relaxes about seventy times per minute.
   b. The heart pumps blood from your heart to all parts of your body.
   c. The heart forces the blood to the lungs where the blood receives carbon dioxide.
   d. The hearts is made up of four chambers.

5. When blood has oxygen in it, it is bright red. On the contrary, the blood containing carbon dioxide enters the _____ and then the_____.
   a. left auricles, right auricle
   b. right ventricle, left ventricle
   c. left ventricle, left auricle
   d. right auricle, right ventricle

6. In one minute, the human heart usually beats about______.
   a. sixty times
   b. seventy times
   c. eighty times
   d. ninety times

7. The blood contains oxygen in ________
   a. the heart
   b. the ventricle
   c. the auricles
   d. the lungs

Questions 8–18 refer to the following text

Road Signs and Signs

When you walk or bike to school, you may encounter road signs. Do you know why we have road signs? These signs are meant to regulate vehicles traffic as well as pedestrians using the road. Without them, everything would be out of control because there is no order.

Road signs are usually placed on strategic or crowded places or streets. They are usually colorful and easy to read. Some of the colors used are red, yellow, and blue. Road signs tell us either what to do or what not to do. For example, if you see a picture of a crossed spoon and fork, it means: Do not eat here!
You will also see some signs placed around schools. Inside a library, for example, you usually see a sign saying “Please be quiet” or “Do not put the books back on the shelves!” In a laboratory you also see signs like “Be careful of chemicals” or “Keep the door closed!” The road signs and signs are something you need to obey. When you choose not to obey these signs, something bad may happen. So never ignore those signs because they can really help.

8. Where do you find road signs?
   a. Inside a library.
   b. In the class room.
   c. In a laboratory.
   d. On the road.
9. “You may encounter road signs”. (Paragraph 1 line 1). What is the synonym of the word encounter?
   a. meet
   b. greet
   c. search
   d. look
10. What is the purpose of road signs?
    a. Controlling vehicles to stop in a right area.
    b. Regulating vehicle traffic as well as pedestrians using the road.
    c. Ordering pedestrians to walk rather than to bike.
    d. Helping drivers to park on the road.
11. What will happen if there are no road signs?
    a. The road’s condition would be out of control because there is no order.
    b. The safety of the pedestrians is guaranteed.
    c. There will be no cars accidents
    d. The safety of the drivers is guaranteed.
12. “These signs are meant to regulate vehicle traffic as well as pedestrians using the roads”. (Paragraph 1 line 2), The synonym of the word pedestrians is ...
    a. cops
    b. bikers
    c. walkers
    d. sellers
13. The following statements are true. EXCEPT ...
    a. Road signs are usually placed on strategic or crowded places or streets.
    b. Road signs are usually colorful and easy to read.
    c. Something bad may happen if you choose to obey road signs.
    d. The purpose of road signs is to regulate vehicle traffic as well as pedestrians using the road.
14. What colors are usually used for road signs?
    a. Red, black, and blue.
    b. Red, yellow, and black.
    c. Black, blue, and yellow.
    d. Red, yellow, and blue.
15. Where do you usually find a sign that saying “Be careful of Chemicals” ?
    a. Inside a library.
    b. In the class room.
    c. On the road.
    d. In a laboratory.
16. The purpose of the text is ...
    a. To persuade the readers.
    b. To entertain the readers.
    c. To inform the readers.
    d. To tell the steps of doing something.
17. “They are usually colorful and easy to read”. (Paragraph 2 line 1). The word they refers to ...
    a. The road.
    b. Crowded places.
    c. Road signs
    d. Streets.
18. What is the meaning of a sign that contains a picture of crossed spoon and fork?
    a. Do not smoke here.
    b. Do not eat here.
    c. Do not park here.
    d. Do not feed the animal.
Questions 1-5 refer to the following text

Save Time and Energy

Does it take you ages to get to work or school? Are tired of carrying heavy bags back from the shops? Here is the perfect solution for you: the Segway Human Transporter. The Segway will change your life and make your journeys good and fun.

The Segway has only got two wheels plus a sophisticated computer which helps you to balance. The segway is easy to use and moves with your body. Its enjoyable to ride, too. One user has said, “It’s like flying along the streets in a way – you can move without trying!”

The Segway is very convenient and practical. It weighs only 50 kilos and is easy to carry. Its maximum speed is 30 kph and it can carry a person weighing less than 110 kg. Its electric battery has a range of 18 kilometers. It is also safe and stops immediately when you want it to. The Segway is very useful for journeys around your town or city and it does not cause any pollution.

Taken from: Interactive English for Junior High School

19. What is the topic of the text?
   a. Human
   b. Animal
   c. Transportation
   d. Plant

20. Where can you go when you use Segway?
   a. Sea and forest
   b. Town and city
   c. City and forest
   d. Sea and town

21. What is the function of the sophisticated computer?
   a. Helping people to balance the movement.
   b. Helping people to move backward
   c. Helping people to carry the heavy bags.
   d. Carrying people along the streets.

22. The following statements are the benefits of Segway. EXCEPT _____
   a. The Segway is very convenient and practical.
   b. The segway is easy to use.
   c. The Segway is enjoyable to ride.
   d. The Segway is enjoyable to fly.

23. “The Segway has only got two wheels plus a sophisticated computer which helps you to balance” The synonym of the underlined word is _____
   a. simple
   b. easy
   c. modern
   d. slow

24. “The Segway is very convenient and practical” The antonym of the underlined word is _____
   a. modern
   b. difficult
   c. easy
   d. slow

25. “It is also safe and stops immediately when you want it to” The word it refers to _____
   a. battery
   b. human’s body
   c. Segway
   d. Journey

Questions 1-5 refer to the following text

San Francisco

San Francisco is my favourite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.

One of my favourite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It is not a very comfortable ride, but it is exciting and the views you get from the car are wonderful.

And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.
Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favourites. You can also get great Chinese, Japanese, American and European food in San Francisco.

26. What is the topic of the text?
   a. Transportation
   b. Technology
   c. Big city
   d. Country

27. “it is exciting and the views you get from the car are wonderful” What is the antonym of the underlined word?
   a. Boring
   b. Interesting
   c. Amazing
   d. Sensational

28. “The summers are pleasant” What is the synonym of the underlined word?
   a. Sad
   b. Comfortable
   c. Hot
   d. Cold

29. “It never gets too cold or too hot” The word it refers to ______
   a. San Francisco
   b. United States
   c. summer
   d. weather

30. How are the restaurants in San Francisco?
   a. San Francisco is a beautiful city.
   b. We can get great Chinese, Japanese, American and European food in San Francisco.
   c. The cable car is a very comfortable ride.
   d. The weather in San Francisco never gets too cold or too hot.

Good luck
Supermarkets

Some supermarkets are enormous these days. Supermarkets come with aisles of different kinds of food and products. For example, you can find fifty to twenty different kinds of cheese in the dairy section. You can find many different brands of toilet tissue in the paper products section. The frozen food section has everything from cans of frozen apple juice to bags of mixed vegetables and frozen pizza.

Many supermarkets also have a big health care products aisle. This section is like a small drugstore, with different brands of medicines, shampoos, toothpastes, and other healthcare items.

Some supermarkets even sell something else, such as magazines, books, shoes, underwear, gardening tools, and other household products. Here you can also use your card in money machines to take money out of your bank.

Shoppers in many supermarkets can buy snacks and cold drinks from vending machines. In some places, tired and hungry shoppers can sit down and enjoy a fresh cup of coffee and a donut at a supermarket snack bar or coffee shop. Supermarkets with their variety of products and services are more popular today.

Adapted from: Real time An Interactive English Course for SMP 2013

1. What is the main idea of the first paragraph?
   a. People can find fifty to twenty kinds of cheese in the dairy section
   b. There are many different brands of toilet tissue in the paper section
   c. People can find frozen apple juice in the frozen food section
   d. Supermarkets are enormous these days

2. The purpose of the text is ...
   a. To inform something
   b. To entertain the readers
   c. To instruct something
   d. To argue on something

3. What is the topic of the text above?
   a. Supermarkets give more opportunities for people to buy many household products.
   b. Supermarket are enormous today where people can find many products on each section
   c. Each section provides more products for shoppers.
   d. Shoppers enjoy buying products at supermarkets these days.

4. What can we learn from the text above?
   a. We can spend the whole day buying some products at supermarkets.
   b. Becoming a shopaholic is a promising hobby.
   c. Buy products on what we need not what we want.
   d. We can buy everything at supermarkets every day.

5. Many supermarkets have vending machines for people who ________
   a. are tired
   b. want to sit down
   c. are exhausted
   d. are hungry and thirsty

6. The word “you” refers to ________
   a. the writer
   b. the shoppers
   c. the sellers
   d. the readers

7. How many sections in supermarkets are mentioned in the text? There are ________
   a. two
   b. four
   c. three
   d. five

8. Shoppers enjoy snacks and drinks in ________
   a. supermarkets
   b. frozen food section
   c. a cafeteria
   d. a snack bar

9. The following statements are correct, except ________
   a. Supermarkets are less known because of their variety of products and services
   b. There are money machines in supermarkets
   c. A health care products section is similar to a drugstore
   d. You can find butter in a dairy section.

10. The purpose of the text is ________
    a. to describe something in general
    b. to tell the events
    c. to describe a particular thing
    d. to amuse the readers
Questions 11 -15 refer to the following text

My family

My parents and I live in a small house in Yogyakarta on Jl. Malioboro. It is a very nice house and we like it. The house has three bedrooms, one living room, and one kitchen. There are two bathrooms and one of them is next to my room. My house also has a garage. Beside the garage, there is a small swimming pool. There is also a beautiful garden in front of the house. We love the garden

Adapted from: Interactive English for SMP Grade VIII

11. What is the next to the writer’s room? 
   a. Kitchen. 
   b. Bathroom. 
   c. Living room 
   d. Garage. 

12. What is the next to the garage
   a. Swimming pool. 
   b. Bathroom. 
   c. Kitchen. 
   d. Living room. 

13. My house also has a garage. A garage is a
   a. a driver sleeps 
   b. cars are stored
14. The house has one living room. Living room means .... 
   a. cooking room 
   b. sitting room 
   c. sleeping room 
   d. parking room

15. What is the purpose of the text above? 
   a. To inform something. 
   b. To tell the steps of doing something. 
   c. To describe something. 
   d. To entertain the reader

Questions 16 -20 refer to the following text

Sydney Opera House

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.

The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25,000 people.

The Opera House is a large place for theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company and The Sydney Symphony.

There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of Opera House is very unique. The roof looks like giant shells.

Besides for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.

Adapted from: www.wikipedia.org

16. How many theatres are there in Sydne Opera House? 
   a. Four 
   b. Five 
   c. Six 
   d. Seven

17. What makes the Opera House unique? 
   a. Because the Opera House covers 1.8 hectares of land. 
   b. Because the Opera House is 183 m long and about 120 m wide. 
   c. Because the Opera House becomes an Australia icon. 
   d. Because the roof looks like giant sheels.

18. The following statements are true. Except

19. The word it (Paragraph 3, line 1) refers to
   a. opera house
   b. theatrical productions
   c. restaurant
   d. bar
20. What is the synonym of the word *rehearsal*?
   a. Playing  
   b. Training  
   c. Movement  
   d. Watching  

Questions 20-25 refer to the following text

**Hamster**

Hamsters are funny. They are funny pets. They eat hamster mix. They like fruits and nuts, too. Only feed hamsters that are good for them. Kids like to play with hamsters. Classrooms have them for pets. Kids take turns taking care of them, so they stay healthy. Have you ever played with a hamster?

Adapted from: www.wikipedia.org

21. What do hamsters eat?
   a. Hamster mix  
   b. Birds  
   c. Rocks  
   d. Kids

22. Some__________ have hamsters for pets.
   a. hamsters  
   b. classrooms  
   c. cats  
   d. elephants

23. Only feed hamsters things that are ________ for them.
   a. bad

Questions 26-30 refer to the following text

**I Have a Cat**

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

Adapted from: English in Focus for SMP Grade VIII

26. What kind of animal is spot?
   a. Dog  
   b. Cat  
   c. Bird  
   d. Snake

27. The following statements are true. **Except**
   a. Spot is a regular house cat.  
   b. He likes to run outside the house.  
   c. He has orange fur with white and black spots.  
   d. Spot usually sleeps on the sofa in the living room or sometimes under the table.

28. What food does Spot have every morning?
   a. Spot milk  
   b. Cat food  
   c. Rice  
   d. Fruit

29. What is the synonym of the word *adorable*?
   a. Ugly  
   b. Rough  
   c. Charming  
   d. Nasty

30. What is the antonym of the word *active*?
   a. Energetic  
   b. Lazy  
   c. Frisky  
   d. Playful
## DAFTAR NILAI SISWA
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</tbody>
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APPENDIX 8
COURSE GRID AND LESSON PLANS
### COURSE GRID

<table>
<thead>
<tr>
<th>Standard of competence</th>
<th>Basic competencies</th>
<th>Learning materials</th>
<th>Learning activity</th>
<th>Indicators</th>
<th>Assessment</th>
<th>Source</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the meaning in short written functional text and essay in <strong>descriptive, recount</strong> and <strong>exposition</strong> to communicate <strong>social awareness, responsible, friendly/communicative, honest</strong> with the environment and/or in academic context.</td>
<td>Understanding meaning rightly and efficiently that expressed explicitly in written functional text and short essay in <strong>descriptive, recount</strong> and <strong>exposition</strong> related to the closest environment and/or in academic context.</td>
<td>Text 1 <strong>Granda Omega Hotel</strong>&lt;br&gt;There is a new hotel in my city, Grand Omega Hotel. It is a four star hotel. It is located downtown. The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room.&lt;br&gt;The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. They contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system. The bathroom is very beautiful although it is not very big. It has a bath-</td>
<td><strong>OPENING ACTIVITIES</strong>&lt;br&gt;1. Greeting to the students&lt;br&gt;2. Checking students’ attendance list&lt;br&gt;3. Checking students’ readiness</td>
<td>Identifying the topic and main idea of a descriptive text&lt;br&gt;Identifying the meaning of difficult words in a descriptive text&lt;br&gt;Identifying the detail information in a descriptive text&lt;br&gt;Identifying the the pronouns in the text.&lt;br&gt;Identifying the relationship between the text and the phenomena in</td>
<td>a. Technique: Writen test&lt;br&gt;b. Form: Short answer questions.&lt;br&gt;c. Instruments: Text and questions related to the text.</td>
<td>Interacti ve English For Junior High School Grade VIII</td>
<td>Pictures Students’ work-sheets</td>
</tr>
</tbody>
</table>
tub with hot and cold water so guests can bath in it comfortably.

The brochure says "Hospitality is our trademark." The staffs of that hotel, from the receptionists, housekeepers, and bellboys are trained to be polite and to help guests in any way they can.

Adapted from: Interactive English Text 2

**Plants**

Plants are one of two major Kingdoms of life forms. There are about 300,000 plant species on Earth. Plants are the only life forms that can produce their own food using energy from sunlight. Plants produce almost all of the oxygen in the air that humans and other animals breathe. Plants are also an important source of food, building materials, and other resources that make life possible for Earth's animals. The plant kingdom consists of a wide range of species. New plant species are being discovered every day. All fit into four groups.

b. **Whilst Reading**

- Presenting the students a descriptive text.
- Asking the students to predict the content of the text from its title.
- Asking the students to match their prediction by doing scanning and
- Asking the daily life.

- Responding to meaning of descriptive text
The first group consists of Mosses and liverworts. Mosses and liverworts are green plants that are usually small. Their leaves are often just one cell thick. Neither mosses nor liverworts have any woody tissue, so they never grow very large. There are about 14,000 species.

The second group is Ferns. Ferns are a very ancient family of plants. Early fern fossils show that ferns are older than land animals and far older than the dinosaurs. They were thriving on Earth for 200 million years before flowering plants evolved. Ferns live in sheltered areas under the forest canopy, along creeks and streams, and in other wet places. They cannot grow well in dry areas. There are about 12,000 species.

The third group is cone plants. Most cone plants, or conifers, are trees. They represent some of the oldest and largest living species on Earth. Conifers are often called evergreen trees, students to read the text in depth by heart.

- Asking the students to underline the difficult words.
- Discussing the difficult words by giving some clues.
- Asking the some students to read aloud and checking their pronunciation.
- Discussing the content of each paragraph.

c. After Reading
• Asking the students to do comprehension questions.
• Discussing the students’ work.

3. CLOSING ACTIVITIES
• Giving conclusions
because their leaves usually remain on the trees all year. They have no flowers or fruits. Instead, seeds appear on cones and are scattered by the wind or by animals. There are about 650 species.

The fourth group is flowering plants. Flowering plants include many of the most familiar plants. The distinctive feature of this plant group is the flower, a cluster of specialized leaves that help in reproduction. Not all flowers are as bright and obvious as the sunflower blossoms. Oaks, ivy, and grasses also produce flowers. Their flowers are not as showy, so people don't always notice them. All flowering plants produce seeds from which new plants grow. There are about 270,000 species.

Taken from: http://www.globio.org/glossopedi a
LESSON PLAN
(Cycle 1)

School : SMP Negeri 1 Sleman
Subject : English
Grade : 8 B
Meetings : 1 - 2
Time Allocation : 4 x 45 Menit
Focus : Reading

A. Standard of Competence
Understanding the meaning in short written functional text and essay in *descriptive*, *recount* and *exposition* to communicate social awareness, responsible, friendly/communicative, honest with the environment and/or in academic context.

B. Basic Competencies
Understanding meaning rightly and efficiently that expressed explicitly in written functional text and short essay in *descriptive*, *recount* and *exposition* related to the closest environment and/or in academic context.

C. Indicators
- Identifying the topic and main idea of a descriptive text
- Identifying the meaning of difficult words in a descriptive text
- Identifying the detail information in a descriptive text
- Responding to meaning of descriptive text.

D. Lesson Objectives
In the end of the lesson, the students are able to:
- Respond to descriptive text
- Find the main idea and supporting details in descriptive text.
- Find the synonym and the meaning of English words in Indonesia.
- Find the important information stated in the text.
- Find the references of some pronouns in the text.
- Give conclusion from the text.

E. Learning Materials

**Granda Omega Hotel**

There is a new hotel in my city, Grand Omega Hotel. It is a four star hotel. It is located downtown. The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100 rooms, a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are
also a coffee shop and a karaoke room.

The pictures of the rooms in the brochure are very nice. The rooms look very comfortable. They contain a big spring bed with big pillows, a nice sofa, a wardrobe and a television system. The bathroom is very beautiful although it is not very big. It has a bath-tub with hot and cold water so guests can bath in it comfortably.

The brochure says "Hospitality is our trademark." The staffs of that hotel, from the receptionists, housekeepers, and bellboys are trained to be polite and to help guests in any way they can.

Adapted from: Interactive English For Junior High School

1. In pair, match the words taken from the text to their meanings. Try to predict it in context.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Downtown</td>
<td>a. field</td>
</tr>
<tr>
<td>2. Architecture</td>
<td>b. elegant, but simple and traditional in style or design</td>
</tr>
<tr>
<td>3. Classic</td>
<td>c. in or to the central part of a city</td>
</tr>
<tr>
<td>4. Castle</td>
<td>d. special</td>
</tr>
<tr>
<td>5. Brochure</td>
<td>e. a man in a hotel employed to carry cases, open doors, etc.</td>
</tr>
<tr>
<td>6. Fancy</td>
<td>f. behaving in a way that is socially correct and shows understanding of and care for other people's feelings</td>
</tr>
<tr>
<td>7. Court</td>
<td>g. a large strong building, built in the past by a ruler or important person to protect the people inside from attack</td>
</tr>
<tr>
<td>8. Comfortable</td>
<td>h. a person, especially a woman, whose job is to organize another person's house and deal with cooking, cleaning, etc.</td>
</tr>
<tr>
<td>9. Wardrobe</td>
<td>i. the art and science of designing and making buildings</td>
</tr>
<tr>
<td>10.Receptionist</td>
<td>j. a type of small magazine that contains pictures and information on a product or a company</td>
</tr>
<tr>
<td>11.Housekeeper</td>
<td>k. making you feel physically relaxed</td>
</tr>
<tr>
<td>12.Bellboy</td>
<td>l. a tall cupboard in which you hang your clothes</td>
</tr>
<tr>
<td>13.Polite</td>
<td>m. a person who works in a place such as a hotel, office or hospital, who welcomes and helps visitors and answers the telephone</td>
</tr>
</tbody>
</table>
2. Choose T if the statement is true and F if it is false according to the text. Give the reasons in which paragraph containing the statements. And correct the false statements.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>T / F</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The hotel is old and dusty.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The architecture resembles a building in America.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>There are only 100 rooms in the hotel.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>According to the brochure, the rooms are small and comfortable.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>“Self-service” is the hotel’s motto.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The hotel’s staff is very polite.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>There are two beds in each room.</td>
<td></td>
</tr>
</tbody>
</table>

3. Answer the following questions based on the text above.
   1. What is the hotel’s name?
   2. Where it is located?
   3. How is the hotel look like?
   4. Where do the writer get the description of the hotel?
   5. What are the contains of each room?

4. Find what the following words refer to.
   1. It (paragraph 1 line 1)
   2. They (paragraph 2 line 7)
   3. It (paragraph 2 line 8)

5. Read the following text below and answer the question by your own.

   **Staying in Japan**

   In Japan you can stay in western – style hotels, or try something more unusual. There are three unusual hotels in Japan. They are Ryokan, Capsule, and Gaijin hotels.

   A ryokan is a traditional, Japanese style hotel, which is owned and run by a family. They are often beautiful, old wooden building with garden and lovely views. Guest rooms are simple with a small table and mats. Breakfast and dinner are often served in the guest’s room, and at night futons are put on the floor for the guest to sleep on.

   Capsule hotels offer a bed in a small capsule, with a TV and a shared bathroom. The capsule is about two meters by one meter, which is enough room to sleep in and maybe sit up. They are used in cities by business people who have missed the last train home. Some capsule hotels are for men only. Toothbrushes, razors, and towels are provided if necessary.

   A gaijin house is a cheaper place for foreigners who stay in Japan for a month or more. It provides private apartments with your own kitchen and bathroom, or cheaper apartments where the kitchen and bathroom are shared by several people. The rooms are Japanese or Western in style. By living in a gaijin, foreigners can experience an interesting Japanese everyday life.

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*Adapted from: Interactive English For Junior High School Grade VIII*
Based on the text above, which of the best place to stay for a person who:

1. Is in town for a couple of nights?
2. Wants a cheap place for staying six weeks?
3. Likes a typically Japanese place?
4. Wants to cook his/her own food?
5. Wants to sleep late at night?

F. Teaching and Learning Method : Three Phase Technique

G. Media : Pictures

H. Place : Classroom

I. Teaching and Learning Process :

1. OPENING ACTIVITIES
   - Greeting to the students
   - Checking students’ attendance list
   - Checking students’ readiness

2. MAIN TEACHING LEARNING ACTIVITIES
   a. Pre Reading
      - Asking the students about holidays.
      - Giving some questions about the material that will be learnt, that is about hotel.
      - Presenting a picture related to the material.
      - Asking some questions related to the picture
      - Asking the students to write everything they have already known related to the picture.
      - Discussing what the students have written.
   b. Whilst Reading
      - Presenting the students a descriptive text.
      - Asking the students to predict the content of the text from its title.
      - Asking the students to match their prediction by doing scanning and skimming.
      - Asking the students to read the text in depth by heart.
      - Asking the students to underline the difficult words.
      - Discussing the difficult words by giving some clues.
      - Asking some students to read aloud and checking their pronunciation.
      - Discussing the content of each paragraph.
   c. Before Reading
      - Asking the students to do comprehension questions.
      - Discussing the students’ work.
3. CLOSING ACTIVITIES

- Giving conclusions about the materials that have been learnt.
- Discussing the students’ difficulties in understanding the materials.
- Encouraging the students to keep study at home.

J. Assessment

The Assessment is done during the teaching and learning process.

a. Technique : Written test
b. Form : Short answer essays.

Ika Putri Dian. S.Pd.        Muhamad Afif Fazrie
         NIM. 06202244086

Sleman, July 23th, 2013.

English Teacher       Researcher
LESSON PLAN
(Cycle 2)

School : SMP Negeri 1 Sleman
Subject : English
Grade : 8 B
Meetings : 3 - 4
Time Allocation : 4 x 45 Menit
Focus : Reading

A. Standard of Competence
Understanding the meaning in short written functional text and essay in descriptive, recount and exposition to communicate social awareness, responsible, friendly/communicative, honest with the environment and/or in academic context.

B. Basic Competencies
Understanding meaning rightly and efficiently that expressed explicitly in written functional text and short essay in descriptive, recount and exposition related to the closest environment and/or in academic context.

C. Indicators
- Identifying the topic and main idea of a descriptive text
- Identifying the meaning of difficult words in a descriptive text
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- Responding to meaning of descriptive text.

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In the end of the lesson, the students are able to:
- Respond to descriptive text
- Find the main idea and supporting details in descriptive text.
- Find the synonym and the meaning of English words in Indonesia.
- Find the important information stated in the text.
- Find the references of some pronouns in the text.
- Give conclusion from the text.

E. Learning Materials

Plants

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The first group consists of Mosses and liverworts. Mosses and liverworts are green plants that are usually small. Their leaves are often just one cell thick. Neither mosses nor liverworts have any woody tissue, so they never grow very large. There are about 14,000 species.

The second group is Ferns. Ferns are a very ancient family of plants. Early fern fossils show that ferns are older than land animals and far older than the dinosaurs. They were thriving on Earth for 200 million years before flowering plants evolved. Ferns live in sheltered areas under the forest canopy, along creeks and streams, and in other wet places. They cannot grow well in dry areas. There are about 12,000 species.

The third group is cone plants. Most cone plants, or conifers, are trees. They represent some of the oldest and largest living species on Earth. Conifers are often called evergreen trees, because their leaves usually remain on the trees all year. They have no flowers or fruits. Instead, seeds appear on cones and are scattered by the wind or by animals. There are about 650 species.

The fourth group is flowering plants. Flowering plants include many of the most familiar plants. The distinctive feature of this plant group is the flower, a cluster of specialized leaves that help in reproduction. Not all flowers are as bright and obvious as the sunflower blossoms. Oaks, ivy, and grasses also produce flowers. Their flowers are not as showy, so people don’t always notice them. All flowering plants produce seeds from which new plants grow. There are about 270,000 species.

Taken from: http://www.globio.org/glossopedia

1. In pair, match the words taken from the text to their meanings. Try to predict it in context.

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<tr>
<th>Words</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>1. Moss</td>
<td>a. A small flowerless green plant with leaf like stems or lobed leaves, occurring in moist habitats</td>
</tr>
<tr>
<td>2. Liverwort</td>
<td>b. the smallest basic unit of a plant or animal</td>
</tr>
<tr>
<td>3. cell</td>
<td>c. a green plant with long stems, leaves like feathers and no flowers</td>
</tr>
<tr>
<td>4. woody</td>
<td>d. an evergreen plant which often grows up trees or buildings</td>
</tr>
<tr>
<td>5. Fern</td>
<td>e. a narrow area of water that flows into the land from the sea, a lake, etc.</td>
</tr>
<tr>
<td>6. Fossil</td>
<td>f. protected from wind, rain or other bad weather</td>
</tr>
<tr>
<td>7. Sheltered</td>
<td>g. a group of similar things that are close together, sometimes surrounding something</td>
</tr>
<tr>
<td>8. creek</td>
<td>h. one of various types of evergreen tree which produce fruit in the form of cones.</td>
</tr>
<tr>
<td>9. stream</td>
<td>i. water that flows naturally along a fixed</td>
</tr>
</tbody>
</table>
10. conifer  
11. cluster  
12. ivy  

route formed by a channel cut into rock or ground  
j. a very small green or yellow plant that grows especially in wet earth or on rocks, walls and tree trunks  
k. like wood, for example in taste or smell  
l. a bone, a shell or the shape of a plant or animal which has been preserved in rock for a very long period

2. Choose T if the statement is true and F if it is false according to the text. Give the reasons in which paragraph containing the statements. And correct the false statements.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>T / F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plants are classified into five groups</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There are about 300,000 plant species on Earth</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ferns’ leaves are often just one cell thick</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Conifers are often called evergreen trees, because their leaves usually remain on the trees all year</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Early fern fossils show that ferns are older than land animals and far older than the dinosaurs</td>
<td></td>
</tr>
</tbody>
</table>

3. Answer the following questions based on the text above.
1. What is the topic of the text?
2. How many species of plant are on earth?
3. In what place ferns are probably live?
4. Based on your opinion, what is mean by “evergreen trees”?
5. Based on the four groups of plant discussed above, which kind of plants do you often see in your everyday life? Where do they live?

4. Find what the following words refer to.
1. Their (paragraph 2 line 8)
2. They (paragraph 3 line 14)
3. Them (paragraph 5 line 23)

5. Read the following text below and answer the question by your own

Plants That Bite
Do you remember what you ate for breakfast today? We eat plants every day. Imagine how the world would be if plants ate people instead! Most plants make their own food by converting energy from the sun into sugars through the process of photosynthesis.

There are some species of plant which are carnivorous, which means that they eat meat. In this case, however, the “meat” consists of insects that are trapped and digested.
by the plants. Most plants which “eat” insects grow in places where the soil does not have much nitrogen. The plants obtain nitrogen by digesting the insects.

The pitcher plant of Southeast Asia attracts insects and traps them. Special leaves grow in the shape of a “pitcher”. A pitcher is a container for liquids which usually has a handle and a spout for pouring. Nectar is secreted outside the plant which attracts insects like ants. The ants crawl to the top of the pitcher leaf looking for food. When they reach the edge, they fall into the slippery pitcher where there is digestive liquid from which they cannot escape. The insects are then digested by the pitcher plant’s chemicals.

Another plant which “eats” insects is known as Venus flytrap. Venus flytraps are native to United States. Like the pitcher plant, the Venus flytrap has special leaves which catch insects. The leaves, however, look like a tiny mouth which stays open until a hungry fly is attracted by the nectar there. When the fly lands on the surface of the leaf, special hairs “feel” the fly there and they trigger the leaves to close around the fly. Once the fly is trapped inside, the Venus flytrap digests it with the enzymes it produces.

Adapted from: Interactive English for Junior High School Grade VIII

1. How do plants make their own food?
2. What benefit do plants get from eating insects?
3. What is the function of nectar?
4. How did the pitcher plant of Southeast Asia trap the insects?
5. What happens when the fly lands on the surface of the Venus flytrap’s leaf?

F. Teaching and Learning Method: Three Phase Technique
G. Media: Pictures
H. Place: Classroom
I. Teaching and Learning Process:

1. OPENING ACTIVITIES
   - Greeting to the students
   - Checking students’ attendance list
   - Checking students’ readiness

2. MAIN TEACHING LEARNING ACTIVITIES
   a. Pre Reading
      - Asking the students about the hottest issues in the television, mass media, and daily life.
      - Giving some questions about the material that will be learnt, that is about plants.
      - Presenting a picture related to the material.
      - Asking some questions related to the picture
      - Conducting a vocabulary game
      - Discussing what the students have written in the vocabulary game.

   b. Whilst Reading
      - Presenting the students a descriptive text.
      - Asking the students to predict the content of the text from its title.
• Asking the students to match their prediction by doing scanning and skimming.
• Asking the students to read the text in depth by heart.
• Asking the students to underline the difficult words.
• Discussing the difficult words by giving some clues.
• Asking some students to read aloud and checking their pronunciation.
• Discussing the content of each paragraph.

c. Before Reading
  • Asking the students to do comprehension questions.
  • Discussing the students’ work.

3. CLOSING ACTIVITIES
  • Giving conclusions about the materials that have been learnt.
  • Discussing the students’ difficulties in understanding the materials.
  • Encouraging the students to keep study at home.

J. Assessment
  The Assessment is done during the teaching and learning process.
a. Technique : Writen test
b. Form : Short answer essays.
c. Instruments : Text and questions related to the text.

Sleman, July 29th, 2013.

English Teacher
Researcher

Ika Putri Dian. S.Pd.                   Muhamad Afif Fazrie
NIM. 06202244086
APPENDIX 9
PHOTOGRAPHS
The researcher is conducting pre-test.

The researcher is showing a picture.
The students are working in pairs to explore key words based on the picture.

The students are predicting the content of the text by skimming.
The researcher is asking the student to read the text aloud

The researcher and the students are discussing the content of each paragraph