

**IMPROVING THE READING COMPREHENSION OF THE EIGHTH
GRADE STUDENTS OF SMP N 1 WONOSARI BY USING THE
VISUALIZATION STRATEGY IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

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



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PERNYATAAN

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

Yogyakarta, 15 Juni 2013

Penulis

Yuli Susanti Prihastuti

DEDICATIONS

I dedicate this thesis to my beloved parents and my whole family.

*Thank you for your love, understanding and supports during my study and my life
to face my glorious future.*

MOTTOS

"What can you do TODAY to make you one step closer to your goal?"

A gift from Ika"dut" Fathin

"Too wear a cheerful expression at all times and give a smile to every living creature I meet.

Secret - Christian D larson

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Hopefully, this thesis is able to give contribution for the readers and useful for the English teaching and learning process.

Yogyakarta, June 15th, 2013

Yuli Susanti Prihastuti

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LIST OF ABBREVIATION

BSNP	:	Badan Standar Nasional Pendidikan
GBI	:	Guru Bahasa Inggris
P	:	Peneliti
S	:	Siswa
SCBC	:	Standard Competences and Basic Competences
SMP	:	Sekolah Menengah Pertama

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ABSTRACT

The objective of the study is to improve the reading comprehension of the eighth grade students of SMP N I Wonosari in the second semester of the academic year of 2012/2013 by using visualization strategy.

The type of the study is action research. The study was conducted in two cycles. The participants of this study were the researcher, the English teacher and 24 students of Class VIII C of SMP N 1 Wonosari. There were two types of data in this study, qualitative and quantitative. The qualitative data were obtained from the observation during the teaching and process, the interview with the English teacher and the students. The data were in the forms of field notes and interview transcripts. The quantitative data were obtained from the reading comprehension pre-test and post-test in the forms of scores.

The result of the study shows that the implementation of the visualization strategy improved the students' reading comprehension as shown from the progress of the mean value of their pre-test and post-test scores. The mean value of their pre-test scores was 58.95 while the mean value of post-test scores was 75.20. The students performed active involvement in the class discussion and group discussion. It shows that the interaction among the students and between the students and the teacher was also enhanced. Most of the students were able to overcome their own difficulties related to the difficult words. The students were able to memorize more words as shown from the progress of the mean value of the quizzes in two cycles. It can be summarized that the students' problem in comprehending the text could be solved by implementing the visualization strategy.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Most of students in Indonesia have difficulties in comprehending English texts although they have studied English since they were in elementary schools. There are some factors affecting the students' reading comprehension. According to Ruston (2006: 3 – 5), those factors can be categorized into two major factors; from the students and the other parties surrounding the students. The factors from outside the students are related to the teaching technique, material and media while the students' factors are related to vocabulary, interest and reading strategy.

Above all, the factors which come from the students can be the obstacles of reading comprehension. The first factor is related to the students' vocabulary mastery. The limited vocabulary items of the students will be main problem of extracting the message of the text. The second one is about the students' interest. This factor is closely related to the students' motivation. When the reading activity cannot catch the students' interest, they may have low motivation to go through the reading process. The last factor from the students is their ability in implementing the reading strategy. They do not use any reading strategy effectively although they may know some reading strategies to gain information from the text.

Based on the preliminary observation and interview with the English teacher in SMP N I Wonosari, those factors also became problems of students. The first problem is related to the students' vocabulary mastery. From the interview, the students admitted that they had difficulties related to vocabulary. Although they realized this condition, it seemed that they did not give any effort to enrich their vocabulary items. It could be seen in the time when they found difficult words in the text; they did not try to guess the meaning from the context. Some of them relied on the google transtool since they brought laptop which could be connected to the internet. For those who did not bring laptop, they skipped the difficult words or asked to their friends. Although the teacher gave various kinds of texts for them to enrich their vocabulary independently, it seemed that they did not read them at home. When the teacher discussed those texts, they just started to read. The teacher also had pointed out some difficult words and gave the meanings but the students did not memorize the words although they had jotted down the words.

The second problem is about the students' interest that affected their motivation. The students' problem in motivation can be seen from the condition when they were in the English reading activity. When they read a text, the students could not focus on the text. Sometimes they stopped reading and chatted with their friends. Moreover, they did another activity while reading a text, such as playing with their pencil, ruler or eraser. When the teacher started to discuss the text, the students did not give any

response. The teacher needed to repeat the instructions because some of them stayed quiet and did not pay any attention to the teacher. When the teacher called on some students to respond to teacher's questions, they were surprised and read the text again. Some of them gave the wrong answers.

The last factor from the students is about their ability in implementing the reading strategies they know. As it was discussed before, it seems that the students did not use the reading strategy effectively. They preferred to use google transtool to translate the text and comprehended it in their native language. As a consequence, they could not use their reading strategy. They could do skimming or scanning but they did not use them in their daily reading activity. They even did not know when they should use these strategies to help their comprehension.

Besides the factors from the students, the teaching technique also becomes a problem affecting the students' reading comprehension in SMP N I Wonosari. It seemed that the teacher used PPP-models in their teaching process but the teacher did not completely fulfill every stage. In the presentation stage, the teacher gave limited exploration about the text. The teacher only asked some questions about the type of the text without exploring the topic. Then, in the practice stage the students were asked to read the text. The teacher did not guide them in comprehending the text. In the production stage, the students answered the questions that follow the text. Then, it was followed by the discussion section in which the teacher

called on some students to answer the questions. After discussing all the questions, the teacher translated the text to their native language and pointed out the difficult question while the students jotted down the words. The teacher did this technique for three other texts he brought to be a model in the lesson.

In reference to the class observation, the students need to use a reading strategy to enhance their reading comprehension. The strategy should provide guidance to the students to comprehend the text. The guidance allows the students to bring what they have to make sense the information in the text. The students bring both their own background knowledge and the knowledge of the language. The strategy that emphasizes on the use of the background knowledge and schema will help the students to actively engage in the text.

The reading strategy which employs both background knowledge and schema to help the students understanding the text is visualization strategy. This strategy is proposed by Gaudvis and Harvey (2000). Based on Nelson's implementation (2005) of the visualization strategy in her class, this strategy can overcome the problems which are the same as the ones found in SMP N I Wonosari. In implementing of the visualization strategy in her teaching, she can improve the students' vocabulary mastery using this strategy. Moreover, this strategy makes the students engage to the text they read. This strategy also allows the teacher to check the students' understanding and correct the misconception they may have.

Considering the benefits of the visualization strategy, the researcher implements the visualization strategy as proposed by Gaudvis and Harvey (2000) to improve VIII C students' reading comprehension of SMP N I Wonosari.

B. Identification of the Problem

Based on the class observation and interview to the teacher and students of class VIIC, there are three major factors which cause the problem in SMP N I Wonosari. Those factors are described as follows.

The first factor is students. The students have problems in comprehending the text because they have low vocabulary mastery. Moreover, the students cannot use reading strategy effectively. In line with this condition, the students find difficulties in comprehending the text. Because of these difficulties, they do not have any interest in reading activity which lead them to have low motivation in reading activity.

The second factor is the teacher. It seems that the teacher cannot guide the students reading process. The teacher does not help the students overcome some obstacles they may have in their reading. Therefore, there is a limited interaction between the teacher and the students during the reading process. Instead of the interaction between the students and the teacher, the interaction among the students is also limited since most of the tasks are individual tasks.

The third factor is the teaching technique used by the teacher. It cannot facilitate the students in achieving successful comprehension. The

technique cannot help the students overcome their problem in reading. Because the technique used is monotonous, the students easily get bored during the reading activity. Moreover, the technique cannot make the students keep engaged in the reading process.

C. Delimitation of the Problem

After looking up the entire problem stated before, the problem found in SMP N I Wonosari are quite complex. It is imposible for the researcher to deal with all problems. Based on the discussion with the English teacher as a collaborator, this study focuses on improving the students' reading comprehension in Class VIIIC of SMP N I Wonosari through the use of the visualization strategy.

D. Formulation of the Problem

Deriving from delimitation of the problem above, the formulation of the problem is "How can reading comprehension be improved using the visualization strategy for the eighth grade students of SMP N 1 Wonosari in Academic Year 2012/2013?"

E. Objective of the Research

Based on the formulation of the problem above, the research objective is to improve reading comprehension using the visualization strategy for the eighth grade students of SMP N 1 Wonosari in Academic Year 2012/2013.

F. Significance of the Research

Regarding formulation and objective above, the significance of the research is described as follows:

1. The research can enrich the literature about development of teaching reading
2. Hopefully, the research will be beneficial for student to develop their reading ability using visualization strategy independently in their daily life.
3. The research can motivate the similar research to be developed.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

The study was based on the relevant theories and concepts. The theories and concepts for this study are described as follows:

1. Reading

a. The Importance of Reading

Reading is an important skill in many different settings especially in educational setting (Grabe, 2009: 5). Students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text.

In addition, Harrison (2004, 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

In summary, reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence.

b. Reading process

Spratt et al (2005, 21) define reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' prior knowledge will make readers memorize the new knowledge longer. Therefore, a reading activity is an interaction between readers' mind and the text.

In line with Spratt et al, the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers (Pang et al, 2003: 14). The readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in readers' mind. Brown (2001, 299) stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.

Gregory (2008, 109) argues that in bottom-up, the readers recognize from the small unit to the largest one. The readers start to process the word sound as the basis of understanding the larger part. The recognizing process starts from the word sound as the small unit

of meaning to the largest one; those are the knowledge of the world and the knowledge of language structure.

Gregory also explains that the top-down process is the inverse of the bottom-up process. In the top-down process, the readers proceed from the general to the particular. The readers use their knowledge of the world and knowledge of the language structure to recognize the individual words.

Harrison(2004, 35) states that the interactive process is a mixture of both bottom-up and top-down processes. In this process, the readers mostly follow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input from the top-down process will be used if it is necessary.

In short, the reading process is a mind process in which readers' mind engages to the text. In engaging their mind to the text, the readers employ their background knowledge to make sense the ideas presented in the text. In the way of making sense of the ideas, the readers go through some processes. Those processes are bottom-up, top-down and interactive processes.

c. Reading Skills

In order to be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro-skills and macro-skills. Both micro- and macro-skills

can be the intention of reading comprehension assessment (Brown, 2004: 187). The micro-skills consist of:

- 1) discriminating among the distinctive graphemes and orthographic patterns of English,
- 2) retaining chunks of language of different lengths in short-term memory,
- 3) processing writing at an efficient rate of speed to suit the purpose,
- 4) recognizing a core of words, and interpreting word order patterns and their significance,
- 5) recognizing grammatical words classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms,
- 6) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The macro-skills include:

- 1) recognizing the rhetorical forms of written discourse and their significance for interpretation,
- 2) recognizing the communicative function of written texts, according to form and purpose,
- 3) inferring context that is not explicit by using background knowledge,
- 4) from described events, ideas, etc., inferring links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification,
- 5) distinguishing between literal and implied meanings,
- 6) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata,
- 7) developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of texts.

d. Reading Comprehension

Klingner, Vaughn and Broadman (2007, 8) define reading comprehension as a complex process involving interaction of many components. Those components are readers, their background

knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

In addition, Snow (2002, 11) defines reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components. Snow explains the text as any printed and electronic text while for the activity Snow includes the purpose, processes, and results of any attitude in reading.

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.

e. Factors Affecting Reading Comprehension

Snow (2002, 11) stated that the text, the reader and the activity affect the reading comprehension. The text affects the

reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their background knowledge. The activity of reading will affect reading comprehension in the way of how it leads readers to construct the meaning. It involves the purpose of reading and the reading techniques.

According to Klingner, Vaughn and Broadman (2007, 6), there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and world knowledge. When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading comprehension. The knowledge of the words in varied contexts and background knowledge of the topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context.

Brown (2001, 299) stated that reading comprehension is affected by schema and background knowledge. Both schema and background knowledge belong to the readers in which they involve

the life experience about the world. They include knowledge of the world, culture, subject-matter and linguistic knowledge (Pang et al, 2007: 13). Every reader has different schema and background knowledge. Therefore, the interpretation of the text will vary among the readers.

In brief, there are some factors affecting reading comprehension. Those factors are the word knowledge, the world knowledge, and the readers' ability. Those aspects are varied among the readers so every reader has various stages of comprehension.

f. Strategies of Reading Comprehension

Zhang (2010, 21) states that reading comprehension is a state which is achieved through integration and application of many strategies and skills. Chamot and O'Malley (1994) in Bouchard (2005, 4) make groups of learning strategies into three categories. Those strategies are cognitive, metacognitive, and socio-affective strategies.

Chamot and Kupper (1989) in Zhang (2010, 21) and Bouchard (2005, 5) state that the cognitive process is a strategy in which the readers manipulate the text to achieve comprehension. Bouchard (2005, 5) adds that the manipulation can be in the form of mentally learning process and also physically learning process. The example of the mental process to learn the text is the visualization strategy while the physical ones are note-taking or creating graphic

organization. Chamot and Kupper (1989), Numrich (1989) and Oxford (1990) in Zhang (2010, 21) give examples of cognitive strategies. Those are predicting using prior knowledge, recognizing specific pattern to determine the text organization, self questioning, making a summary, note-taking the main idea and specific points, translating, inferencing, and transferring.

According to Chamot and Kupper (1989) in Zhang (2010, 22), the metacognitive strategy is a strategy in which the readers think about their learning process, plan their learning, monitor the task and evaluate the state of achievement. Bouchard (2005, 4) adds the characteristics of metacognitive strategy. The activity of thinking about their learning process is characterized by a process of choosing the way of thinking and including the problem-solving strategy according to the situation. The activity of planning the learning process is characterized by determining the purpose of reading the text. Besides that, monitoring the learning task can be characterized through checking comprehension through self questioning and evaluating the achievement is through self correction if the comprehension fails.

Bouchard (2005, 5) defines socio-affective strategies as strategies in which the readers need another parties to support them in comprehending the text. The examples of these strategies are cooperative learning and clarification through asking questions.

In short, reading comprehension can be achieved with the support of reading strategies used. The strategies can be divided into three major groups based on its model of thinking. Those groups are cognitive, metacognitive and socio-affecting strategies.

g. Teaching Reading at Junior High School

The teaching and learning process needs guidelines which keep the process in line with its goal. The necessary guidelines for this process are a curriculum, a syllabus, and a lesson plan. A curriculum includes goal, content, material and the way used to reach the goal while a syllabus takes account of standard of competences, basic competences, material, activities, indicators, assessments, time allotted, and sources of learning (BSNP, 2006: 5).

Nowadays, the curriculum being used is School-Based Curriculum. In this term, the schools develop its operational curriculum and then implement it (BSNP, 2006: 5). Every school develops the target education, structure and content of the curriculum in the educational unit level, the calendar and the syllabus. In developing those aspects, the schools need to consider Content Standard and Graduate Competence Standard. The Content Standard includes the standards of competences and basic competences (SCBC).

The standard of competences and the basic competences (SCBC) are developed as the reference in arranging the teaching and

learning process. Based on SCBC, the teaching reading of the grade eight Junior High School students is aimed to develop the students' competence in functional communication to help them solve the daily problems (BSNP, 2006: 124). Therefore, the material of teaching reading includes short functional texts and short simple essays in the form of procedure, descriptive, recount, narrative and report.

However, teaching reading in Pilot International Standard Junior High School is based on the standard of competence and basic competences which are different from regular Junior High School. The differences are the additional material in the area of language function and text types (Kementrian Pendidikan Nasional, 2011: 6). Therefore, the targeted reading competence for students in International Pilot Junior High School of VIII class even semester is presented below.

Table 1: Standard of Competence and Basic Competence of Reading Skill for Pilot International Standard Junior High School Grade Eight Semester Two.

Standard of Competence	Basic Competence
11. Understanding the meaning of written functional text and short simple essays in the form of recount, narrative, and exposition to communicate with surrounding environment and/or in the academic context.	11.1. Understanding properly and efficiently explicit meaning in the function texts and short simple essay in the form of recount, narrative and exposition which is related to surrounding environment and/or in academic contexts.
	11.2. Understanding properly and efficiently implicit meaning in the function texts and short simple essay in the form of recount, narrative, and exposition which is related to surrounding environment and/or in academic contexts.

Based on the standard of competence and basic competence, the eighth grade students of Pilot International Standard Junior High School in second semester should be able to understand implicit and explicit meaning of short simple essays in the form of recount, narrative and exposition. The topics of those texts are related to surrounding environment of students and their academics settings.

2. Visualisation Strategy

a. Definition

In Teaching Reading (Ministry of National Education, 2009), visualization is defined as the process of creating mental

pictures to assist understanding. In line with it, Goudvis and Harvey (2000) in Nelson (2005: 7) also define visualization as a process of making images in readers' mind which will be different among the readers. Miller (2001) in Nelson (2005: 7) also defines visualization as a process of forming a mental image in one's mind. Visualization strategy employs readers' schema in their minds. It is believed that everyone's visualization is different because of the different knowledge developed in their schema.

Wooley (2011: 81) defines visualization as a powerful tool which can help improving reading comprehension. It is also stated that if this tool is used properly; it will economize the working memory. According to Reynolds and Miller (2003), in the working memory, there are two ways of information process; verbal and visual. The verbal model comes from spoken words through auditory sensory memory while the visual model comes from pictures or printed words through visual sensory memory. The processes undergone in the one's mind are described in Figure 1.

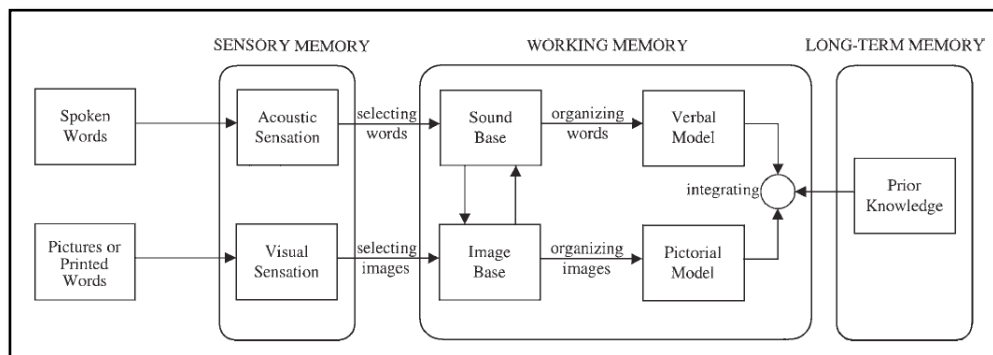


Figure 1. An Information Processing Model of How Human's Mind Works. (Reynolds and Miller (2003: 51)

In the working memory, the sound base is the sound collections of the selected spoken words. Later, it is organized into coherent structure namely verbal model. Besides the verbal information processing, the pictures or printed words are selected into image base. Then, the collection of images in image base is organized into coherent structure namely pictorial model. After that, verbal model and pictorial or visual model of the presented materials integrate into the relevant prior knowledge.

According to Wooley (2011: 81) the visualization strategy links between visually and verbally encoded information. Reynolds and Miller (2003: 52) state that the knowledge is constructed when the learners integrate the visual and verbal information with their background knowledge. Furthermore, the knowledge is stored and connected with the other knowledge in the long-term memory.

Wooley (2011: 81) also states that in the time of constructing images during the visualization process in reading,

visualization provides a great chance for readers to develop strong links between their personal meanings with the text. It enhances deeper engagement with the text. Therefore, it will promote intrinsic motivation because it integrates personal and emotional associations. It also opens a great chance of different visualization because it depends a lot on life experiences.

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

b. Strategies in visualization

Goudvis and Harvey (2000) in Nelson (2005, 11) propose some strategies of visualization. Those strategies are (1) Visualizing with Wordless Pictures; (2) Visualizing from a Vivid Piece of Text; (3) Visualizing in Reading, Showing not Telling;

and (4) Creating Mental Images that go beyond Visualization. Those ideas are developed under the format of visualization strategies.

Those strategies promote the use of the readers' mental imagery in different ways. Nelson (2005, 11) explains the steps of those strategies. In Visualizing with Wordless Picture, the students use the clues from a few points to predict the next part. The students visualize their prediction and draw it. At the last, the students share their prediction. The next strategy is Visualizing from a Vivid Piece of Text. This strategy is similar with the Draw and Label Visualization from McLaughlin (2003). In this strategy, the teacher reads the text aloud and stops at a certain point and the students visualize the scene. The students share their visualization in groups before they draw it. In this way, the place of discussion section Differ Visualizing from a Vivid Piece of Text from Draw and Label Visualization strategy. In Draw and Label Visualization strategy, the students draw their visualization first then share it in groups.

The third strategy is Visualizing in Reading, Showing not Telling. In this strategy, the students read the text with full of vivid nouns and verbs. The teacher reads the passage aloud while the students visualize the scene. The students are asked to give comments. After the comments are given, the teacher labels the

part of speech. This strategy helps the students learn about part of speech.

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

McLaughlin (2003) in Nelson (2005: 8) developed two strategies based on the format of visualization proposed by Goudvis and Harvey (2000). Those strategies are Draw and Label Visualizations and Mind/Alternative Mind Portraits. The first strategy is Mind and Alternative Mind Portrait. This strategy is helpful for understanding the text with two perspectives. In this strategy, the students choose two characters and visualize them. The students also record the ideas using draw-and-label visualizations.

The second strategy is Draw and Label Visualization. This strategy is designed with the process of gradual release of responsibility. This process has three levels of instructions. Those are (1) Teacher Models; (2) Guided Practice; and (3) Independent Practice. It is believed that without this process the students may not understand what they are expected to accomplish. In this strategy, the students visualize what the teacher reads and sketch their visualizations then label them with some detail information.

After they finish sketch their visualization, they share their sketch to promote better understanding and point out the different schema and background knowledge.

In brief, there many strategies which have developed under the formats of visualization strategy. Those strategies are (1) Visualizing with Wordless Pictures; (2) Visualizing from a Vivid Piece of Text; (3) Visualizing in Reading, Showing not Telling; (4) Creating Mental Images that go beyond Visualization; (5) Draw and (6) Label Visualizations; and Mind/Alternative Mind Portraits. In implementing those strategies, the teacher needs to suit the strategy with the level proficiency of the students.

c. Draw and Label Visualization Strategy in Teaching Reading

Goudvis and Harvey (2000) in Nelson (2005, 7) suggest the use of gradual release of responsibility in which consist of four steps. Those are (1) Teacher Models; (2) Guided Practice; (3) Independent Practice; and (4) Application of the Strategy in Real Reading Situations.

Based on the format from Goudvis and Harvey (2000), McLaughlin (2003) in Nelson (2005: 8) designs the steps of Draw-and-Label Visualizations with implementing of the process of gradual release responsibility. Those steps are described as follows.

1) Teacher Models

- a) The teacher demonstrates (models) the strategy by reading the title and first page or paragraph to the students.

- b) Then, the teacher sketches what she sees in her mind and labels the picture. The teacher reminds the students that sketches are acceptable. The teacher also makes a simple sketch for them.
- c) The teacher continues reading more paragraphs and again sketches what is visualized and labels it.
- 2) Guided Practice
 - a) It begins with the teacher reading aloud a few more pages, stopping at points of interest.
 - b) The teacher asks the students to visualize and creates pictures in their mind.
 - c) The teacher encourages students to discuss their visualization and helps students sketch their visions on paper.
 - d) After the students finish sketching their own vision, the teacher thinks aloud and makes the teacher's sketch.
 - e) The students share their sketches with their partner and the teacher points out individual differences.
- 3) Independent Practice
 - a) This level starts with the teacher continuing to read aloud the texts while the students draw and label their own visualization.
 - b) When complete, the students share the final product and discuss the story.
 - c) The students are encouraged to reflect their sketch in improving their understanding.

This strategy starts when the teacher models his/her visualization about the scene being read. The teacher gives a model first to demonstrate how to use the strategy. According to Pearson et al (1992) in Wooley, teacher model also demonstrates the use of mental imagery when the teacher describes the detail of the teacher's visualization during reading the passage.

In guided practice, the teacher and students work together to visualize and sketch their visualization. In this step, the teacher monitors the students' visualization and sketch to correct the possible misconception of students. The teacher may give positive

feedback to encourage the students and to increase their confidence in working with this strategy.

The last instruction is independent practice in which the students start to visualize and draw their visualization independently. In this step, the teacher gives feedback and comment about the students sketch and label. After finishing their drawing, the students discuss the story to get the better understanding. The discussion section can be helpful for the students to reflect their visualization to improve their reading comprehension.

Nelson (2005) followed those steps of Draw and Label Visualization Strategy to improve her students reading comprehension. In her implementation, Nelson used the text from Emily Moore entitled "*Whose Side Are You On?*". The text was about a girl named Babra who is not satisfied with her grades so she throws away her report. Babra feels many emotions because she needs to tell her mom and teacher about what she has done. Her students visualized the girl named Babra and the emotions she has. Figure 2 shows the visualization of one of Nelson's students named Erin Kokke.



Figure 2. Erin Kokke's Visualization of "Whose Side Are You On?"

In reference to the implementation of visualization strategy, Miller (2006) also implemented the use of visualization strategy to exercise her students in using visual imagery. This practice is aimed to help the students in their reading comprehension. In her implementation, Miller used the story of *Greyling* from Jane Yolen. Miller's student, Whitney, drew her changing mental images when they read the story. Figure 3 shows the changing of Whitney mental images.

"Greyling is the story of a fisherman and his wife who live in moss-covered hut by the sea, longing for nothing more than a child of their own. One day the fisherman finds a small grey seal stranded on a sandbar. But this is no regular seal" (Miller, 2006: 83)

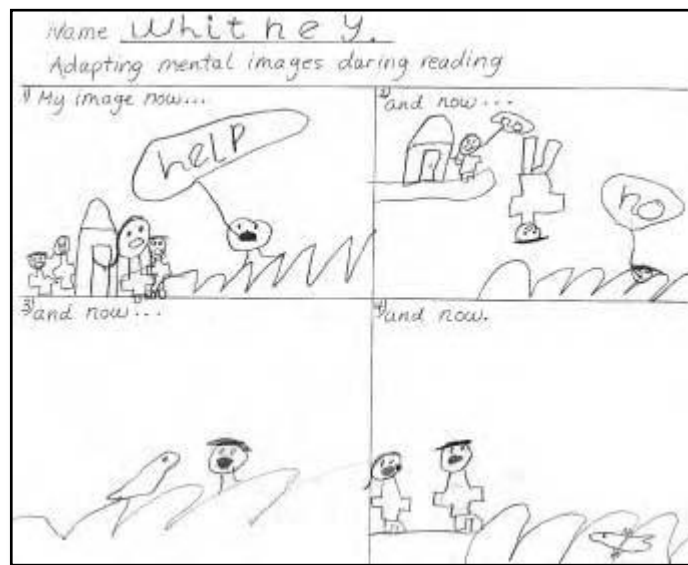


Figure 3. Whitney's Visualization of "Greyling"

In conclusion, draw and label visualization strategy has three parts. Those are teacher models, guided practice and independent practice. In the teacher models, the teacher demonstrates how to visualize. In the guided practice, the students practice to visualize under the teacher guidance while in the independent practice, the students start to visualize the text by themselves.

B. Conceptual Framework

There are many aspects which should be considered to achieve good reading comprehension of the text. Those aspects are related to students' vocabulary mastery, students' interest, students' ability to use an effective reading strategy, a teaching technique, materials and media. From those aspects, the obstacles of reading comprehension come from. When one or some of those aspects were not sufficient enough to support the reading process, the comprehension will be difficult to be achieved.

In SMP N 1 Wonosari, some of those aspects become the obstacles in students' reading comprehension. Those aspects are students' vocabulary mastery, students' interest, students' ability in using an effective reading strategy and a teaching technique. Most students have limited vocabulary mastery which is the main aspect supporting reading comprehension. Then, they also have low motivation in the reading activity. They cannot focus on what they read. The next problem is related to the reading strategy. The teacher has taught them some strategies but they rarely use these strategies because they prefer to translate the text in their mother language using *google transtool*. The last problem is related to the teaching technique in which the teacher cannot fulfill the students' need. As a consequence, the obstacles of reading comprehension cannot be overcome.

The previous discussion shows that schema and background knowledge play a role in comprehending a text. By employing schema and background knowledge in the reading process, the comprehension can be achieved. The visualization strategy which uses schema and background knowledge as the basis of processing information can help the students achieve comprehension.

The visualization strategy is a reading strategy which employs prior experience of the students to construct meaning. Because the basis of processing information is the students' prior knowledge, it provides a link between the students' personal meaning with the text. Through the

emotional and personal association linked with the text, the students may have deeper engagement which makes the students intrinsically motivated. Therefore, visualisation strategy creates positive environment that stimulates to enjoy reading process.

In addition, the visualization strategy works by linking both visual and verbal information. It will economize the use of working memory so it spares more cognitive space to efficient reading comprehension. In this way, the students recall the information easily because they are able to memorize the information in detail and a whole. It can promote the students' discussion in which the interaction among the students and the teacher will be facilitated.

Considering the strengths of the visualization strategy, the researcher wants to implement this strategy in the teaching reading in SMP N 1 Wonosari. The researcher believes that the strengths of visualization which are discussed before can overcome the students' problem in comprehending the text. Then, the researcher finds improvement in students' reading comprehension through using visualization strategies.

CHAPTER III

RESEARCH METHODS

A. Research Type

In line with problems of reading comprehension found in SMP N I Wonosari, this research was conducted based on the principle of action research. According to Elliot (1978) in Cohen and Manion (2007, 298), the concern of action research is the identified practical problem which can be improved. Through this research, the teacher focused on overcoming the problem which made the students' reading comprehension low so the students' reading comprehension can be improved.

Kemmis and McTaggart in Burns (2010, 8) stated that the implementation of action research consists of five steps. Those are reconnaissance, planning, implementing action, observation and reflection. The teacher as the researcher should make inference from reflection to plan the teaching reading in the next meeting. Therefore, the ongoing improvement of teaching reading will be achieved and then the students' reading comprehension also can be improved.

B. Setting of the Research

This research was conducted in SMP N I Wonosari in the academic year of 2012/2013 from February to March 2013. There are 21 classes in SMP N I Wonosari and each grade consists of eight classes. Each class has their own facilities such as a board, 24 tables, 24 chairs, a projector, and

two speakers. In addition, the school provides some facilities to support the learning and teaching process such as a chemistry laboratory, a physics laboratory, a biology laboratory, two computer laboratories, a library, and a music room. The school is on the process of completing the facilities.

C. Research Subject

This research was conducted in the 8th grade students at SMPN I Wonosari. The researcher only took one class consisting 24 students. In choosing the class, the researcher had a discussion with the English teacher as a collaborator in this research. After the discussion, the researcher and the collaborator agreed to choose class 8C as the subject of the research because it had the most complicated problem to be solved.

D. Research Instrument

In this research, the data were collected using some instruments. Those instruments are described as follows:

a. Observation checklist

The observation checklist was to check the procedure of the actions implemented by the researcher. The observer put a tick on the items which had been done by the researcher. The observer also might give comments about the teaching learning process or suggestions for improving the implementation on the next meeting.

b. Interview guideline

The interview guideline was used to guide the researcher in conducting the interview. This guideline was designed based on the

observation checklist to confirm the process undergoing in the class. It covered several points, such as the actions, the conditions in the class, and the students' affective and cognitive domain.

c. Reading comprehension test

The instrument was used to know the progress of the students' reading comprehension during the action. The tests consisted of 30 items of multiple choices. The tests' results were in the form of scores. These scores were the measuring rod of the improvements of the students' reading comprehension.

E. Data Collection Technique

The data collected were in the form of qualitative and quantitative data. The qualitative data were related to the description of the process during the action, interview transcript and observation checklist. The quantitative data were related to the students' reading comprehension scores. These data were collected from some techniques used. Those techniques used are described as follows:

1. Observation

The observation was to record the learning and teaching process. Before the implementation, the researcher conducted the preliminary observation on the teaching learning process to identify the problems. The observation was also conducted during the action to note down related to some aspects occurring in the

classroom. Those aspects were dealing with students' attitudes in the reading activity, and the teacher's action in the class including the strengths and weaknesses.

2. Interview

This technique was used to gather detailed information from the students and the collaborator about the action. The interviews were recorded and then the researcher made the interview transcript.

3. Pretest and posttest

Reading comprehension tests were conducted to gain the information about how successful the actions improve the students' reading comprehension. It consisted of two tests which were administered before and after the actions. The one namely the pre-test was conducted before the actions. The other one namely the post-test was conducted after the actions. Besides the reading comprehension tests, the researcher also administered the assessment tasks in the end of each cycle. The assessment tasks were used to gain the information about the strengths and weaknesses of the actions and the improvement of the students reading comprehension in each cycle.

F. Data Validity and Reliability

The researcher follows some validity checks proposed by Anderson in Burns (1999, 161-162).

a. Democratic Validity

Democratic validity is to measure that this research deals with all parties regarding to the problem in the process. The researcher should take some consideration from other parties such as students and a collaborator. In this research, the researcher had conversations with the students and the collaborator to improve the implementation on the next meeting.

b. Process Validity

Process validity is related to reliability and competency of the research. To gain the process validity, the researcher had the data of observation during the action through the observation checklist and field notes. Those data were collected by the collaborator. The researcher also interviewed the students and the collaborator to know their opinion about the process of implementation.

c. Catalytic Validity

Catalytic validity is to ensure the fairness of the action implemented in the research. This validity makes sure that all the parties have the understanding about the action and their awareness of situation changes. The research itself had made all parties involved in learning more about the situation of the teaching learning process. To fulfill the catalytic validity, the researcher interviewed all parties and noting the process of implementation.

d. Dialogic Validity

In obtaining dialogic validity, the researcher made dialogues with the students and the teacher as the collaborator. These dialogues aimed to reveal the strengths and weaknesses of the action so the research improved in the next meeting.

In this research, the researcher used triangulation techniques to get the trustworthiness. According to Burns (1999:164), there are four triangulation techniques namely time triangulation, space triangulation, investigator triangulation and theoretical triangulation. The researcher only uses two triangulation techniques. They are investigator triangulation and theoretical triangulation. In investigator triangulation, the researcher used more than one observer. They were the researcher herself and the English teacher. Moreover, in theoretical triangulation, the researcher analyzed the data from many perspectives which are based on more than one theoretical review.

G. Data Analysis

This research involved both quantitative and qualitative data. The quantitative data were gained through reading comprehension test both the pre-test and the post-test. The researcher compared the mean values of the scores of the pre-test and the post-test using SPSS Statistics 17.0. Both the pre-test and the post-test scores were compared using paired sample t-test. The researcher also analyzed the score from the assessment tasks and vocabulary quizzes using the same way. It led the researcher to identify the

progress of developing reading comprehension of students because of the treatments. The data were presented in the form of the table.

The qualitative data were gained from observation, interview and field notes. The researcher analyzed the qualitative data by following the technique of data analysis by Miles and Huberman (1994) in Punch (2005: 197). There are three steps proposed by them; displaying, reducing and verifying the data. The researcher analyzed the data from the observation checklist and interview transcript. From the observation, the researcher and collaborator analyzed the description of the implementation process. Based on the interview transcript, the researcher and collaborator analyzed the opinions of the students related to the improvement of the students' reading comprehension. The researcher drew a conclusion of the data based on the theory, the reading pretest and posttest.

H. Research Procedure

In line with the type of the research, the researcher implemented the steps proposed by Kemmis and McTaggart in Burns (2010, 8). Those steps are described as follows.

1. Reconnaissance

In this step, the researcher did observation and interview to the students and the English teacher to gain information about the problems in the field. The researcher determined the problems and the actions.

2. Planning

After identifying the problems, the researcher planned actions to be implemented in the class to solve the problems in reading comprehension. The set of actions were based on the visualization strategy especially drawing and labeling visualization strategy with the support from some actions. The actions are described below.

- a. Guessing the meaning of new English words using the context and confirming the meaning using the sketches

- b. Using the steps of Drawing and Labeling Visualization Strategy

- 1) Teacher Models

- a) The teacher demonstrates (models) the strategy by reading the title and first page or paragraph to the students.
- b) Then, the teacher sketches what she sees in her mind and labels the picture. The teacher reminds the students that sketches are acceptable. The teacher also makes a simple sketch for them.
- c) The teacher continues reading more paragraphs and again sketches what is visualized and labels it.

- 2) Guided Practice

- a) It begins with the teacher reading aloud a few more pages, stopping at points of interest.
- b) The teacher asks the students to visualize and creates pictures in their mind.

- c) The teacher encourages students to discuss their visualization and helps students sketch their visions on paper.
 - d) After the students finish sketching their own vision, the teacher thinks aloud and makes the teacher's sketch.
 - e) The students share their sketches with their partner and the teacher points out individual differences.
- 3) Independent Practice
- a) This level starts with the teacher continuing to read aloud the texts while the students draw and label their own visualization.
 - b) When complete, the students share the final product and discuss the story.
 - c) The students are encouraged to reflect their sketch in improving their understanding.

3. Action

After planning the action, the researcher implemented the action in the teaching learning process. The implementations consisted of two cycles. The first one was done in three meetings. The second cycle was done only in two meetings.

4. Observation

After conducting the action, the researcher observed the result of the action. The researcher also involved the collaborator to observe the condition of the class during the actions. The researcher interviewed the students in each meeting to gain information about the effect of the action to the students. The data gained were discussed by the researcher and the collaborator to be the basis of reflection steps. The reflection was used to improve the next actions.

5. Reflection

In this section, the researcher evaluated the effect of the action and identified the weaknesses during the learning and teaching process in order to be improved in the next actions. Considering the reflection point in the end of Cycle I, the researcher and collaborator decided to conduct Cycle II. The reflection was based on the observation and interview with the collaborator and the students of VIIIC at SMP N I Wonosari. The interviews were basically about the students' and collaborator's opinions about the strengths and weaknesses of the action done.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings of implementation of the visualization strategy to improve the grade eight students' reading comprehension at SMP 1 Wonosari. The implementation was divided into two cycles, cycle I and II. Each cycle consists of planning, action and observation, and reflection. This chapter also presents the quantitative data in the form of mean of the students' score during the research process.

A. Identification of Field Problems

In identifying the problems, the researcher determined them based on the observation of the teaching and learning process and the interview with both the students and the teacher. The researcher conducted both observation and interview with the students and the teacher in September 24th, 2012. The observation was conducted to collect the data of the problem during the teaching and learning process. The researcher recorded all the activity in the classroom in the field note (*Appendix A, FN 9/24/2012*).

After conducting the observation, the researcher interviewed both the students and the teacher. This activity was done to collect data about the possible problems faced by the students. It also captured the students' opinion about the teaching and learning process. The interview with the teacher was done to gain the information about teacher's perspective about the teaching and learning process

and the students' difficulties in learning English. (*Appendix B, interview 9/24/2012 –T and S*)

After conducting observation and interview, the researcher found some problems in the teaching and learning process. All the problems were presented in the table below.

Table 2: The Problem from the Fields

No.	Problems
1.	When the teacher came into the classroom, the students were still busy about something else.
2.	When the teacher started the lesson, some students still talked about another topic with their friends.
3.	When the teacher gave them some eliciting questions about the material, some students gave unserious responses and some others only remained silent.
4.	Some students did not like reading English text. It was seen when they were asked to read the text, they could not concentrate on the text. They often stopped reading and chatting with their friends.
5.	The students took longer time to understand the text and worked on the comprehension questions.
6.	Some students could not understand the text well so they could not answer the comprehension questions accurately.
7.	In the discussion section, some students did not participate well. They just remained silent and wrote down the answers.
8.	There was limited interaction among the students in the classroom activities.
9.	The teaching process of the reading skill mainly focused on translating and testing.
10.	Some students easily got bored of the teaching and learning process. It was seen that the students responded to the teacher's instructions unenthusiastically.
11.	The students lacked vocabulary mastery.
12.	Some students found the difficulties in memorizing the new English words.
13.	The students did not bring dictionaries to help them understand the text.
14.	The students' motivation dropped if they found too many difficult words.

After identifying the problem in the field, the researcher and the collaborator analyzed the problem. They decided to solve several problems which they thought as the urgent problem to be solved. Those problems were related to the students' comprehension and their motivation. The problems are presented in the table below.

Table 3: The Urgent Problems to Solve

Category	Problems	Indicators
Students' motivation	Some students did not like reading English text	<ul style="list-style-type: none"> • They played with their pencil, pen or ruler while they were reading a text. • They frequently stopped reading and chatting with their friends about another topic.
	Some students did not participate well in the discussion section.	They remained silent and wrote down the answers.
	Some students easily got bored of the teaching and learning process.	They gave response to the teacher's instructions unenthusiastically.
Students' comprehension	Some students could not give accurate answers to the comprehension questions.	They misunderstood some detail information so they often made mistakes in answering the comprehension questions.
	Students lacked vocabulary mastery.	<ul style="list-style-type: none"> • They often asked about the meaning to their friends. • They used <i>google transtool</i> to translate the text.
	Students found the difficulties in memorizing new English words.	They frequently forgot the meaning of the words which were found in the previous text or meeting.
Teaching technique	There was limited interaction among the students and between the students and the teacher.	<ul style="list-style-type: none"> • The students did not ask help about their difficulties to the teacher. • The students rarely worked in groups.

B. Determining the Actions to Solve the Problems

Based on Table 3, the researcher proposed some actions which were believed to be able to overcome the problems occurring in the field. The actions proposed were as follows.

1. Using Drawing and Labeling Visualization Strategy to improve the students' comprehension and motivation.
2. Implementing guessing meaning of new vocabulary from the context and confirming the meaning using sketches to increase the students' vocabulary mastery.

C. The Research Process

1. The Report of Cycle 1

a. Planning

In this phase, the researcher and the collaborator planned a set of actions which would be implemented in the teaching and learning process. The researcher and the collaborator would focus on generating main ideas and finding detail information. The text used was a narrative text.

Due to the long steps of the visualization strategy, the researcher and the collaborator decided to divide the steps in three meetings. The first meeting would be the teacher modeling in which the researcher would give a model of how to use visualization in reading. The second meeting would be the guided practice in which

the students would try to use the strategy with the researcher's guidance. The third meeting would be about the independent practice in which the students would use the strategy independently without the researcher's guidance.

In every meeting, the researcher and the collaborator planned to insert guessing meaning of new vocabulary using context and confirming the meaning using the sketches made when the students and the researcher as the teacher started to comprehend the text. Later, the researcher would confirm the meaning of the vocabulary using the sketches made when they read the text.

The researcher and the collaborator planned to remind the students about the steps of drawing and labeling visualization strategy in the beginning of the class and to review the text in the next meeting.

b. Actions and observations

In implementing the actions, the researcher worked with the English teacher. When the researcher took a role as the teacher, the English teacher stayed at the back. The English teacher observed the learning process, completing the observation sheet and recording the activities in the classroom in the field notes.

Cycle 1 was conducted in three meetings. In the first meeting, the researcher focused on the first part of the drawing and labeling visualization strategy; the teacher model. In the second meeting, the

researcher started to let the students try the strategy. The researcher still gave guidance to the students about how to visualize the text. In the last meeting of Cycle 1, the researcher led the students to work independently although the discussion in groups was still provided for students in the end of independent practice.

1) Meeting 1 (Teacher Model)

The first meeting was on March 2nd, 2013. The researcher, as a teacher, started the lesson by giving introduction about the strategy. The researcher highlighted about making pictures in students' mind and illustrating it into sketches. The researcher emphasized that the simple sketches would be alright as long as they were based on the students' understanding. The researcher also explained that there would be an example made by the researcher to show the students the way the visualization worked.

When the researcher was about to distribute the narrative text entitled "*The Legend of Toba Lake*", the researcher elicited the students' knowledge about the narrative text by asking about the title of several famous stories. Only few students could understand the researcher's intention and some others students just remained silent. Then, the researcher asked the same question to the other students who wanted to try to answer. One of them raised his hand and answered "That is the part of the narrative text, Miss" in Indonesia.

The researcher continued asking about the generic structure of the narrative text and all about the narrative text.

Afterward, the researcher started to discuss the text entitled "*The Legend of Toba Lake*". Before reading the text, the researcher led the students to predict and preview it. The researcher asked the students about their prediction of the text after the researcher let them preview it. Some students enthusiastically gave their opinion about the text but there were still some students who remained silent. Therefore, the researcher asked some students to give their answers although some of them were still ashamed to give their answers.

After predicting and previewing the text, the students were asked to find the difficult words. Some students initiatively mentioned those words. The researcher gave a sign to the students that the researcher would write them down on the board. Some other students also followed to mention their difficult words. After collecting the difficult words, the researcher asked whether the other students might know the meaning of those words. The students gave their responses actively to predict the meaning of some words on the board. The researcher wrote down all answers so there were only 10 words left. The researcher led the students to guess the meaning while they read the text later.

The researcher started to model the students about the visualization strategy. Firstly, the researcher read the title and the first

paragraph. The researcher made a pause for a while to see the students' responses. All of the students concentrated on their own text. The researcher gave a sign that she was imagining in her mind. The researcher then drew her sketch. The researcher made a simple one. The researcher also labeled her sketch with some detail information. Some students commented on the picture on the board. The researcher helped the students find and confirm the meaning of difficult words in the first paragraph using the sketches on the board.

Secondly, the researcher continued to the next paragraph. The researcher repeated the steps on the first paragraph. All the students were silent and concentrated on their text and the researcher's sketches on the board. One of the students asked to the teacher, "*I am not good at drawing, Miss. What should I do?*" The researcher explained that the simple sketches were alright. She added that the picture was only the tools to help them make pictures in their mind. These steps continued to the last paragraph in which the students totally focused on the text and the sketches on the board. There was no one talking to their friends or paying their attention to other things.

After finishing visualizing the text, the researcher checked the students' understanding. The researcher asked students about the general ideas of the text to the class. Some students actively answered the question from the researcher. The researcher also called some students to answer the questions about the detail information. The last,

the researcher asked about the plot of the story. The researcher called one student to answer the question. RQ, the student who was called, answered the question based on his understanding. The researcher called another student, DN, to continue the answer of RQ.

The researcher made the students into groups of four to work together in the next meeting. The researcher also explained the guided practice in which the students would engage in the next meeting. The researcher also asked for any question the students had during the visualization process. The researcher dismissed the class after making sure that no one had questions of the visualization process.

2) Meeting 2 (Guided Practice)

The second meeting was held on March 4th, 2013. The researcher began the lesson by reviewing the activities in the previous meeting. The researcher asked students about the content of the text, the plot of the text and some detail information. It seemed that the students became more active in responding to the questions. The condition became a little bit noisy. Then, the researcher called some students who remained silent from the beginning. The researcher gave some questions including the content of the previous story. The researcher also reviewed the strategy which had been modeled by the researcher. Most students understood the way to work with the visualization strategy. The researcher explained that the simple

sketches would be alright so the students might not worry about their drawings.

In groups, the students started to work on the text using the visualization strategy. Before the students used their visualization, the researcher led them to preview and predict the story. Some students actively gave their opinion about the text but some others had found the difficult word from the title. The researcher continued the activity into guessing the meaning of the difficult words. Most of the students contributed to mention the words which they did not know their meaning. The researcher wrote down all words mentioned by the students. Then the researcher asked the students whether some of them had already known the meaning. Some students gave their opinions. The researcher wrote down the meaning until there were only 8 words left. The researcher led the students to start the guided practice of the visualization strategy and find the meaning while sketching and discussing in groups.

The researcher began the guided practice of drawing and labeling visualization strategy by reading the title and the first paragraph. The researcher then asked the students to visualize what they read and drew their visualization on a piece of paper. All students seemed focus on their own work. The researcher checked all groups to guide if there were some students who had some problem.

Some students asked the researcher because they had some difficulties. One of them asked the researcher in Indonesian, “*Miss, kami masih bingung tentang teksnya.*”(Miss, I was confused about the text.) Their difficulties were mainly about comprehending the text. The researcher guided them to comprehend the information by imagining the situation of the story. After comprehending the first paragraph, they were able to draw their visualization. One of the students raised her hand and asked the researcher about her difficulties. She also asked in Indonesian, “*Miss, bingung gambarnya, saya nggak bisa gambar sebayang saya.*”(Miss, I could not draw as good as my imagination.) She got the problem in drawing her visualization. The researcher guided her to make a simple sketch. After the student found her way to draw her visualization, the researcher moved to another group. In this group, the members continued visualizing next paragraph. They did not wait for the researcher’s instruction. When the researcher asked them for the reason, one of them said, “*Nggak asik Miss kalau berhenti.*”(I lost the pleasure when I stopped drawing.) The researcher permitted them to move forward as far as they did not disturb the other students.

After all students finished their drawing, the researcher drew her own visualization. The researcher asked the students to share their sketches. The researcher pointed out the differences of every student’s visualization. The researcher asked about the difficult words, most of

them had the meaning from guessing the meaning from the context. After confirming the meaning, the researcher wrote down the meaning on the board.

The researcher continued reading the next paragraphs. The researcher asked the students to visualize and draw their visualization. The researcher looked around to check the students' work. Checking the students' group work helped some students who had some difficulties in their comprehension or visualization. In these paragraphs, there were some students got difficulties in drawing their visualization because they saw their visualization moved. The researcher asked them to draw the general one which represented their visualization.

Next, the researcher drew her visualization on the board when all students had finished their visualization. One student asked the researcher whether the researcher's sketch was different from hers. The researcher explained that every student's visualization was different. The researcher then asked about the difficult words. The students had found the meaning of some words in the paragraphs. The researcher confirmed the meaning and wrote them down on the board.

Therefore, the researcher read the next two paragraphs. The researcher asked the students to draw their visualization. When looking around to check the students' work, the researcher found some groups which did not give any label of detail information. The

researcher then told them that they needed to label their picture with the detail information which they thought important. The researcher emphasized to all students that labeling the detail information would help the students' comprehension. Most of the students started to pay attention on labeling their picture with the detail information. Most of the students actively engaged on the discussion section with their groups during visualizing the text.

Unfortunately, before the students could finish visualizing the paragraph, the bell rang. Because the researcher had to end the class soon, there were some planned actions could not be completed. Those actions were checking the students' comprehension after working with the visualization strategy and also reflection of the teaching and learning process.



Figure 4. One of the Students' Visualization of "The Man with a Bump"

3) Meeting 3 (Independent Practice)

The third meeting was held on March 7th, 2013. In this meeting, the researcher led the students to work independently on comprehending a text using the visualization strategy. The discussion section was held after the students finished visualizing the whole text. The purpose of the discussion section was different from the discussion in the guided practice which helped students to comprehend the text. The purpose of the discussion section was to check the students' comprehension about the text using their drawing. The researcher also reduced her guidance on guessing the meaning of difficult words.

The researcher began the lesson by reviewing the activities in the last meeting. The researcher also checked the students' understanding about the text in the previous meeting. The researcher asked the students about the content and the plot of the text. The researcher also asked several detail information to some students. The number of the students who actively answered the questions seemed to be increased. Some students who kept silent in the previous meeting started to give their answers.

Before leading the students to work on the independent practice, the researcher explained the activities in this meeting. The researcher distributed the text and asked the students to comprehend and visualize it independently. There was time limitation for the

students in working on the task; 20 minutes. The researcher also explained that the group discussion was held in the end of their visualization.

When the students started to read the text, the researcher looked around to check the students' work. Most of the students concentrated on their visualization. After 20 minutes, the researcher asked the students to share their visualization product and to discuss the content of the text. The researcher gave the students 10 minutes to have a group discussion. Some students had different understanding from their friends. They comprehended the text once more and tried to get the true meaning of the text.

After the discussion, the researcher checked the students' comprehension through some questions she gave to the students. The questions were about the content and the plot of the story and some detail information. The students answered those questions clearly. They understood the text well.

Then, the researcher administered an assessment about some texts which had been discussed before. The students were allowed to use their sketches to help them work on the assessment. Some students used their sketches to help them but some others visualized again in their mind to help them work on the comprehension questions.

In the end of the lesson, the researcher reflected the activities. The researcher asked the students' opinions about the strategy used

before. Some of them said that it was interesting to illustrate what they imagined. Some of them also commented that the activities helped them memorize more vocabulary. There were some of the students commented on the material which was too long and some others commented about their experience during the new strategy.



Figure 5. One of the Students' Visualization of "The Legend of Lau Kawar Lake"

c. Reflection

From the observation of Cycle 1, there was no obstacle found in the first meeting. In the first meeting, the students were given a model of how the strategy worked. Some students got confused at the beginning but they had clear understanding after several examples were provided. Some of them were afraid because they thought they

were not good at drawing. The researcher explained that the simple sketches were alright.

The plans of guessing and confirming the meaning using context and sketches went smoothly. This action got a good response from the students. Some students gave a good comment about this section. The following interview transcript presents students' comments about the guessing and confirming the meaning using context and sketches.

P	:	<i>Lalu mengenai kosa kata baru itu bagaimana? Apakah menjadi kesulitan untuk Adek? (How about new English words? Did you have any difficulty of them?)</i>
S2	:	<i>Awalnya sih Miss pas belum mulai, tapi tadi kan sudah dibahas sekilas dengan Miss, itu cukup membantu, ditambah lagi dibahas dengan gambarannya Miss di papan tulis, jadi lebih paham Miss. (Yes, I did in the beginning. You had discussed it briefly. It helped me. Then I understood more after the brief discussion using the sketches in the board.)</i>
S7	:	<i>Kalau saya di paragraph dua itu Miss. Tapi tadi pas diakhir kan dibahas lagi sama Miss kata sukarnya, jadi tahulah. (Yes, I got the difficult words in the second paragraph. In the end, you discussed them again so I got them.)</i>
<i>Interview 6 – 3/2/2013</i>		

In the second meeting, the students were asked to use the strategy. Because it was their first time, most of them were a little bit noisy. The researcher needed to approach every group to help the students with their problem. It was exemplified in the transcript below.

P	: Menurut Ibu kegiatan pembelajaran tadi bagaimana? (What do you think about the teaching and learning process?)
BW	: Bagus, saya lihat pandangan Mba sudah menyeluruh ke setiap siswa. Tadi masih sedikit gaduh ya, tapi mungkin karena mereka baru pertama menggunakan ini. Tadi Mba Santi sudah bagus dalam menangani anak yang gaduh. Ya gimana ya mba, kan dibuat kelompok jadi Mba Santi harus jalan – jalan ya. (Great, I thought that you could see all students. It was just a little bit noisy because it was their first time in using this strategy. You had already been great in overcoming the situation. Because they were in groups, you should look around to check their work.)
Interview 13 – 3/4/2013	

During the teaching and learning process, the researcher approached every group to check whether the students found problems in using the visualization strategy. Those problems were related to comprehending the text and drawing their visualization. Some students got difficulties in drawing their visualization as exemplified from the following interview transcript.

P	: Adek ada kesulitan tidak tadi dalam mengilustrasikan teksnya?(Did you have any problem in illustrating the text?)
S3	: Iya Miss. Bingung, (Yes, I did. I was confused.)
P	: Bingungnya kenapa Dek? (What were you confused about?)
S3	: Saya bingung mau menggambarkan yang mana. Kan kayak Miss itu, ada banyak gambar di pikiran saya. Jadi bingung. (I got confused about the one I would draw. There were a lot pictures in my mind. So I got confused, then.)
P	: Lalu, bagaimana solusinya? (Then, what was your solution?)
S3	: Ya kayak yang Miss bilang itu, saya gambar garis besarnya ajah. (Like what you said a while ago, I drew the general one.)
Interview 7 – 3/4/2013	

Some students got problems in determining the one they needed to draw. In visualizing the text, they could see many pictures in their mind. That was the reason why they were confused before.

Then, the researcher explained that they could draw the general illustration.

In the guided practice, there was a problem with the text chosen by the researcher. Some students felt that the text was too long for them. The teacher also gave the same opinion as exemplified in the interview transcript below.

P	:	<i>Menurut Adek, teksnya terlalu sulit atau mudah? (What do you think about the text?)</i>
S3	:	<i>Ya lumayan mudah Miss. (It was quite easy.)</i>
S5	:	<i>Lumayan mudah tapi panjang ya Miss. Saya tadi belum selesai menggambar. (I think it was quite easy, but it was too long. I could not finish drawing it yet.)</i>
S22	:	<i>Iya, lumayan sulit dan panjang, Miss. (I think it was quite easy, but it was too long.)</i>
P	:	<i>Iya, maksudnya Miss memberi yang panjang itu biar Adek bisa latihan berkali-kali. (My intention was that you could train yourself many times.)</i>
S5	:	<i>Ooh, tapi jadi lama Miss. (But I think it took time.)</i>

BW	:	<i>Oh iya Mba, tadi jadi lama ya kegiatannya. Apa tidak sebaiknya teksnya pendek saja Mba? (The activities took a long time. How about using the short text?)</i>
P	:	<i>Iya Bu. Awalnya saya tidak memperhitungkan sampai sejauh itu. (Yes, Ma'am. In the beginning, I did not take account that.)</i>

Interview 13 – 3/4/2013

Based on three interview transcripts above, the text used in the guided practice was too long for the students. It could affect the students' motivation in comprehending the text. For the students who used the strategy for the first time, they spent more time in comprehending the long text. As a result, the students could not finish visualizing the whole text because the time was up.

In the third meeting, the independent practice was applied in the teaching and learning process. The students should work on the text and their visualization independently. There was still a group discussion provided in the end of their independent practice. The discussion section was aimed to check the students' understanding and help the misunderstanding. Some students got different understanding of the text so they could discuss the text to get the true understanding of the text as it was seen from the interview transcript below.

- S10 : *Iya, yang ini tadi diskusinya hanya di akhir saja ya Miss? (In this activity, we only had the discussion in the end of the section.)*
- P : *Iya, karena kegiatan yang tadi itu sudah mandiri, jadi kalian memahami teks dengan menggambarnya secara mandiri, tetapi hasilnya didiskusikan dengan teman agar kalau ada yang salah memahami bisa diluruskan. (Yes, it was. Because it was the independent practice so you should understand the text independently but the result had been discussed in groups. So, if there was misunderstanding about the text, it would be helped to get the true understanding.)*
- S10 : *Oh gitu, iyaa, tadi ada yang agak berbeda pahamnya. Tapi hampir sama. **(There were some students who had the different understanding of the text but it was almost the same.)***
- Interview 8 – 3/7/2013*

From the interview transcript above, there were some students getting different understanding. It seemed that the students used the discussion section well so it helped them to get the true understanding. The student also became more comfortable in using the strategy. It also helped the students improve their understanding as it was seen from the interview transcript below.

P	:	<i>Apakah membantu pemahaman Adek? (Did it help your understanding?)</i>
S8	:	<i>Membantu, karena mempermudah pemahaman, jadi imajinasi yang dilihat bisa terwakili. (Yes, it did. It helped us understand easily because the sketches represented the imagination.)</i>
S9	:	<i>Iya. Kan apa yang kita lihat bisa dituangkan ke dalam gambar. (Yes, it did. I understood more because we could draw what we saw.)</i>
P	:	<i>Kalau tugasnya bagaimana? (How about the task?)</i>
S9	:	<i>Ya lumayan sulit Miss. (It was quite difficult.)</i>
S10	:	<i>Tapi jadi lebih enak membacanya ya Miss. (It became comfortable to read.)</i>
P	:	<i>Lebih enak bagaimana? (How comfortable is it?)</i>
S10	:	<i>Ya membacanya itu lebih mudah dipahami, kalau biasanya itu agak acak-acakan pahamnya. (In the reading activity, I could understand easily. I got messed up understanding before.)</i>
<i>Interview 8 – 3/7/2013</i>		

The students had already felt the benefits of using the visualization strategy in their reading activity. They could easily understand the text. The students stated that they began to be comfortable in using the strategy in helping them comprehend the text.

2. The Report of Cycle II

The reflection of Cycle I presented that there were some points of the actions which were still weak. On the other hand, there were also some points which needed to be maintained. In the second cycle, the researcher and the collaborator managed the action to cover all points in the limited time. The researcher and the collaborator took account both weak and strong points of the previous cycle.

a. Planning

Considering the reflection of Cycle I, the researcher and the collaborator planned the next actions in Cycle II. The researcher and the collaborator considered both the weaknesses and strengths of the three meetings in Cycle I. The weaknesses in the previous meeting were about the time management and the text used. On the other hand, the strengths were the application of guessing meaning from the context and confirming using sketches. The researcher and the collaborator planned to improve the learning and teaching process related to the time management and the text used.

Because the school provided one week for the researcher to finish the research, the researcher and the collaborator organized the actions in two meetings. The first meeting contained the first and the second part of the gradual release of the visualization strategy. Those were the teacher model and guided practice. The second meeting would be about independent practice and assessment of Cycle II.

The activities in the first meeting of Cycle II were organized based on the teaching and learning process of Cycle I. First of all, the text used was a recount text. The researcher and the collaborator changed the text into the recount text in order to train the students to use their visualization not only for the narrative text but also for other texts.

In the beginning of the meeting, the vocabulary quiz was administered. The quiz was aimed to gain information about how the students' visualization helped them memorize new vocabularies. The quiz was to check whether the students still remembered about the new vocabularies in the previous meetings. The quiz contained ten words of the texts discussed in Cycle I. In the second meeting of Cycle II, the same type of vocabulary quiz was also administered to check the students' memory of new vocabulary in the texts in Cycle II.

Next, to improve the unsuccessful points in second meeting of Cycle I, the researcher and the collaborator used the shorter text in teacher modeling, guided practice and independent practice. The texts were about 200 – 300 words. Moreover, the time limitation was also applied to make the students work effectively. The time limitation was applied in the guided practice. The researcher gave time limitation when the students worked on their visualization and their drawing. The time limitation was also applied during the group discussion. The time limitation was also applied in the independent practice. The researcher gave the time limitation when the students independently visualized the text and drew their visualization. It was also the same as the group discussion in the independent practice.

Moreover, the researcher and the collaborator planned to emphasize the use of guessing the meaning of new vocabulary

through the context and confirming the meaning using the sketches. In the first meeting, the guessing meaning through the context and confirming using the sketches were applied briefly. The researcher planned to gain more knowledge of the new vocabulary from the students through the context.

Therefore, the researcher and the collaborator planned to improve the students' involvement in the class discussion. In improving the students' involvement, the researcher led the students giving their opinion openly. The researcher also welcomed the students' questions, comments and opinions to build the positive environment between the teacher and the students.

b. Actions and Observation

Cycle II was conducted in two meetings. The first meeting contained the teacher model and guided practice. The second meeting included independent practice and assessment. The researcher also applied previewing and predicting before reading a text. The researcher also led the students to guess the meaning from the context and confirm the meaning using the sketches. In the end of the cycle there was a vocabulary quiz to check the students' vocabularies from the text before.

1) Meeting 1 (Teacher Model and Guided Practice)

The first meeting of Cycle II was held on March 11, 2013.

The researcher began the lesson by asking the students to prepare

a piece of paper. The researcher told the students that they would have a simple vocabulary quiz. The quiz consisted of ten words from three texts discussed in the previous meeting. The students were asked to write down the meaning of ten words mentioned by the researcher. Some students got surprised because there was no announcement before.

After administering the quiz, the researcher reviewed the activities of the visualization strategy in the previous meeting. The students gave their answers actively. The researcher confirmed them that the simple sketches would be alright. Then, it was followed by eliciting the students' knowledge about the material. The researcher asked about their experience.

Before the researcher began the teacher modeling, she distributed the text and led the students predict the text based on their preview before. Most of the students actively gave their prediction of the text. Then the researcher asked the students to find the difficult words for them. The researcher wrote the words on the board while asking whether some of them knew the meaning. Some of them mentioned their guessing about the meaning. The researcher asked the students to guess the meaning while they were reading a text.

Therefore, the researcher started the teacher modeling section by reading the title and the first paragraph of the text. The

researcher made a pause for a while to check whether there were some students who got difficulties in comprehending the text. Most of the students concentrated on their own text. After that, the researcher drew her visualization on the board.

Next, the researcher asked whether the students got the meaning of the difficult words they had in the first paragraph. Some students had got the meaning. The researcher asked them to mention their guessing. The researcher wrote the meanings on the board and then confirmed them using the sketches drawn on the board. Because it was the second time for them, the teacher model was done smoothly and briefly.

Before starting the guided practice, the researcher checked the students' understanding about the text by asking some questions related to the text. The questions were mostly about general ideas, the main idea in each paragraph, and detail information of the text. Most of the students were willing to answer the teacher's questions. The researcher called some students randomly to answer the questions. Sometimes, the students needed to continue the other students' answer and confirm the answer.

After checking students' understanding about the text in teacher modeling, the researcher started the guided practice. The researcher distributed the texts while asking the students to

preview the text. The researcher asked the students about their prediction. Most of the students raised their hands to answer the researcher's questions. Some students were called to give their prediction.

The researcher asked the students to mention new vocabularies they found in the text during their preview. Some students mentioned some words. The researcher wrote down the words mentioned while asking the other students' knowledge about those words. Some students gave their guessing about all words on the board. The researcher led the students to confirm the meaning in the end of visualization of each paragraph.

To begin the guided practice, the researcher asked the students to make groups of three. In that case, the researcher began to read the title and the first paragraph. The researcher asked the students to visualize and draw their visualization. The researcher gave the time limitation for 5 minutes. The researcher approached every group to check the students' work and help them when they got problems in comprehending or visualizing the text. The researcher saw that the students were skilled at visualizing the text so they could finish visualizing and drawing their visualization within the time given by the researcher.

Then, the researcher asked about the new vocabularies they had in the first paragraph after the researcher drew her

visualization of the first paragraph. The researcher confirmed the meaning of new vocabularies in the first paragraph using the sketches. The researcher also asked about any difficulty the students had but the students gave a signal that they had no problem in the first paragraph.

The researcher continued to read the second paragraph. The students started to visualize the second paragraph within five minutes. When the researcher looked around every group, there was one group who got the problem in understanding the second paragraph. The researcher helped them understand the second paragraph and elicit their visualization. The researcher also helped them to draw their visualization. After all students finished drawing their visualization, the researcher drew her visualization. Then, the researcher confirmed the difficult words. Some students had already had the meaning.

The researcher continued to read the last paragraph. The students became more skilled at drawing their visualization. In this stage, most of the students had been able to overcome their problem and find the meaning using the context and the sketches. In the last paragraph, the students had some problems both in visualizing and drawing the visualization.

Therefore, the researcher checked the students' understanding using some questions about the text. The

researcher asked about the content, the plot and some detail information of the text. Most of the students enthusiastically answered the researcher's questions.

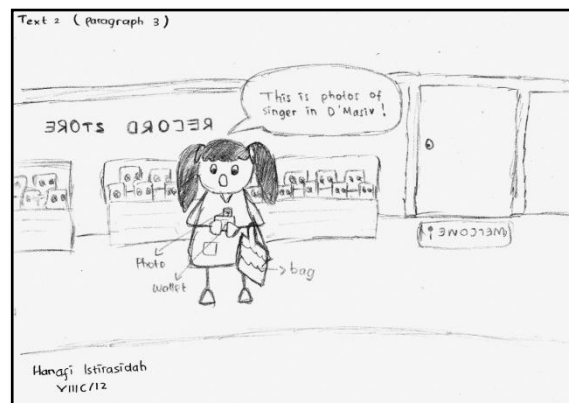


Figure 6. One of the Students' Visualization of "My Amazing Experience"

2) Meeting 2 (Independent Practice)

The second meeting of Cycle 2 was conducted on March 14th, 2013. This meeting consisted of two major parts. Those parts were independent practice and assessment of Cycle 2. The researcher also conducted a vocabulary quiz in the end of the independent practice.

Before starting the independent practice, the researcher reviewed the text in the previous meeting by asking some questions about the text. The students actively told what they had in their mind about the text. The researcher finally called the students one by one to answer the researcher's questions. Then, the researcher gave the students two texts. The researcher

explained again about the activities they would do. Because it was their second time, they easily understood what they were to do.

The researcher began the independent practice by asking the students to visualize the first text independently. The students had 15 minutes to visualize each text. Then it was followed by the discussion section of the students' understanding and visualizing of both texts. After understanding the researcher's instruction, the students did not waste the time. They immediately read the text and drew their visualization. Most of the students fully concentrated on their text and sketches.

In the discussion section, some students needed to crosscheck their understanding of the text. They also discussed new vocabularies found from the text. The researcher guided the students to discuss the content of the text and share their visualization. The students crosschecked their understanding through sharing their visualization products.

After the discussion section, the researcher conducted a vocabulary quiz. This quiz consisted of ten words from four texts in Cycle II. The researcher asked the students to prepare a piece of paper. Some students responded that they did not have any preparation before. Some other students seemed calm in preparing for the quiz. The quiz took only 10 minutes.

The assessment of Cycle II was administered to the students soon after the students finished working on the vocabulary quiz. The assessment consisted of three texts discussed before with some comprehension questions and vocabulary tasks. The researcher explained that the students might use their sketches to help them work on the assessment. The students worked on the assessment seriously. The students also worked on the assessment quickly.

The researcher reflected what the students got from several meetings in which the learning and teaching process was using the visualization strategy. Some students gave positive responses by stating that the learning and teaching process was fun. One of the students also stated that they got a way of reading a text which could help them understand the text faster.

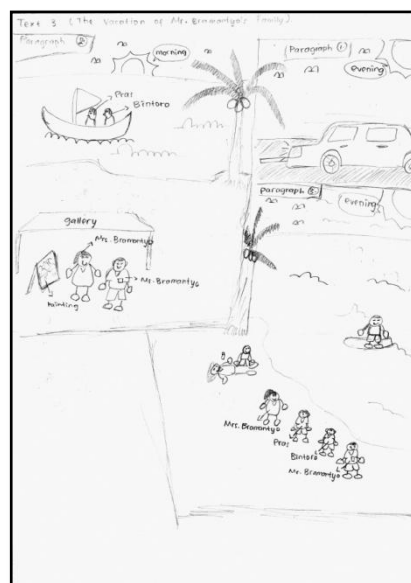


Figure 7. One of the Students' Visualization of "The Vacation of Mr. Bramantyo's Family"

c. Reflection

In this cycle, the teaching and learning process was done smoothly. There were not any significant problems found in two meetings conducted by the researcher. When the researcher came into the class, the students had been ready to have the teaching and learning process. All students had prepared themselves at their own desks. It also happened when the researcher began the lesson. Most of them showed that they were ready for learning. There were not any students chatting about other topic or the previous class with their friends. Most of them had prepared all stuffs which were used in the learning process, such as pencils, pens, and books.

During the learning and teaching process in Cycle II, the students' questions about their difficulties in comprehension and visualization reduced significantly. In Cycle I, there were many students having problems in comprehending certain paragraphs whereas in this cycle, there was only one group having the same problem.

Most of the students could handle their difficulties in comprehending the text. They could handle their difficulties related to visualizing the text and drawing their visualization. It is seen from the following interview transcript.

- S16 : *Iya, mengasikkan Miss. Saya jadi lebih berani membuat sketsa dari apa yang ada dipikiran saya. **(It was pleasing. Now I drew what I visualized bravely.)***
- P : *Tadinya nggak bisa ya Dek? (Could not you draw your visualization before?)*
- S16 : *Ya pas awal – awal kemarin itu iya Miss. Masih bingung mau bagaimana gambarnya. Kan saya nggak bisa gambar, tapi sekarang saya malah suka membaca dengan cara begini. **(In the beginning, I could not do it. I was just confused how to draw it. I had no ability in drawing but now I liked reading using this strategy.)***

Interview 10 – 3/14/2013

Moreover, the students had handled their own difficulties related to the meaning of the new words. The students used the guessing through the context technique independently to help them understand the difficult words as exemplified from the interview transcript below.

- P : *Kalau untuk mengatasi kesulitan di kosa katanya bagaimana? (How did you overcome your difficulty of new vocabularies in the text?)*
- S11 : *Ya kan pakai gambar Miss. Lagian kan dibahas juga nantinya sama Miss. (I used my drawing then it was discussed later.)*
- S4 : *Kalau saya, saya menggunakan kata-kata sebelumnya untuk mengartikan yang belum tau. Tapi kira-kira juga, setelah itu kan nanti Miss yang membahas lagi. **(I used the words before to guess the meaning of the difficult words. Then, you would discuss again.)***
- S15 : *Kalau saya menggunakan kalimat sebelumnya untuk membantu mengartikan kalimat berikutnya. Nanti berikutnya diskusi dengan kelompok dan dibahas oleh Miss Santi. **(I used the sentence before to get the meaning of the next sentence. Later, it would be discussed in group and with Miss Santi.)***

(continued)

(continued)

S21 : *Ya saya tebak ajah dengan mengira – ngira dari kalimatnya, seperti Miss itu. (I guessed from the sentences, like what you did yesterday.)*

Interview 11 – 3/15/2013

The interview transcript 11 above presented the way of the students in guessing the meaning of the difficult words. Because the students' difficulties of vocabulary became the core problem in comprehending the text, this improvement could help the students overcome other problems. Moreover, using the visualization strategy helped the students to understand the text well as exemplified from the interview transcript below.

P : *Lalu kegiatan membaca sambil menggambar nya apakah sudah membantu pemahaman Adek? (Then, had the reading while drawing activities helped your understanding?)*

S19 : *Sudah Miss. Jadi lebih mudah memahaminya. Ringan gitu, padahal tadinya sebelum dibaca rasanya berat mau baca tuh. (Yes, it had. It was easy in comprehending the text. So I did not feel lazy anymore.)*

S13 : *Iya, saya itu memahaminya jadi lebih mengalir seringnya saya terganggu dengan kata-kata sukar, kalau tanya teman itu nanti yang saya pahami sebelumnya jadi terpotong. (I meant that I understood the text easily. I was often disturbed by the difficult words. If I asked my friend, the comprehension was cut off.)*

S20 : *Isi ceritanya jadi lebih jelas menurut saya. (The content of the story became clearer.)*

Interview 9 – 3/11/2013

In line with the interview transcripts before, the students comprehended the text easily using the visualization strategy. Because their comprehension process became smooth and easy, the students' motivation in reading activities became higher. The researcher also

interviewed some other students about the other benefits the students felt of the visualization strategy besides its benefit in their comprehension.

P	:	<i>Kalau manfaat yang Adek rasakan dari kegiatan kemarin apa? (What do you think of the benefits of this strategy?)</i>
S11	:	<i>Yang jelas memahaminya lebih mudah, emm, oh iya, lebih inget arti kosa katanya. Terus lebih konsentrasi ajah membacanya, nggak berat gitu, Miss. (For sure, I understood the text easily. I could easily memorize the meaning of new words. Therefore, I could concentrate more and I read with ease.)</i>
S4	:	<i>Lebih mudah mengingat baik cerita juga arti kosa kata yang sukar Miss. (It would be easier in memorizing both the content of the story and the meaning of new words.)</i>
<i>Interview 11 – 3/15/2013</i>		

With regards to two pieces of interview transcript above, the students felt other benefits in using the visualization strategy. Those benefits were related to their ability to memorize new words and their meaning, to memorize the content of the story. There were also the students' opinions about the learning and teaching reading using the visualization strategy from the interview with the students.

P	:	<i>Setelah menggunakan visualization strategy, menurut Adek, bagaimana strategi ini? (What do you think about the visualization strategy?)</i>
S11	:	<i>Menyenangkan Miss. Bagian mengekspresikan apa yang ada di pikiran kita pas baca teks. (It was pleasing. The part of expressing what we were imagining while reading a text was the interesting one.)</i>
S15	:	<i>Kalau menurut saya itu lebih mudah dan mengasyikkan. (I think that was easier and interesting.)</i>
S21	:	<i>Iya, bagus Miss, karena saya jadi bisa menemukan isi ceritanya, biasanya susah. (It is great Miss. I could find the content of the story which I was unable to find.)</i>

From the interview transcript above, the students stated that the strategy in reading activities was interesting for them. They also thought that the interesting part of the strategy was on the activity of drawing the visualization. Some others stated that they would use the strategy in their daily life reading activities without applying the drawing parts.

P	:	<i>Apakah menurut Adek strategi ini bisa digunakan untuk pembelajaran berikutnya? (Could it be used in the next learning process?)</i>
S4	:	<i>Tentu bisa, Miss. (Sure.)</i>
S15	:	<i>Ya harapannya kegiatan ini bisa dilanjutkan juga bisa digunakan sendiri. (I hoped it could be continued and I could use it for myself.)</i>
S21	:	<i>Tentu Miss. kalau nggak digunakan sendiri dengan mengambil bagian memvisualisasikannya walau tidak harus menggambarannya. (Sure. I could use it for myself by taking out the visualization part without drawing it.)</i>
S11	:	<i>Tentu Miss, tapi mungkin harus divarisikan. Kan kalo begini terus nanti juga jadi bosan Miss. (Of course. It would be great to vary the activity. If it was monotonous, it would be boring too.)</i>

In relation to two interview transcripts above, the students were comfortable to use the strategy in their reading activity. It was also the purpose of the teaching and learning of reading using the the visualization strategy. The students would use their visualization to help them in comprehending the text.

Based on the observation in Cycle II, the students' comprehension improved. The students comprehended the text easily. They could overcome their problems which occurred during their reading activities. The students solved their problem related to their

vocabulary mastery by guessing the meaning through the context and sketches. They also could memorize the meaning of new words because it was attached on their visualization. The students became more motivated in their reading because they were confident to overcome the possible problem occurring during the reading process.

The improvement of the students' condition could be seen from the assessment of cycle I and II. In Cycle I, some students still made mistakes related to answering the detail information. They often misunderstood the information in the text. In Cycle II, the students' mistakes decreased. Most of the students could answer the questions correctly. The improvement of the students' vocabulary could be seen from the vocabulary quizzes conducted in both cycles. The result of the quizzes showed that the students, in Cycle II, could memorize the words better than in Cycle I. The students' scores on the reading comprehension tests, the assessments and the quizzes were presented in Appendix G.

D. The Result of the Research

This part presents the research findings. It consists of qualitative and quantitative data. The qualitative data present the general findings of the research in two cycles whereas the quantitative data present students' reading score before and after the implementation, students' score of assessments of Cycle I and Cycle II and students score of vocabulary quizzes. The summaries of the findings are presented below.

Table 4: The Research Result

No.	Problems	Cycle I	Cycle II
1.	Some students did not like reading English texts	The students paid their attention on the text and their drawing but the class became noisy because they still got confused about what they were going to draw.	The students concentrated on their text and their sketches. They worked on the visualization process and drawing their visualization effectively.
2.	Some students did not participate well in the class discussion section.	Some students actively participated on the class discussion but there were still some students who remained silent and gave their answers when they were asked by the teacher.	Most of the students participated actively in the class discussion.
3.	Some students easily got bored of the teaching and learning process.	Some students could engage in the activities and some other still tried to get in to the activities.	The students were involved actively in the activities and gave positive responses to the researcher's instructions.
4.	Some students could not give accurate answers to the comprehension questions.	Some students still made mistakes in answering the comprehension questions in the assessment.	Most of the students had given the accurate answers of the questions in the assessment.
5.	Students had lack of vocabulary mastery.	Some students could guess the meaning from the context but some others still needed the discussion with their friends.	The students could guess the meaning from the context and sketches independently and use group discussion as confirmation for their guessing.
6.	Students were difficult in memorizing new English word.	Some students still could not use visualization as the way to memorize new vocabularies so they forgot some words.	Most of the students could memorize new words using their visualization.

(continued)

(continued)

No.	Problems	Cycle I	Cycle II
7.	There was limited interaction among the students and between the students and the teacher.	<ul style="list-style-type: none"> • Many groups asked helped about their difficulties in comprehending the text and implementing the new strategy. • The students discussed the difficult words with their groups. • Some students still kept silent and listened to their friends' talking. 	<ul style="list-style-type: none"> • The students became open about their difficulties to the researcher. • The discussion improved, most of the students got involved on the discussion. • The students not only discussed about the difficult words but also the content and all about text.

1. Students' score

This section presents the result of the reading comprehension test, assessments and vocabulary quizzes. The reading comprehension tests were administered two times, before and after the implementation. The test compared between the student comprehension ability before and after the implementation. The scores from assessments were obtained in the end of every cycle. The scores presented the improvement of every cycle. The last is vocabulary quizzes which were conducted in the end of each cycle to know the improvement of students' vocabulary mastery. Each table below presents the mean score of the reading comprehension test, cycle assessments and quizzes.

Table 5: Students' mean score of reading comprehension tests.

Test	Frequency	Mean	Standard Deviation
Pre-test	24	58.95	15.23862
Post-test	24	75.20	8.53117

Table 5 displays the mean score of the comprehension test conducted before and after the implementation. The students' mean score of the post-test increased 16. 25. The mean score of the pre-test is 58.95 and the mean score of post-test is 75.20.

Table 6: Students' mean score of cycle assessment.

Cycle	Frequency	Mean	Standard Deviation
I	24	64.89	9.07335
II	24	80.62	9.97960

Table 6 presents the students' mean score obtained from the assessment of every cycle. The students' mean score of the assessments conducted in the end of Cycle I is 64.89 whereas the mean score of Cycle II is 80.62. The students' mean score increased for 15.73.

Table 7: Students' score of vocabulary quizzes.

Quiz	Frequency	Mean	Standard Deviation
1	22	57.27	19.31735
2	22	72.72	18.56310

Table 7 presents the students mean score of the vocabulary quizzes conducted in the end of every cycle. The students' mean for the first quiz is 57.27 and the mean score for the second quiz is 72.72. The mean score increased for 15.45.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter was presented conclusions, implications and suggestions. Those two points are described as follows.

A. Conclusions

This research focuses on improving the eighth grade students' comprehension by using the visualization strategy. In this research, the visualization strategy was implemented in two cycles. The visualization strategy consisted of three major activities. Those are teacher model, guided practice and independent practice. Besides the main activities of visualization strategy, the researcher also implemented additional activities such as guessing the meaning of difficult words using the context and confirming the meaning using the sketches made. The data of this research were presented in the form of qualitative and quantitative. Both data were described as follows.

The implementation of the visualization strategy could improve the students' reading comprehension. The students get better understanding through their own visualization and drawing. The students also became aware of the detail information in the texts. The group discussion also helped them comprehend the texts. Through the group discussion, the students could discuss their understanding to the other members' to get the true understanding. The students also became open to discuss their difficulties with the teacher. The students started to get involved in the class discussion which means that the students

started to build their confidence. The implementation of guessing meaning through context and confirming meaning using sketches could help the students overcome their difficulties in dealing with the difficult words. Students said that they were comfortable using the visualization strategy in their reading so they would use the strategy to comprehend the texts in their daily life. As a conclusion, the researcher found that the visualization strategy was effective to improve the students' reading comprehension.

In terms of quantitative data, the result of the students score indicates the improvement of the students' reading comprehension. The scores were gained from the pre-test, the post-test, the reading tasks, and the quizzes. The mean scores increased from 58.95 in the pretest to 75.20 in post test. The same condition also appeared from the scores of reading tasks. The mean scores of reading tasks increased from 64.89 in Cycle I to 80.62 in Cycle II. It was also the same as the scores of quizzes. The mean scores of quizzes increased from 57.27 in Cycle I to 72.72 in Cycle II. It showed that the implementation of visualization was successful to improve students' reading comprehension in the process of teaching reading.

B. Implications

In connection with the research result, the implementation of the visualization strategy can improve the students' reading comprehension in teaching process. It also implies that the visualization strategy is suggested to be applied in the teaching reading.

C. Suggestions

With regards to this research, the researcher proposes some suggestions for English teacher and other researcher as follows.

1. For the English teacher

It is important for the teacher to improve the students' comprehension by employing various activities which are suitable for the students' needs. The English teacher should pay attention on the students' needs and difficulties to apply a good solution. The visualization strategy can be a good choice to improve the students' comprehension and some aspects which will affect the comprehension. In applying the strategy, the students' confidence to draw can be one problem but with a good way of encouragement, it will be overcome.

2. For the other researchers

This research only focuses on reading comprehension with the use of the visualization strategy. Therefore, other researchers may conduct research on the visualization strategy to improve the learning and teaching reading skills in the other genre texts.

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APPENDIX A

(Field Notes)

Field note 1

Senin, 17 September 2012 pukul 09.00

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

1. Peneliti datang ke sekolah dengan tujuan meminta izin untuk penelitian skripsi di sekolah. P bertemu dengan petugas keamanan di pos keamanan untuk meminta izin bertemu dengan kepala sekolah dan guru mata pelajaran Bahasa Inggris. Petugas keamanan mempersilahkan P menunggu di ruang tamu sedangkan petugas keamanan menemui kepala sekolah.
2. Setelah menunggu beberapa saat, P dipersilahkan menemui kepala sekolah di ruang kepala sekolah. P menerangkan maksud dan tujuannya menemui kepala sekolah. Setelah mendengar keterangan P, kepala sekolah mempersilahkan P menemui guru mata pelajaran Bahasa Inggris, BW, yang mengampu pelajaran Bahasa Inggris kelas 8.
3. Setelah bertemu kepala sekolah, P menuju ke ruang guru untuk bertemu dengan BW. Saat bertemu dengan BW, P meminta izin untuk melakukan penelitian di kelas 8. P menanyakan kapan kira-kira P bisa melakukan observasi. BW menyarankan P untuk melakukan observasi di kelas 8 pada hari Kamis, 24 September 2012 dikarenakan pada saat itu BW sedang melakukan ulangan harian untuk kelas 8. Karena P sudah menyelesaikan semua urusan hari itu, P pamit undur diri.

Field note 2

Kamis, 24 September 2012 pukul 08.00

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

1. Peneliti datang ke sekolah untuk melakukan observasi di kelas 8C. Peneliti bertemu dengan petugas keamanan di pintu depan. Setelah P bertegur sapa dengan petugas keamanan, P menuju ruang guru untuk bertemu dengan BW. Saat itu BW sudah bersiap-siap untuk mengajar di kelas 8C.
2. P dan BW menuju ke kelas. P dipersilahkan duduk di belakang kelas untuk mengobservasi kegiatan belajar mengajar. begitu memasuki kelas, BW menyuruh siswa untuk mempersiapkan diri "*Prepare yourself.*" Setelah siswa mempersiapkan diri dan membaca 8 karakter siswa SMP N I Wonosari, siswa memberi salam kepada BW "*Good morning, ma'am.*" BW membalas salam mereka dan mengecek presensi. Setelah selesai mengecek presensi, BW memperkenalkan P kepada siswa. BW juga menjelaskan maksud kedatangan P ke kelas. BW memperingatkan siswa agar bersikap sewajarnya saja walau sedang diamati oleh P.

3. BW memulai pelajaran dengan meminta siswa membuka unit 4 dari buku *Let's talk*, "*Please open unit 4. We are going to discuss about descriptive text.*" Setelah membuka buku, siswa hanya diam saja dan menunggu penjelasan guru. Beberapa dari mereka masih asyik meneruskan berbincang dengan topik mereka sebelumnya. BW menanyakan beberapa hal tentang descriptive text, "*What do you know about descriptive text?*" Respon yang diberikan siswa berbeda-beda. Ada beberapa siswa memberikan respon secara serampangan, ada pula yang diam saja dan hanya melihat ke arah BW dan ada pula yang sibuk membuka catatan mencoba mencari jawaban dari pertanyaan BW.
4. BW mencoba menanyakan kembali pertanyaan sebelumnya. Beberapa siswa menjawab dengan lebih keras, "*ya mendeskripsikan sesuatu, Bu.*" BW membenarkan jawaban tersebut dan meminta siswa untuk membaca teks yang ada di unit 4. "*Please read the text about Borobudur.*" Sikap siswa ketika membaca teks berbeda-beda. Ada beberapa yang membaca sambil menyangga kepala, ada pula yang sambil bermain dengan penghapus, penggaris dan pensil, ada pula yang meletakkan kepala mereka di meja.
5. Setelah beberapa saat, BW meminta siswa untuk menjawab pertanyaan yang disediakan di bawah teks. Beberapa siswa mengeluarkan *notebook*, mereka lalu menghubungkan laptop mereka dengan wi-fi. Setelah terhubung dengan wi-fi, mereka membuka *google transtool*. Mereka menggunakan *google transtool* untuk menerjemahkan teks. Mereka mengetik ulang teks tersebut dan menggunakan terjemahan dari *google transtool* untuk menjawab pertanyaan yang diberikan.
6. Setelah beberapa saat, siswa mulai terlihat ramai. BW menanyakan apakah tugas yang mereka kerjakan sudah selesai, "*Have you finished?*" Ada beberapa siswa yang menjawab "*Yes*" dan ada yang menjawab "*Not yet*" sembari sibuk menulis jawaban. Setelah 5 menit, BW mengecek pekerjaan siswa dan menemukan bahwa semua siswa telah menyelesaikan tugasnya, kemudian mereka membahas bersama-sama. BW menanyakan jawaban siswa di setiap pertanyaan. Ada beberapa siswa yang masih kurang tepat menjawab pertanyaan, maka BW menanyakan jawaban dari siswa lain untuk pertanyaan yang sama. Setelah mendapat yang tepat, BW menegaskan jawaban yang tepat. BW terkadang juga meminta siswa untuk menerjemahkan beberapa kalimat yang mengandung informasi yang dimaksud dalam soal. Saat pembahasan latihan soal, ada beberapa siswa yang hanya diam dan memperhatikan diskusi dan menulis jawaban yang benar. Hanya ada beberapa siswa yang aktif dalam menanggapi diskusi.
7. Setelah berdiskusi, BW menunjuk beberapa siswa untuk membaca nyaring teksnya. BW membenarkan jika terdapat kesalahan dalam melafalkan

beberapa kata. Setelah beberapa siswa menyelesaikan membaca nyaring teks dan telah dikoreksi cara membacanya, BW memberi keterangan tambahan mengenai *descriptive text*. BW memberikan *generic structure* dari *descriptive text* dan menunjukan bagian-bagiannya dari teks yang telah didiskusikan. Tanpa terasa dua jam pelajaran telah berlalu, setelah keluar dari kelas, P dan BW berbincang-bincang mengenai pembelajar di kelas.

8. BW menyatakan kesulitan mengajar di kelas karena kebanyakan siswa bersikap malas-malasan ketika membaca teks. “Mereka kurang ada minat dalam kegiatan *reading* walau sebenarnya mereka pintar, mbak,” BW menerangkan. P menanyakan mengenai nilai *reading* dari siswa kelas 8. BW menjelaskan, “Yaa, ada sih bagus mbak. Tapi ada juga sih mesti remedi mba.” BW menambahkan, “Padahal saya rasa kalau mereka sungguh-sungguh nilainya pasti bisa lebih bagus.” BW juga menawarkan P untuk menggantikan beliau mengajar selama beliau menunaikan haji dengan alasan untuk memperkuat pengalaman untuk bekal penelitian.
9. Setelah berbincang cukup lama, P mengutarakan keinginannya untuk mewawancarai siswa yang telah diobservasi. BW mempersilahkan P untuk mewawancarai siswa namun harus menunggu waktu istirahat siswa. Setelah P menunggu beberapa lama, akhirnya waktu istirahat tiba. P menuju ke kelas yang telah diobservasi. P berbincang-bincang dengan beberapa siswa yang sedang duduk-duduk di dalam kelas sambil mengoperasikan *notebook*. P menanyakan mengenai kesulitan mereka dalam kegiatan membaca teks Bahasa Inggris. Mereka memberi alasan bahwa yang jadi kendala utama ada di *vocabulary*.
10. P menanyakan lebih lanjut tentang alasan kenapa mereka sedikit malas-malasan saat kegiatan belajar mengajar. Setelah terdiam sejenak. Seorang siswa menjawab “Lha males eh mbak, gitu-gitu ajah kegiatannya. Kurang greget gitu mba.” Jawaban tersebut diikuti oleh anggukan dari beberapa siswa yang lain. P menanyakan apa keinginan mereka dari kegiatan belajar mengajar di kelas dan mereka menjawab, “Ya pengen yang beda mba, sesuatu yang baru.” Setelah mendapatkan banyak data, P berpamitan kepada BW. P berjanji akan kembali ketika semua kelengkapannya telah beres.

Field note 4

Kamis, 20 December 2012 pukul 09.30

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

1. Peneliti datang ke sekolah untuk menanyakan pembagian materi. Peneliti sampai di sekolah dan bertemu dengan petugas keamanan di pintu depan. Setelah bertegur sapa, P menjelaskan keinginannya bertemu dengan BW.

Namun, petugas keamanan mengatakan bahwa BW hari itu tidak hadir namun masih ada Pak M yang juga guru mata pelajaran bahasa Inggris. P akhirnya memutuskan untuk bertemu dengan Pak M. Petugas keamanan mengajak P ke ruang guru untuk bertemu dengan Pak M.

2. Setelah menunggu beberapa saat, Pak M menemui P. P mengutarakan keinginannya untuk penelitian di sekolah dan sudah mendapatkan persetujuan dari kepala sekolah dan sudah melakukan observasi di kelas BW. P ingin mengkonfirmasi mengenai pembagian materi kelas 8 semester 2 karena P khawatir bila nanti instrumen yang telah dikerjakan tidak sesuai dengan pembagian materi mengajar. Kemudian, Pak M memberikan resume pembagian materi mengajar kepada P. Pak M juga menjelaskan jika pembagian materi mengajar tersebut masih dalam pembahasan. Pak M menambahkan jika ada kemungkinan materi yang digunakan P untuk penelitian akan diajarkan oleh BW sehingga P diminta untuk berdiskusi lebih lanjut dengan BW. Setelah mendapatkan konfirmasi mengenai pembagian materi mengajar dari Pak M, P segera berpamitan untuk melanjutkan pembuatan instrumen.

Field note 5

Kamis, 31 January 2013 pukul 09.00

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

1. P datang ke sekolah untuk bertemu dengan BW dengan tujuan meminta izin untuk validasi pretest. P tiba di sekolah dan bertemu dengan petugas keamanan di pintu depan dan mengutarakan keinginannya untuk bertemu dengan BW. Petugas keamanan mempersilahkan P ke ruang guru.
2. P di ruang guru bertemu dengan BW. BW mengajak P berbincang di ruang tamu. P menjelaskan maksud kedatangan P ke sekolah. Untuk validasi pretest, P menjelaskan bahwa P membutuhkan kelas yang setara kemampuannya dengan kelas yang akan diteliti. BW menyarankan P meneliti kelas 8C dan menggunakan kelas 8D untuk validasi pretest dengan alasan kedua kelas tersebut memiliki kemampuan yang hampir sama.
3. P kemudian menanyakan waktu P untuk melakukan validasi. BW menyarankan untuk melakukan validasi pada hari Selasa tanggal 5 Februari 2013. BW juga menjelaskan kemungkinan melakukan pretes untuk kelas 8C adalah pada hari Sabtu tanggal 9 Februari 2013. Setelah berbincang-bincang sebentar P akhirnya memutuskan untuk pamit dan berjanji akan datang pada hari yang telah ditentukan.

Field note 6

Selasa, 5 February 2013 pukul 08.10

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

1. P sampai di sekolah sebelum pergantian jam pelajaran ke 3. P bertemu dengan petugas keamanan di pintu depan. Petugas keamanan langsung mempersilahkan P bertemu dengan BW di kantor guru. P menunggu BW di ruang tamu karena beliau sedang mengajar.
2. Saat pergantian jam pelajaran ke tiga, BW menemui P di ruang guru dan mengajak P ke kelas 8D untuk melakukan validasi pretest. Sampai di kelas, P disambut dengan sorak sorai dari para siswa. Para siswa merasa senang karena mereka berpikir P akan mengajar kembali di sekolah tersebut. BW menyapa anak-anak dan menanyakan keadaan mereka. BW menjelaskan bahwa P meminta bantuan para siswa untuk mengerjakan soal yang telah dibuat oleh P. Beberapa siswa mengeluh mendengar kata “mengerjakan”. BW lalu menyerahkan kelas kepada P.
3. P menyapa siswa. P menjelaskan ulang tentang soal yang akan mereka kerjakan. P menambahkan bila nanti ada kenang - kenangan dari P sebagai ucapan terimakasih atas bantuannya mengerjakan soal yang dibuat oleh P. Para siswa bersorak mendengar akan ada hadiah untuk mereka. P membagikan soal kepada siswa. Siswa mengerjakan soal dalam waktu kurang dari 2 jam pelajaran. Setelah siswa selesai mengerjakan, P menemui BW di ruang guru dan menjelaskan bila validasi pretest sudah dilakukan. Karena P sudah mendapatkan data yang dibutuhkan, P memohon pamit dan berjanji akan datang pada waktu yang ditentukan untuk melakukan pretest.

Field note 7

Sabtu, 9 February 2013 pukul 08.00

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

1. P datang ke sekolah sesuai dengan janji yang telah dibuat dengan BW untuk melakukan pretest kepada kelas 8C. Begitu sampai di sekolah, petugas keamanan segera mengantarkan P ke ruang tamu untuk menunggu BW yang sedang mengajar.
2. Setelah bel berbunyi, BW menghampiri P dan mengajak P menuju kelas 8C. BW menyapa para siswa dan menanyakan kabar mereka. Para siswa menjawab tanpa antusias. Beberapa dari mereka masih sibuk memberekan buku – buku yang digunakan pada pelajaran sebelumnya. BW menerangkan maksud dan tujuan P ada di kelas. Para siswa sedikit memberikan perhatian mereka dan menunggu kelanjutan dari penjelasan BW. BW juga menambahkan bahwa P nantinya akan mengajar di kelas 8C untuk penelitian.

Para siswa bersorak mendengar penjelasan dari BW. P memang sebelumnya pernah mengajar di kelas tersebut menggantikan BW selama menunaikan ibadah haji. BW menyerahkan kelas kepada P. BW meninggalkan kelas diikuti dengan sorak sorai seisi kelas.

3. P segera mengambil alih kelas sebelum isi kelas menjadi gaduh. P menyapa kelas dan mencoba menenangkan siswa. Setelah para siswa dapat dikendalikan, P membagikan soal dengan dibantu beberapa siswa. Para siswa diberi waktu 2 jam pelajaran untuk mengerjakan soal pretest. Sebelum 2 jam pelajaran, para siswa telah selesai mengerjakan soal. P kemudian berterimakasih dan meninggalkan kelas. P menuju ruang guru untuk bertemu dengan BW dan menjelaskan bahwa P telah selesai melakukan pretest. P kemudian pamit dan berjanji akan memberi kabar mengenai kapan P akan memulai penelitian.

Field note 8

Kamis, 27 Februari 2013 pukul 11.30

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

Planning Cycle 1

1. P datang ke sekolah sesuai janji yang telah dibuat dengan BW untuk berdiskusi mengenai pembelajaran di *Cycle 1*. P memasuki gerbang sekolah dan bertemu dengan petugas satpam. Setelah berbincang sejenak dan mengutarakan tujuan P datang ke sekolah, petugas satpam mempersilahkan P menuju ke ruang guru. Di ruang guru, BW mempersilahkan P duduk di ruang tamu.
2. P memberikan lesson plan tentang pembelajaran di *Cycle 1*. P meminta saran dan mendiskusikan kegiatan yang telah direncanakan P sebelumnya. BW memberikan beberapa masukan mengenai lesson plan tersebut.
3. Setelah berdiskusi dengan BW, P pamit untuk memperbaiki lesson plan dan mempersiapkan segala sesuatu mengenai pembelajaran di *Cycle 1*. BW juga memberitahukan kapan P bisa memulai penelitian.

Field note 8

Sabtu, 2 Maret 2013 pukul 07.30

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

Cycle 1 Meeting 1

1. P datang ke sekolah untuk memulai melakukan penelitian. P menunggu di pintu depan sampai upacara selesai. Setelah upacara selesai, P dipersilahkan menunggu di ruang tamu karena para guru sedang melakukan *briefing*. Tepat

pukul 07.40, bel jam pelajaran kedua berbunyi dan BW menghampiri P di ruang tamu dan mengajak P ke kelas untuk memulai pelajaran. BW langsung mempersilahkan P mengambil alih kelas sedang BW menuju ke belakang untuk mengamati kegiatan belajar mengajar yang dilakukan P. Beberapa siswa menyapa P, “*mau ngajar di sini gi ya, miss? Mbok di sini ajah, miss*”. P hanya membalas dengan senyuman.

2. P menyapa para siswa “*Good morning class*”. Setelah P menyapa dan menanyakan kondisi siswa, P mengecek presensi siswa dan memanggil para siswa satu per satu dan meminta mereka yang dipanggil untuk menjawab “*Yes, Ma’am* atau *Present*”. P melakukan hal itu disamping untuk mengecek presensi, P juga mencoba mengingat kembali mereka. P memulai pelajaran dengan menerangkan mengenai kegiatan yang akan mereka lakukan dalam dua jam ke depan. P menerangkan cara kerja *visualization strategy*. P menerangkan bahwa mereka akan mendapat satu teks yang akan mereka pahami bersama setelah itu mereka akan menuangkan pemahaman mereka dari apa yang mereka baca dalam bentuk sketsa sederhana. Para siswa masih nampak kebingungan, maka P pun menerangkan bahwa untuk permulaan P akan memberi contoh bagaimana cara kerja *visualization strategy* itu. P menambahkan cara kerja strategi ini adalah dengan membuat visualisasi atau bayangan di dalam pikiran mereka berdasarkan teks yang dibaca.
3. P membagikan teks berjudul “*The Legend of Toba Lake*”. Sebelum membahas teks yang dibagikan, P menanyakan kepada siswa mengenai cerita *Cinderella*, *Snow white*, dan *Tangkuban Perahu*. Beberapa siswa sudah mengerti maksud dari pertanyaan P tetapi beberapa yang lain masih diam. Salah satu mengangkat tangan dan menjawab “*bentuk dari narrative text, miss*”. P membenarkan jawaban mereka, kemudian P menanyakan lebih jauh mengenai *narrative text*.
4. P menjelaskan bahwa hari itu siswa akan belajar mengenai *narrative text*. P kemudian mengajak para siswa untuk melakukan *preview* dan *predict* dari judul bacaan tersebut. P menanyakan kepada siswa, “*from the title, what can you know about the story?*” Para siswa memberikan jawaban dengan antusias tetapi masih ada beberapa yang hanya diam. P menanyakan kepada beberapa siswa. Beberapa diantaranya menjawab dengan malu – malu. P menampung semua pendapat para siswa dan mengajak siswa untuk memahami teks bersama-sama nantinya.
5. Sebelum memberi contoh cara kerja *visualization strategy*, P membaca sekilas teks tersebut dan mengajak para siswa untuk menemukan kata – kata yang menurut mereka sukar dari bacaan. Para siswa secara inisiatif menyebutkan kata – kata sukar tersebut. P menuliskan kata – kata yang menurut mereka sukar di papan tulis. P menanyakan apakah ada diantara

mereka yang sudah mengetahui arti kata – kata itu. Beberapa dari mereka memberikan jawaban dan P menuliskan jawaban di papan tulis. Karena masih tersisa 10 kata yang belum ada yang tahu artinya P menerangkan untuk menemukan arti dari kata – kata sukar itu ketika mereka memahami teks tersebut bersama – sama.

6. P menerangkan sekali lagi bahwa teks itu akan dipahami bersama – sama dan untuk saat itu P yang akan mencontohkan bagaimana memvisualisasikan pemahaman dari bacaan itu. P membaca judul dan paragraf pertama dari teks berjudul *“The Legend of Toba Lake”*. P berhenti sejenak dan mengamati respon para siswa. Para siswa terlihat berkonsentrasi dengan teks. P mengisyaratkan jika dia sedang membayangkan kemudian membuat sketsa dari visualisasi yang P lihat di bayangan P. P juga menambahkan beberapa detail informasi ke dalam sketsa. Beberapa siswa memperhatikan dengan seksama sedang yang lainnya memberikan komentar tentang sketsa P.
7. P menanyakan kata – kata sukar yang mereka temukan dari paragraf pertama. P membantu mereka menemukan artinya dari sketsa yang P buat di papan tulis. P menanyakan apakah masih ada yang bingung tentang paragraf 1, dan para siswa memberikan respon bahwa mereka ingin P melanjutkan ke paragraf selanjutnya.
8. P melanjutkan membaca paragraf selanjutnya dan kemudian menggambar sketsa yang dibayangkan P. Hampir semua anak memperhatikan P ketika menggambar dan mencocokkan dengan bacaan yang mereka baca. Ada seorang anak yang bertanya, “Kalo gag bisa gambar gimana, Miss?” P menambahkan lagi jika sketsa sederhana diperbolehkan seperti yang digambarkan P. P menjelaskan jika tidak ada gambar atau sketsa yang benar atau salah selama itu berdasarkan pemahaman mereka tentang teks. P juga menambahkan jika sketsa atau gambaran mereka tidak akan dinilai. P juga menanyakan kata – kata yang menurut mereka sukar kemudian P mengajak mereka untuk menemukan artinya dari sketsa yang dibuat P. beberapa anak dengan cepat menebaknya. P membenarkan. P menanyakan kepada siswa apakah masih ada kesulitan mereka mengenai paragraf itu. Para siswa memberikan respon jika mereka belum menemui masalah. Ada beberapa yang meminta untuk melanjutkan kegiatan.
9. P kemudian menyelesaikan membaca teks dan menggambar apa yang dibaca. P menanyakan kembali tentang kata – kata sukar yang mereka temui di paragraf terakhir. Siswa tidak menemukan kata – kata sukar di paragraf terakhir. Kemudian P mengecek pemahaman siswa mengenai teks yang baru saja dicontohkan. P menanyakan mengenai isi ceritanya. Siswa menjawab bersahut – sahutan. P menunjuk salah satu siswa dan menanyakan plot. RQ, siswa yang ditunjuk menjelaskan sesuai pemahamannya. Kemudian P

menunjuk siswa lain, DN untuk melanjutkan RQ menerangkan isi cerita. Setelah mengecek pemahaman para siswa, P menanyakan apakah masih ada pertanyaan. Beberapa siswa masih terlihat belum yakin, lalu P menanyakan kepada mereka apa yang membuat mereka merasa seperti itu. Tetapi mereka hanya menggelengkan kepala. Ada siswa yang bernama FQ mengusulkan “ya dicoba saja dulu miss.”

10. P kemudian meminta siswa untuk membuat kelompok beranggotakan 4 orang. P menerangkan tentang apa yang akan mereka lakukan berikutnya, yaitu membaca teks bersama, menggambarkan visualisasi mereka secara mandiri dan mendiskusikan ceritanya. Ketika itu bel berbunyi tanda bahwa jam pelajaran bahasa inggris sudah berakhir. P segera menjelaskan bahwa kegiatan membaca tersebut akan mulai dilaksanakan pada hari berikutnya dan kemudian menutup pelajaran.
11. P dan BW meninggalkan kelas dan menuju ruang guru. BW dan P berbincang-bincang tentang kegiatan kelas yang baru saja dilaksanakan. BW menyatakan jika beliau belum bisa banyak berkomentar karena belum melihat kegiatan secara keseluruhan. Karena dirasa cukup, P berpamitan kepada BW dan berjanji akan datang lagi pada jadwal pelajaran bahasa inggris berikutnya.

Field note 9

Senin, 4 Maret 2013 pukul 08.00

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

Cycle 1 meeting 2

1. P sampai di sekolah pada pukul 08.00. P bertemu dengan petugas keamanan yang sedang menata parkir. P bertegur sapa dengan petugas keamanan dan menanyakan apakah ada acara khusus karena banyak wali murid datang. Petugas keamanan menjelaskan jika ada pertemuan wali murid bagi siswa kelas IX yang nilai try out masih kurang. Petugas keamanan menanyakan tujuan P datang ke sekolah. P menjelaskan bahwa hari itu jadwal mengajar kelas untuk penelitian. Petugas keamanan langsung mempersilahkan P menuju ruang guru untuk bertemu dengan BW. P menuju ke ruang guru untuk menemui BW. Akan tetapi saat itu BW sedang mengajar, sehingga P menunggu di ruang tamu.
2. Setelah bel jam ke 3 berbunyi, BW muncul dari kelas sebelumnya. BW langsung menghampiri P dan K dan mengajak ke kelas. Sesampainya di kelas, P langsung mengambil alih kelas. P memulai pelajaran dengan menyapa, menanyakan kondisi dan mengecek presensi. Kemudian P menanyakan tentang apa yang telah dibahas sebelumnya. Ada beberapa anak yang berkomentar, seperti RF, “*hari ini jadi gambar ya miss?*” P menjawab,

“yes, are you ready?” RF menjawab lagi, “not really, I cannot draw.” P menjelaskan ulang bahwa gambar itu bukan yang terpenting, yang penting adalah pemahaman mereka. P menegaskan jika gambar hanya membantu mereka memahami bacaan secara bertahap.

3. P melihat bahwa para siswa telah siap memulai pelajaran, maka P mulai *review* apa yang telah dilakukan dipertemuan sebelumnya. P menanyakan isi cerita teks yang telah dibahas sebelumnya. Beberapa siswa menjawab dengan aktif namun beberapa diantaranya masih diam saja. P mencoba memanggil beberapa siswa yang terlihat diam saja dan memancing mereka untuk berbicara dengan memberi mereka pertanyaan tentang isi cerita sebelumnya. P juga menanyakan tentang cara kerja kegiatan yang akan dilakukan. Beberapa siswa sudah memahami apa yang akan mereka lakukan nanti. P menegaskan kembali tentang kegiatan yang akan mereka lakukan selanjutnya.
4. Merasa sudah cukup dengan penjelasan, P menanyakan tentang pembagian kelompok yang telah dilakukan sebelumnya. Kemudian P membagikan teks untuk kegiatan selanjutnya. Setelah para siswa sudah siap dengan kelompok masing-masing, P meminta siswa untuk menyebutkan kata – kata yang mereka belum tahu artinya dari teks itu. Beberapa siswa menemukan kata – kata sukar dari judul. Sebagian besar siswa dengan antusias menyebutkan kata – kata yang mereka anggap sukar. P menuliskan kata – kata itu di papan tulis dan mulai memancing para siswa jika ada yang sudah mengetahui artinya. Beberapa anak menyebutkan arti kata yang mereka ketahui. P menuliskannya di papan tulis dan meninggalkan 8 kata yang belum diketahui artinya.
5. P memulai membaca nyaring judul dan paragraf pertama dan kedua. P meminta para siswa untuk mengvisualisasikan apa yang mereka bayangkan dari paragraf yang dibaca. Semua siswa tampak fokus terhadap teks. P mendekati setiap kelompok untuk memandu mereka dalam mengvisualisasikan bayangan mereka. Beberapa anak masih terlihat bingung dengan teks. Salah satu dari mereka bertanya “*Miss, kami masih bingung tentang teksnya.*” P pun memandu mereka memahami teks dengan membaca ulang dua paragraf tersebut dengan lebih lambat. P memancing mereka untuk membayangkan apa yang mereka baca. Setelah mereka sudah paham, P mencoba mengingatkan bahwa sketsa yang mereka buat tidak harus bagus. P berkunjung ke setiap kelompok dan mencoba membantu kesulitan mereka dalam beradaptasi dengan metode ini. Ada siswa yang lain merasa kesulitan dan bertanya, ““*Miss, bingung gambarnya, saya nggak bisa gambar sebagai bayangan saya.*” P memandunya untuk membuat sketsa sederhana yang dapat mewakili bayangannya. P berkunjung ke kelompok lain dan menemukan satu kelompok yang menggambarkan sketsa untuk paragraph

selanjutnya. Ketika P bertanya kepada mereka kenapa mereka menggambar paragraf setelahnya padahal belum ada instruksi dari P, salah satu dari mereka menjawab, “*Nggak asik Miss kalau berhenti.*”

6. Setelah semua siswa menyelesaikan sketsa mereka, giliran P membuat sketsa berdasarkan bayangan P. Tak lupa pula P menambahkan detil informasi yang ada di teks. P meminta siswa untuk saling memeperlihatkan sketsa mereka dan menunjukan perbedaan gambar mereka. P juga menambahkan bahwa sketsa itu digambar berdasarkan pengalaman dan pengetahuan yang berbeda dari tiap siswa. P menanyakan lagi apakah di dalam paragraf itu terdapat kata yang belum mereka tahu artinya. P mengkonfirmasi artinya menggunakan sketsa yang ada di papan tulis. P kemudian menuliskannya di papan tulis.
7. Kemudian P membaca nyaring beberapa paragraf berikutnya dan meminta para siswa mengvisualisasikan apa yang mereka bayangkan. P mengunjungi setiap kelompok untuk menanyakan apabila mereka ada kesulitan. Beberapa siswa mengalami kesulitan dalam mengvisualisasikan bayangan mereka karena mereka melihat bayangan mereka bergerak. Kemudian P menyarankan untuk menggambarkan *scene* yang mewakili pemahaman mereka dan menggambarkan secara garis besarnya saja.
8. Setelah semua siswa selesai menggambarkan paragraf tersebut, P menggambarkan visualisasi dari bayangan P. Ada siswa yang bertanya setelah melihat sketsa P, “*ko beda miss ma punya saya?*” P menjelaskan jika sketsa setiap orang akan berbeda tergantung dengan bagaimana orang itu membayangkan. P memperingatkan kembali jika tidak ada sketsa yang salah selama itu berdasarkan pemahaman mereka terhadap teks yang dibaca. P mengecek apakah ada kata – kata yang mereka anggap sukar dari paragraf yang sudah dibaca. Para siswa menyebutkan beberapa kata dan kemudian P membantu mereka menemukan jawabannya dari sketsa dan menebak berdasarkan konteksnya.
9. P melanjutkan membaca dua paragraf berikutnya dan meminta para siswa untuk menggambarkan visualisasi mereka. Pada bagian ini, para siswa tidak mengalami kesulitan dan mereka mulai menikmati kegiatan. Para siswa terlihat asyik menggambar berdasarkan pemahaman mereka terhadap teks. Ketika P berkeliling untuk melihat pekerjaan setiap kelompok, P menemukan bahwa ada beberapa kelompok yang belum melabeli sketsanya. P menerangkan fungsi dari melabeli sketsa dan pentingnya bagi pemahaman mereka. Para siswa mulai melabeli sketsa mereka. Namun sebelum para siswa selesai menggambar, bel pergantian jam berbunyi menandakan jam pelajaran bahasa inggris sudah berakhir. P kemudian meminta para siswa mengumpulkan sketsa mereka dan segera menutup pelajaran.

10. P dan BW meninggalkan kelas dan menuju ke ruang guru. Di sana, P menanyakan pendapat BW mengenai kegiatan pembelajaran hari itu. BW mengungkapkan bahwa metodenya cukup menarik. Semua siswa bisa ikut ke dalam kegiatan itu. Siswa jadi lebih bisa dikendalikan dan konsentrasi dengan teks yang dibaca. Selebihnya BW belum bisa memberi komentar lebih lanjut karena kegiatan belum selesai. P berjanji akan datang pada hari berikutnya untuk menyelesaikan kegiatan pembelajaran tersebut. Kemudian P dan K pamit undur diri.

Field note 10

Kamis, 7 Maret 2013 pukul 08.00

P: peneliti, BW: BuWanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

Cycle 1 meeting 3

1. P sampai di sekolah pukul 08.00 dan di gerbang pintu masuk bertemu dengan petugas keamanan. P menyatakan jika kedatangannya ini untuk melanjutkan penelitian di kelas. Petugas keamanan pun mempersilahkan P ke ruang guru untuk bertemu BW. Mengetahui kedatangan P, BW langsung menyambut P dan mempersilahkan P untuk duduk di ruang guru sembari menunggu bel pergantian pelajaran. Tak lama menunggu bel berbunyi dan BW menghampiri P untuk bersama menuju kelas 8C.
2. Sesampainya di kelas, P langsung mengambil alih kelas yang sudah mulai gaduh. P memulai pelajaran dengan menyapa yang diikuti dengan menanyakan kabar dan mengecek presensi.
3. P mereview dua teks sebelumnya. P menanyakan tentang isi cerita teks yang telah dibahas di pertemuan sebelumnya. Para siswa menjawab dengan lebih antusias. Mereka menjawab dengan bersahut – sahutan, maka P pun menunjuk satu siswa, RZ, untuk menjelaskan isi teks yang dibahas di pertemuan pertama. Setelah RZ menjelaskan pemahamannya tentang teks yang pertama, P meminta siswa lain, SF, untuk menjelaskan isi cerita yang kedua. P pun menanyakan tentang informasi rinci yang ada di dua teks sebelumnya. Para siswa pun bisa menjawab semua pertanyaan P.
4. Setelah selesai mereview dua teks sebelumnya, P membagi para siswa menjadi berkelompok beranggotakan 3 orang. P menerangkan apa yang akan mereka kerjakan selanjutnya. P menambahkan jika diskusi dengan kelompok setelah selesai melakukan kegiatan visualisasi dari teks yang akan mereka baca.
5. Setelah semua siswa mengerti tentang kegiatan yang akan dilakukan, P membagikan teks. P meminta para siswa untuk membaca, memahaminya dan memvisualisasikan teks itu. Selama para siswa memvisualisasikan teks itu, P

berkeliling untuk terus memantau kegiatan siswa. Para siswa melakukan kegiatan dengan baik. Semua siswa terlihat berkonsentrasi untuk memahami teks dengan menggambarkan sketsa dan melabelinya dengan informasi penting. P memberi batasan waktu selama 20 menit untuk membaca dan mevisualisasikan teks itu. Setelah semua siswa selesai dengan visualisasi mereka, P meminta para siswa berkelompok dan berdiskusi tentang isi cerita sembari menunjukkan produk visualisasi masing – masing anggota. Beberapa siswa terlihat menambahkan beberapa informasi penting ke dalam sketsa. Ada pula yang memiliki perbedaan pendapat sehingga mereka berdiskusi tentang isi cerita sesuai pemahaman. Para siswa pun berdiskusi untuk menyatukan pemahaman mengenai teks.

6. Setelah para siswa terlihat selesai berdiskusi, P pun mengecek pemahaman para siswa dengan memberi pertanyaan mengenai isi teks dan informasi rinci dari teks. Para siswa memberikan pendapat mereka masing – masing. P menampung semua pendapat para siswa.
7. P memberikan *assessment* kepada para siswa untuk mengevaluasi pemahaman para siswa tentang beberapa teks yang telah dipelajari bersama. P berkeliling untuk memantau para siswa yang mengerjakan *assessment*. Para siswa mengerjakan *assessment* dengan penuh konsentrasi. S mengerjakan *assessment* dengan bantuan sketsa yang mereka buat atas pemahaman mereka mengenai beberapa teks sebelumnya. *Assessment* terdiri dari evaluasi 3 teks dalam kegiatan sebelumnya. Setelah batas waktu habis, P mengumpulkan pekerjaann siswa beserta sketsa para siswa.
8. P mengajak para siswa untuk merefleksi kegiatan sebelumnya. P menanyakan apa yang telah para siswa pelajari selama dua pertemuan sebelumnya. Para siswa memberikan pendapatnya. Ada yang merasa mampu mengingat lebih banyak vocabulary. Ada beberapa yang menyebutkan tentang materi yang mereka pelajari dan ada pula yang mengungkapkan tentang pengalaman mereka menggunakan strategi yang baru.
9. P kemudian mengakhiri pembelajaran hari itu dan segera keluar dengan BW dan mendiskusikan mengenai pembelajaran yang telah berlangsung. P dan BW juga merancang pembelajaran pada *cycle* berikutnya. P dan BW mendiskusikan kekurangan pada tiga pertemuan di *Cycle* 1 dan menentukan langkah selanjutnya untuk *Cycle* 2.

Field note 11

Senin, 11 Maret 2013 pukul 08.15

P: peneliti, BW: Bu Wanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

Cycle 2 meeting 1

1. P datang ke sekolah pada pukul 08.15 untuk melanjutkan penelitian. P sampai di sekolah dan bertemu dengan petugas keamanan. Petugas keamanan langsung mempersilahkan P menuju ke ruang guru untuk bertemu dengan BW. P masuk ke ruang guru dan menanyakan BW. Beberapa guru mengatakan jika BW sedang berada di kelas kemudian P diminta untuk menunggu di ruang tamu. P pun menunggu di ruang tamu sampai bel pergantian jam berbunyi. BW pun muncul dari kelas sebelumnya dan langsung menghampiri P untuk segera menuju ke kelas 8C.
2. P tiba di kelas dan para siswa yang mengetahui P dan BW datang langsung bersiap di meja masing – masing. Sebelum P memulai pembelajaran, P mempersilahkan para siswa mempersiapkan diri dengan berkata “*prepare yourself*”. Setelah para siswa mempersiapkan diri, P memulai pembelajaran dengan meminta para siswa mengeluarkan secarik kertas untuk *vocabulary quiz*. Para siswa terlihat terkejut tetapi tetap melaksanakan apa yang diminta P. setelah semua siswa siap, P menjelaskan jika semua yang akan keluar dalam *quiz* itu adalah kosa kata yang telah dipelajari sebelumnya. P melaksanakan *quiz* selama 15 menit.
3. P menanyakan tentang langkah – langkah yang telah dilakukan pada beberapa pertemuan sebelumnya. Para siswa mengingat kembali apa yang telah mereka lakukan selama beberapa hari yang lalu. P menegaskan jika sketsa sederhana itu diperbolehkan dan para siswa tidak perlu takut untuk menggambarkan apa yang dibayangkan ketika membaca. P juga menambahkan bahwa kegiatan akan seperti kegiatan sebelum – sebelumnya hanya perbedaannya akan menggunakan teks yang berbeda.
4. Sambil membagikan teks P menanyakan apakah para siswa pernah mendapat pengalaman lucu. Ada siswa memberi respon dengan mengatakan “*mesti ini recount text*”. P mengiyakan dan mulai membahas teks yang telah dibagikan. P memulai dengan mengajak para siswa untuk memprediksi isi cerita dari judulnya. Para siswa mulai memberikan pendapat mereka mengenai isi teks tersebut. P kemudian meminta para siswa untuk membaca sekilas untuk menemukan kata – kata yang belum mereka ketahui artinya, kemudian P menuliskannya di papan tulis. P kemudian menanyakan apabila ada yang sudah tau artinya kepada siswa. Para siswa menebak – nebak artinya dan kemudian P menuliskan jawaban siswa yang benar.
5. P segera memulai strategi *visualization* dengan membaca judul dan paragraf pertama. P kemudian menggambarkan visualisasinya. P menanyakan kata – kata sukar yang ada di paragraf tersebut. Para siswa tidak menemukan kata – kata sukar di paragraf tersebut, maka P memulai dengan paragraf berikutnya dan menggambarkan visualisasinya. Tidak lupa pula P memberikan label informasi penting yang ada di dalam teks. P menanyakan lagi tentang kata –

kata sukar yang ada di paragraf tersebut. Lalu para siswa menyebutkan kata – kata yang menurut mereka sukar, P membantu menemukan artinya dengan sketsa di papan tulis. Para siswa memperhatikan teks dan sketsa yang ada di papan tulis.

6. P melanjutkan ke paragraf berikutnya dan menggambarkan sketsa berdasarkan visualisasinya. Para siswa memperhatikan sketsa sambil memahami teks yang mereka bawa. P kemudian menanyakan apakah ada kata – kata yang menurut mereka sukar, namun mereka sudah dapat mengira – ira artinya. P menanyakan artinya kepada para siswa dan P pun menegaskan arti katanya. P menanyakan apakah ada yang kesulitan dalam memahami teksnya. Para siswa sudah terlihat paham, kemudian P menanyakan apakah isi dari teks tersebut. Beberapa siswa memberikan jawaban mereka. P pun memandu dengan memberikan pertanyaan tentang informasi rinci di dalam teks. Setelah mengecek bahwa semua siswa paham, P melanjutkan ke kegiatan selanjutnya.
7. P membagi siswa menjadi kelompok beranggotakan tiga orang. P kemudian membagikan teks untuk dipahami bersama – sama. P menerangkan bahwa siswa boleh memahami teks bersama – sama dengan kelompok dan juga P tetapi mereka harus menggunakan visualisasi mereka sendiri – sendiri. Karena semua siswa sudah siap dengan teks yang baru dan bersama kelompoknya, P mulai mengajak para siswa memprediksi isi cerita. Para siswa memberikan pendapatnya. P meminta para siswa untuk mencari kata sukar yang akan mereka diskusikan bersama dalam kelompok nantinya.
8. P memulai membaca judul dan paragraf pertama. P kemudian meminta para siswa untuk menggambarkan visualisasi mereka. P memberikan batasan waktu 5 menit. P berkeliling untuk memantau jika ada kelompok atau siswa yang mengalami kesulitan, namun nampaknya para siswa semakin ahli dengan kegiatan ini sehingga mereka bekerja lebih cepat. Setelah semua selesai menggambarkan visualisasi mereka, P menggambarkan visualisasinya di papan tulis. P menanyakan apakah ada kata – kata sukar yang belum bisa dipecahkan dalam kelompok. Para siswa memberi respon positif yang berarti tidak ada masalah yang berarti.
9. P melanjutkan membaca paragraf kedua dan meminta para siswa untuk menggambarkan visualisasi mereka dalam kurun waktu 5 menit. P berkeliling dan membantu para siswa jika ada yang merasa kesusahan dalam memahami teks. Ternyata ada satu kelompok milik RF, PD dan ED yang kurang paham dengan paragraf kedua. P membantu mereka untuk memahami paragraf tersebut dan memancing visualisasi mereka untuk digambarkan. Setelah semua siswa sudah menyelesaikan sketsa visualisasi mereka, P menggambarkan visualisasinya di papan tulis.

10. Karena setiap kelompok sudah bisa mengatasi kesulitannya dalam memahami dan menggambarkan visualisasi mereka serta kesulitan kosa kata juga sudah bisa mereka atasi sendiri, P melanjutkan membaca paragraf terakhir. P meminta para siswa untuk menggambarkan visualisasi mereka. P berkeliling untuk mengecek jika ada siswa atau kelompok yang menemui kesulitan, namun para siswa nampaknya sudah bisa mengatasi kesulitannya dalam memahami teks itu. Setelah semua selesai membuat visualisasinya, P menggambarkan visualisasinya di papan tulis.
11. P kemudian mengecek pemahaman para siswa dengan memberikan pertanyaan tentang isi cerita secara lisan kepada setiap kelompok secara acak. P juga menanyakan tentang informasi – informasi rinci di dalam teks. Ketika P sedang mengecek pemahaman siswa, bel pergantian jam pelajaran berbunyi dan P segera menutup pelajaran dan menyatakan bahwa kegiatan itu akan dilanjutkan dipertemuan berikutnya.

Field note 12

Kamis, 14 Maret 2013 pukul 08.10

P: peneliti, BW: Bu Wanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

Cycle 2 meeting 2

1. P tiba di sekolah pukul 08.10. P bertemu dengan petugas keamanan yang langsung mempersilahkan P menuju ke ruang guru. P tiba di ruang guru dan bertemu BW. BW mempersilahkan P duduk di ruang tamu sambil menunggu bel pergantian jam berbunyi. Ketika bel berbunyi, BW segera menghampiri P untuk menuju ke kelas 8C.
2. Sesampainya di kelas, para siswa nampaknya sudah siap untuk memulai pelajaran. P kemudian menyapa para siswa dan meminta para siswa untuk mempersiapkan diri. Setelah para siswa mempersiapkan diri dan duduk kembali di bangku masing – masing, P menanyakan kondisi para siswa dan mengecek presensi dengan memanggil nama setiap siswa. Para siswa memberi respon dengan “*yes, Miss* atau *present*”.
3. P memulai kegiatan hari itu dengan *me-review* kegiatan yang telah dilakukan sebelumnya. P menanyakan kembali isi cerita dan informasi yang terdapat dalam dua teks sebelumnya. Para siswa memberikan jawaban mereka secara bersahut-sahutan. P mencoba untuk terus memancing mereka dengan pertanyaan – pertanyaan seputar dua teks tersebut. P kemudian kembali menegaskan jika apa yang mereka visualisasikan di dalam pikiran mereka itu lebih penting dan gambar atau sketsa merupakan alat yang mendorong mereka untuk melakukan visualisasi tersebut.
4. P menjelaskan kegiatan yang akan dilaksanakan berikutnya. Beberapa siswa sudah mengetahui apa yang akan mereka lakukan. Seperti yang dikatakan

oleh TY, “*nanti pasti menggambar dan berdiskusi kan miss?*”. P hanya membalas dengan senyuman. Sebelum memulai kegiatan inti P meminta para siswa untuk mengeluarkan secarik kertas untuk *vocabulary quiz*. Para siswa kaget, beberapa memberi respon jika mereka belum siap. Setelah semua siswa siap dengan kertas mereka, P memulai *vocabulary quiz* yang berisi 10 kosa kata yang harus dicari artinya oleh para siswa.

5. Setelah selesai mengerjakan *quiz*, P membagi siswa ke dalam kelompok berisikan tiga orang. P membagikan sebuah teks untuk dipahami dan divisualisasikan. P memberikan waktu 20 menit untuk memahami dan memvisualisasikannya serta menggambarkan sketsanya. P mengawasi pekerjaan para siswa. Setelah semua selesai memahami teks dan memvisualisasikan serta menggambarkannya ke dalam sketsa, P mempersilahkan siswa untuk berdiskusi tentang isi teks dengan saling memperlihatkan produk visualisasi mereka. P memberikan waktu untuk berdiskusi selama 10 menit.
6. Setelah berdiskusi, P membagikan *assessment* untuk dikerjakan secara mandiri. P menjelaskan bahwa para siswa boleh menggunakan sketsa mereka untuk membantu mengerjakan *assessment*. P menyediakan waktu selama 20 menit untuk mengerjakannya. P berkeliling untuk memantau pekerjaan siswa. Para siswa terlihat bekerja lebih cepat dalam mengerjakan *assessment*.
7. Setelah 20 menit berlalu, waktu yang tersisa tinggal 5 menit sebelum bel pergantian jam pelajaran berbunyi. P merefleksi kegiatan yang sudah berlangsung. P menanyakan apa yang telah di dapatkan para siswa selama belajar bersama P. Para siswa memberikan respon yang beragam. Ada yang memberi pendapat tentang strategi yang digunakan, ada pula yang memberi respon bahwa mereka mendapat cara baru untuk membaca bukan hanya membaca biasa. P juga menanyakan pendapat para siswa tentang penggunaan strategi ini dalam pembelajaran reading. Para siswa memberikan respon yang beragam. Beberapa merasa senang dengan hal baru dalam belajar mereka. Beberapa yang lain merasa lebih *fresh* karena belajar dengan P merasa tidak berat. Karena bel berbunyi kemudian P menutup pelajaran.

Field note 13

Sabtu, 16 Maret 2013 pukul 07.30

P: peneliti, BW: Bu Wanityastuti (Guru Bahasa Inggris SMP N I Wonosari)

1. P datang ke sekolah tepat pukul 07.30. P datang ke sekolah bertujuan untuk mengadakan post test. Setelah memasuki gerbang sekolah dan bertegur sapa dengan petugas satpam, P segera menuju ruang guru untuk bertemu BW.

Pada saat itu, BW masih mengajar di kelas. P pun dipersilahkan oleh guru piket untuk menunggu di ruang tamu.

2. Beberapa saat setelah bel berbunyi, BW terlihat menuruni tangga menuju ke ruang guru. BW kemudian menemui P yang sedang duduk di ruang tamu. BW dan P segera menuju ke kelas 8C.
3. Memasuki kelas 8C, P langsung mengambil alih kelas sedangkan BW menuju ke belakang kelas. P menyapa para siswa dan menayakan kabar mereka. Setelah mengecek presensi, P menjelaskan bahwa pada hari itu para siswa akan mengerjakan post test. Para siswa terlihat sedikit gaduh. P kemudian membagikan soal kepada para siswa. P juga menambahkan beberapa keterangan mengenai soal post test.
4. Para siswa tampak tenang dalam mengerjakan soal post test. P pun berkeliling untuk memantau pengerjaan soal post test tersebut. P memberikan waktu mengerjakan selama 60 menit.
5. Setelah 45 menit berlalu, tampak beberapa siswa sudah selesai mengerjakan. Ketika waktu sudah habis, P mengumpulkan semua pekerjaan siswa dan menutup pelajaran. P mempersilahkan para siswa untuk istirahat sejenak.
6. P dan BW keluar dari kelas dan menuju ke ruang guru.

APPENDIX B

*(INTERVIEW GUIDELINE &
INTERVIEW TRANSCRIPT)*

PRELIMINARY INTERVIEW GUIDLINE

A. Teacher

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

B. Student

1. Bagaimana pembelajaran *reading* di kelas?
2. Bagaimana teknik ibu guru dalam mengajarkan *reading* teks Bahasa Inggris?
3. Apakah kesulitan yang Anda rasakan dalam memahami teks Bahasa Inggris?
4. Strategi membaca apa yang telah diajarkan ibu guru?
5. Apakah strategi tersebut sering Anda gunakan dalam kegiatan membaca teks Bahasa Inggris baik di dalam maupun di luar kelas?
6. Apakah strategi tersebut dirasa sudah membantu pemahaman Anda dalam membaca teks Bahasa Inggris?
7. Apakah ibu guru mengecek pemahaman Anda setelah kegiatan membaca?
8. Apakah Anda bertanya kepada ibu guru jika menemui kesulitan dalam memahami teks Bahasa Inggris?
9. Apakah ibu guru memfasilitasi Anda untuk bertukar pendapat dengan siswa lain mengenai pemahaman anda terhadap bacaan?

POST ACTION INTERVIEW GUIDELINE

A. Teacher

1. Setelah implementasi *visualization strategy* dalam pengajaran teks – teks Bahasa Inggris, bagaimana menurut Ibu tentang penggunaan strategi ini dalam pembelajaran?
2. Bagaimana menurut Ibu mengenai pemaksimalan *background knowledge* dalam pembelajaran reading?
3. Apakah menurut Ibu sketsa yang dibuat membantu dalam memandu siswa memahami teks?
4. Apakah menurut Ibu sketsa yang dibuat oleh siswa membantu dalam mengingat detail informasi penting dalam teks?
5. Bagaimana menurut Ibu mengenai kegiatan diskusi kelompok untuk mengecek pemahaman?
6. Apakah sekiranya strategi ini dapat diterapkan untuk mengajarkan reading dalam pembelajaran selanjutnya?
7. Apakah yang Ibu harapkan dari pembelajaran reading berikutnya?

B. Students

1. Setelah mengikuti pembelajaran reading menggunakan *visualization strategy*, apakah pendapat Anda tentang strategi ini?
2. Apakah menurut Anda strategi ini membantu dalam memahami teks Bahasa Inggris?
3. Apakah sketsa yang dibuat membantu Anda dalam memahami teks?
4. Apakah sketsa tersebut juga membantu Anda dalam mengingat informasi penting dalam teks?
5. Apakah diskusi kelompok dirasa membantu dalam memahami teks Bahasa Inggris?
6. Apakah menurut Anda strategi ini dapat diterapkan untuk pembelajaran *reading* berikutnya?
7. Apakah yang Anda harapkan dari pembelajaran *reading* berikutnya?

Interview 1**24 September 2012****Di ruang 8C SMPN 1 Wonosari****P: Peneliti; S: Siswa kelas 8C SMPN 1 Wonosari****Setelah observasi**

P	:	Hai, Dek. Namanya siapa?
S	:	Anggi mba.
P	:	Ooh, Dek Anggi. Mba boleh nanya – nanya sebentar soal pelajaran bahasa inggris di kelas?
S	:	Boleh sih mba. Eh, mba tu yang besok gantiin mengajar Bu Wanit ya mba?
P	:	Iya Dek. Adek diajar Bu Wanit ya?
S	:	Iyaa, asyik ni. Mba mau nanya apa?
P	:	Ini loh, soal pembelajaran bahasa inggris di kelas Adek itu bagaimana?
S	:	Ya gitu – gitu ajah mba.
P	:	Gitu gimana, Dek?
S	:	Ya gimana ya mba. Biasa ajah lah mba, gag ada yang “wah”, begitu.
P	:	Waduh, “wah” gimana ini maksunya?
S	:	Hehehe.. ya mba liat sendiri to tadi? Kalo saya sih, kurang asyik mba.
P	:	Kalo pengajaran “reading” di kelas gimana Dek?
S	:	Ya paling Cuma baca, terus.. em.. jawab soal.
P	:	Oh gitu, ada kegiatan lain gag?
S	:	Paling disuruh cari arti kata, terus disuruh baca sendiri, ditunjuk gitu mba.
P	:	Kalo kesulitan Adek sendiri dalam memahami bacaan bahasa Inggris apa?
S	:	Vocab mba, kadang banyak yang gag tau artinya.
P	:	Kalo dapat kata – kata sukar gitu, adek cari di kamus?
S	:	Iya mba, kalo bisa pinjem perpustakaan. Kalo gag ya nanya temen ajah. Kalo temen gag tau ya udah.
P	:	Kalian kan bawa <i>notebook</i> to? Gag ada kamusnya ya?
S	:	Gag eh mba.
P	:	Ko yang kemarin mba liat ada yang buka <i>notebook</i> ya?
S	:	Ooh, itu buka google transtool mba.
P	:	Ko tadi gag buka <i>notebook</i> dek?
S	:	Gag berani mbaa. Kalo Bu Wanit gag boleh, kalo Pak Mardi boleh.
P	:	Ooh gitu yaa. Tadi ko mba liat agak malas-malasan di kelas. Kenapa ya, dek?
S	:	...emm, males eh mba. Gitu-gitu ajah kegiatannya. Kurang greget gitu mba. Eh mba, jangan bilangin Bu Wanit ya mba.
P	:	Aaahh, yayaya. Tenang Dek. Semua aman. Makasi ya dek buat ngobrol-ngobrolnya.
S	:	Sama-sama mba.. besok ngajar di kelas 8C yaa..
P	:	Oke, beres!

Interview 2**24 September 2012****Di ruang tamu SMP N I Wonosari****P: Peneliti; G: Guru Mata Pelajaran Bahasa Inggris****Setelah observasi**

P	:	Bu, maaf, jika Ibu ada waktu luang, saya ingin menanyakan beberapa pertanyaan
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		mengenai pembelajaran Bahasa Inggris
G	:	Ooh, baik mba. Kebetulan saya ya pas kosong.
P	:	Terimakasih, Bu. Langsung saja nggih, Bu. Saya ingin menanyakan mengenai pembelajaran Bahasa Inggris di kelas 8 itu bagaimana ya Bu?
G	:	Yaaa, saya rasa sih sudah cukup bagus ya. Selama ini target sudah bisa dibilang tercapai. Tapi tetap ya mba, kendala itu pasti ada.
P	:	Kalo pembelajaran <i>reading</i> di kelas bagaimana ya Bu?
G	:	Ya begitulah mba. Kita kan punya tanggungan mengejar target materi. Jadi kadang ya keburu juga.
P	:	Kalau kesusahan siswa dalam memahami teks itu ada di bagian apa ya, Bu?
G	:	Ya jelas vocab mba. Udah diulang-ulang ya tetep ajah ada yang lupa.
P	:	Kalau tadi saya lihat ketika di kelas tadi kok anak-anak itu malas-malasan ya Bu ketika membaca teks?
G	:	Kalau yang saya liat nih mba, mereka kurang ada minat dalam kegiatan <i>reading</i> walau sebenarnya mereka pintar mbaa. Saya ya kurang tau kenapa ko bisa gitu. Jadi itu, akibatnya ke yang lain mba. Jadi lamban mengerjakan <i>task</i> berikutnya.
P	:	Kalau nilai <i>reading</i> anak-anak itu sudah sesuai KKM ya Bu?
G	:	Ya ada yang sudah, ada juga yang harus remidi ditambah tugas gitu mba.
P	:	Apakah ada kesusahan yang lain Bu yang kira-kira mempengaruhi <i>reading</i> anak-anak?
G	:	Ya itu mba, kosa kata, artinya itu. Mungkin sama minat pa ya mba. Berarti itu motivasinya ya. Ya itulah mba. Bsk mba juga merasakan kok. Jadi to ya gantiin saya mengajar selama saya berakat Haji?
P	:	Iya Bu. Insyaallah. Terimakasih, Bu.
G	:	Sama – sama. Ya biar semakin tau lapangannya sebelum penelitian.
P	:	Iya, Bu. Kalau begitu terimakasih sekali untuk wawancaranya. Saya pamit dulu.
G	:	Ooh, sudah? Yayaya. Hati-hati ya mba.
P	:	Iya, Bu. Terimakasih. Assalamualaikum.
G	:	Waalaikumsalam.

Interview 3

9 Februari 2013

Di ruang Perpustakaan SMPN I Wonosari

P: Peneliti; G: BW (Guru Mata Pelajaran Bhasa Inggris)

Sebelum action

P	:	Permisi Bu, apakah Ibu mempunyai waktu untuk wawancara mengenai pembelajaran di kelas?
G	:	Oh, bisa Mba. Di perpustakaan ya.
P	:	Baik Bu.
G	:	Mari silahkan, apa yang ingin ditanyakan?
P	:	Oh, ini Bu, mengenai pembelajaran <i>reading</i> di kelas itu bagaimana ya Bu?
G	:	Pertama kali itu anak saya beri bacaan terus kalau ada kata – kata sulit nanti saya suruh untuk mencari artinya. Kemudian saya suruh menjawab pertanyaan. Terus nanti saya tanyakan <i>structure</i> -nya, kata kerjanya, jadi mereka bisa membedakan anatar teks <i>recount</i> dan <i>narrative</i> . Tapi akhir – akhir ini saya suruh membedakan antara <i>recount</i> dan <i>narrative</i> . Mana yang membedakan, kata kerjanya bagaimana, bentuk kata kerjanya bagaimana.
P	:	Kalau kemampuan membaca siswa itu sudah memenuhi harapan?

G	:	Ya kalau yang bisa ya bisa, yang nggak ya nggak, Mba. Ya kira – kira 50 – 60% lah mba yang bisa. Ya kalau saya itu saya suruh baca dalam hati, nanti kalau ada yang tidak tau artinya silahkan konsultasikan dengan kamus, bisa pakai laptop, bisa pinjam kamus di perpustakaan. Tapi malah pada tanya temannya, tapi ada pula yang liat kamus di laptop. Terus nanti kata – kata itu ditulis, nanti teksnya saya bagi jadi tiga bagian, saya tunjuk anak – anaknya untuk membaca. Kalau ada pengucapannya yang salah ya saya benarkan.
P	:	Bagaimana Ibu mengecek pemahamannya?
G	:	Ya cari kata – kata sukar dulu lalu nanti disuruh menceritakan lagi.
P	:	Menurut Ibu, apa kesulitan siswa dalam membaca?
G	:	Ya di kosa kata, artinya dan cara membacanya.
P	:	Lalu kalau strategi apa yang sudah diajarkan kepada siswa?
G	:	Ya saya menekankan di kosakatanya agar anak bisa memahami teks.
P	:	Apakah kegiatan ini sudah membantu pemahaman siswa Bu?
G	:	Membantu sekali.
P	:	Apakah siswa sudah menggunakan strategi ini jika dalam membaca?
G	:	Belum terlalu, kadang masih sebisanya saja, belum bersungguh – sungguh mencari artinya.
P	:	Bagaimana Ibu mengeksplor pemahaman siswa?
G	:	Ya dengan pertanyaan, saya tunjuk untuk menjawab ssatu – satu.
P	:	Apakah jika anak – anak ada kesulitan sering bertanya kepada Ibu?
G	:	Jarang Mba, biasanya pada tanya temannya.
P	:	Apakah Ibu sering menerapkan kegiatan diskusi atau bertukar pendapat dalam pembelajaran <i>reading</i> ?
G	:	Tidak mba, saya suruh individual walau kadang nanti tetap ada yang jadinya diskusi Mba.
P	:	Baik, Bu. Saya rasa sekian wawancaranya Bu. Setelah saya mengumpulkan data nanti saya mungkin ingin <i>sowan</i> Ibu untuk mendiskusikan masalah yang akan diselesaikan.
G	:	Oh gitu, Mba. Bisa Mba, tinggal nanti sms saya saja.
P	:	Baik Bu. Saya pamit dulu Bu. Terimakasih.
G	:	Baik Mba, hati – hati yaa.
P	:	Terimakasih Bu.

Interview 4

9 Februari 2013

Di ruang kelas 8C SMPN I Wonosari

P : Peneliti;

S6 : Dyan Putra Aditama;

S8 : Didib Astalis Ulul Absor;

S9 : Furqi Sholekhatun Sityardi;

S10 : Gusnida Rahmanisa;

Sebelum action

P	:	Miss boleh nanya-nanya mengenai pembelajaran bahasa inggris di kelas?
S6	:	Silahkan Miss.
P	:	Menurut Adek pembelajaran <i>reading</i> di kelas itu bagaimana?
S6	:	Ya biasa Miss.
S9	:	Kurang menarik, Miss.

P	:	Kalau cara mengajar <i>reading</i> BW gimana?
S9	:	Paling ya dikasih teks, suruh baca, dikasih pertanyaan, suruh dikerjain, kadang cuma ditinggal gitu.
P	:	Jadi, Cuma disuruh baca dan mengerjakan soal ya?
S6	:	Iya, kebanyakan sih gitu. Jarang diterangkan sih <i>Miss</i> .
S10	:	Nanti setelah baca sendiri, disuruh baca satu – satu ditunjuk, <i>Miss</i> .
S8	:	Habis itu jawab pertanyaan.
P	:	Kalian pernah tidak diajarkan mengenai strategi – strategi dalam memahami teks? Misalnya, memprediksi isi dari judulnya atau mencari main ideas atau informasi – informasi rinci dari teks.
S6	:	Nggak deh <i>Miss</i> . Gag pernah diajari bacanya gimana. Paling cuma suruh baca tapi dikasih pertanyaan. Biasanya ceritanya dari buku paket <i>Miss</i> , pertanyaannya juga.
S8	:	Kalau memprediksi gitu belum, tapi saya nggak yakin, lupa <i>Miss</i> .
P	:	Kalo kesulitan kalian dalam <i>reading</i> apa?
S6	:	Memahaminya. Arti – arti katanya itu.
S8	:	Iya, <i>Miss</i> . Kadang jadi susah mau masuk ke dalam teksnya, jadi gag paham deh.
S9	:	Bener <i>Miss</i> . Seringnya itu. Kalau udah nemu kosa kata baru yang teman ajah juga nggak tahu, jadi males <i>Miss</i> .
P	:	Kalau menemukan kesulitan seperti itu lalu tindakan Adek gimana?
S6, S8 & S9	:	Tanya teman <i>Miss</i> .
P	:	Sering pakai kamus nggak? Pinjem di perpustakaan atau bawa sendiri.
S6	:	Jarang malahan <i>Miss</i> .
P	:	Kalo dalam pembelajaran BW pernah nggak meminta kalian untuk mengartikan kata – kata sukar dengan menebaknya dari bacaannya?
S6	:	Nggak pernah deh <i>Miss</i> . Ya kesadaran sendiri ajah. Biasanya nanya teman atau cari di google kalau boleh pakai <i>notebook</i> .
P	:	Jika kalian punya kesulitan dalam memahami teks, apa kalian sering bertanya kepada guru?
S10	:	Iya. Kadang sih <i>Miss</i> .
S9	:	Tapi jawabnya sering kurang memuaskan.
S8	:	Kalo saya mending tanya teman saja.
P	:	Pernah nggak kalian diminta untuk bekerja berkelompok, berdiskusi mengenai teks yang kalian baca?
S6	:	Kadang sih dibuat dua dua gitu, tapi kalau memahami teksnya sendiri – sendiri <i>Miss</i> .
S8	:	Tapi itu jarang <i>Miss</i> .
P	:	Kalau mengecek pemahamannya gimana biasanya?
S10	:	Ya cuma dikasih pertanyaan itu, disuruh menjawab pertanyaan yang di buku secara lisan satu – satu.
P	:	Lalu, kegiatan pembelajaran itu membantu pemahaman kalian nggak Dek?
S6	:	Ya sedikit <i>Miss</i> , kan jadi dapat kata – kata baru gitu.
S8	:	Tapi kurang maksimal.
P	:	Baiklah Dek, saya rasa cukup. Terimakasih yaa.
S6, S8, S9	:	Iya, <i>Miss</i> , sama – sama.

& S10		
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Interview 5**27 Februari 2013****Di ruang guru SMPN I Wonosari****P: Peneliti; BW: Bu Wanityastuti (Guru Bahasa Inggris SMPN I Wonosari)****Planning Cycle 1**

P	:	Permisi Bu.
BW	:	Oh, Mba Santi. Mari – mari mba. Mau membahas soal <i>Cycle 1</i> ya?
P	:	Iya, Bu. Saya sudah membawa <i>lesson plan</i> untuk <i>Cycle 1</i> .
BW	:	Oh ya, coba saya lihat dulu. Ini sudah ada <i>teaching steps</i> -nya ya?
P	:	Iya, Bu. <i>Teaching steps</i> -nya diambil dari bukunya.
BW	:	Tapi kok panjang sekali ya <i>step</i> -nya. Ini tidak mungkin kalau satu kali pertemuan saja.
P	:	Iya, Bu. Mungkin itu akan membutuhkan dua sampai tiga pertemuan.
BW	:	Begini saja mba. Kalau ini dibagi tiga saja gimana? Jadi pertemuan pertama untuk <i>modeling</i> saja. Nanti yang pertemuan kedua dan ketiga baru yang <i>practice</i> -nya.
P	:	Oh begitu ya Bu. Saya tadinya akan mengurutkan begitu saja tanpa membatasi pertemuan pertama untuk <i>step</i> pertama.
BW	:	Nggak apa-apa pertemuan mba. Biar pertemuan pertama anak-anak paham betul tekniknya. Kalo buru – buru nanti anak-anaknya bingung.
P	:	Baik Bu.
BW	:	Oh iya, jangan lupa caranya juga dijelaskan ya di awal. Biar mereka tahu akan melakukan apa.
P	:	Baik Bu. Kemudian di awal nanti sebelum membaca akan ada <i>guessing the meaning</i> dari kata – kata yang dirasa sukar oleh anak – anak. Nanti <i>guessing</i> -nya akan banyak menggali dari anak – anak. Kemudian nanti di akhir akan dikonfirmasi menggunakan gambar hasil visualisasi mereka.
BW	:	Oh, bisa mba gitu. Hasil gambaran anak – anak nanti dinilai tidak?
P	:	Tidak Bu. Gambar mereka hanya sebagai alat untuk menuntun mereka mem-visualisasikan apa yang mereka baca.
BW	:	Oh begitu ya. Kalau begitu perlu diterangkan ke anak-anak tentang hal itu, takutnya nanti mereka takut menggambar karena takut gambar mereka jelek dan nilainya jelek juga.
P	:	Baik Bu.
BW	:	Sudah kan yaa. Kita lihat dulu besok bagaimana. Ini saya mau mengajar lagi.
P	:	Baik, Bu. Terimakasih atas waktunya. Saya pamit dulu.
BW	:	Iya, Mba. Maaf ya saya buru-buru.
P	:	Iya bu, tidak apa – apa.

Interview 6**2 Maret 2013****Di ruang kelas 8C SMPN I Wonosari****P : Peneliti;****S2 : Anggita Ayu Rahmawati;****S7 : Dianingtyas Pangastuti;****S12 : Hanafi Istirashidah;**

S13 : Khoirunnisa Rizki Rahmadani;
Cycle 1 meeting 1

P	:	Halo, boleh ganggu sebentar? <i>Miss Santi</i> mau nanya – nanya soal pembelajaran tadi.
S2, S7, S12, S13	:	Boleh <i>Miss</i> .
P	:	<i>Miss Santi</i> mau menanyakan soal kegiatan pembelajaran yang tadi baru saja selesai. Strategi yang tadi digunakan itu namanya <i>visualization strategy</i> . Menurut Adek bagaimana penggunaan strategi tersebut untuk memahami teks?
S2	:	Sepertinya menyenangkan. Pakai menggambar segala.
S7	:	Suka <i>Miss</i> , soalnya baru <i>Miss</i> . Beda dari yang biasanya.
P	:	Menurut Adek strategi tadi membantu Adek dalam memahami teks tidak?
S2	:	Iya <i>Miss</i> . Lebih paham dengan teks yang tadi dibahas <i>Miss</i> .
S7	:	Kan <i>Miss</i> membahasnya pelan – pelan, jadinya enak dipahaminya. Terus gambarnya tadi bikin tambah jelas <i>Miss</i> .
S12	:	Kalau saya baca sendiri kadang dipikiran itu ceritanya masih semrawut. Apa lagi kalau sudah ketemu kata-kata yang sulit.
S13	:	Tadi saya jadi lebih cepat paham kok <i>Miss</i> .
P	:	Kalau mengenai teksnya, sulit tidak teksnya untuk dipahami?
S12, S13	:	Ya lumayan <i>Miss</i> . Ada beberapa kosa kata baru yang saya belum tau artinya.
P	:	Lalu mengenai kosa kata baru itu bagaimana? Apakah menjadi kesulitan untuk Adek?
S2	:	Awalnya sih <i>Miss</i> pas belum mulai, tapi tadi kan sudah dibahas sekilas dengan <i>Miss</i> , itu cukup membantu, ditambah lagi dibahas dengan gambarnya <i>Miss</i> di papan tulis, jadi lebih paham <i>Miss</i> .
S7	:	Kalau saya di paragraph dua itu <i>Miss</i> . Tapi tadi pas diakhir kan dibahas lagi sama <i>Miss</i> kata sukarnya, jadi tahulah.
P	:	Lalu tadi bagaimana Adek menyikapi kosa kata yang sukar itu?
S12	:	Kalau saya tadi sempet pengen tanya teman <i>Miss</i> . Tapi tadi <i>Miss Santi</i> udah nyinggung itu setelah baca, terus teman – teman sudah ada yang tahu. Ya jadinya saya tahu juga. Terus kalau yang tadi tidak ada yang bisa, kan <i>Miss Santi</i> sudah bantuin pakai gambar di papan tulis itu tadi. Jadi lebih paham ceritanya.
S13	:	Kalau saya sih cuma menebak – nebak saja <i>Miss</i> . Tapi kan tadi selalu ditegaskan sama <i>Miss</i> tentang artinya tadi. Jadi lebih pasti saja artinya.
P	:	Baiklah dek, terimakasih atas waktunya.
S7	:	Sama – sama, <i>Miss</i> . Apa besok kegiatannya masih seperti tadi <i>Miss</i> ?
P	:	Ya kurang lebih, tapi besok Adek yang akan mencoba menggambar. Bagaimana?
S2	:	Ohh, gitu. Okay deh, <i>Miss</i> . Ditunggu.

Interview 7

4 Maret 2013

Di ruang kelas 8C SMPN I Wonosari

P : Peneliti;

S3 : Anggita Moethia Zahara Putra;

S5 : Daning Arsita Dewi;

S18 : Risqi Rahma Nur Huda;

S22 : Stefani Laksita Normala Dewi;
Cycle 1 meeting 2

P	:	Dek, bisa ganggu sebentar? <i>Miss</i> Santi ingin menanyakan tentang pembelajaran tadi.
S3,S5, S18 & S22	:	Ooh, yaaa. Boleh <i>Miss</i> .
P	:	Menurut Adek, pembelajaran tadi bagaimana?
S22	:	Ya cukup menyenangkan.
S3	:	Lebih bervariasi daripada biasanya.
S18	:	Kalau saya ada susah dan mudah juga.
P	:	Susahnya kenapa, Dek? Mudahnya, kenapa?
S18	:	Ya susah kata – katanya. Banyak kosa kata yang saya tidak tahu. Tapi mudahnya itu jadi mudah memahami isi ceritanya.
P	:	Menurut Adek, teksnya terlalu sulit atau mudah?
S3	:	Ya lumayan mudah <i>Miss</i> .
S5	:	Tapi panjang ya <i>Miss</i> . Saya tadi belum selesai menggambar.
S22	:	Iya, lumayan sulit dan panjang, <i>Miss</i> .
P	:	Iya, maksudnya <i>Miss</i> memberi yang panjang itu biar Adek bisa latihan berkali – kali.
S5	:	Ooh, tapi jadi lama <i>Miss</i> .
P	:	Menurut Adek kegiatan tadi membantu pemahaman nggak?
S22	:	Iyaa, lumayan membantu.
S5	:	Karena kan menggambar itu tadi terus ditambah diskusi sama teman.
P	:	Menurut Adek diskusinya bagaimana?
S5	:	Ya enak sih <i>Miss</i> . Kan habis gambar gitu, masih ada yang beberapa yang bingung terus bisa langsung diskusi dengan teman.
S18	:	Kalau saya sih itu sangat membantu sekali <i>Miss</i> .
S22	:	Iya <i>Miss</i> , kalau ada yang belum paham kan didiskusikan sama teman.
P	:	Kalau pembahasan kosa kata sukar tadi bagaimana?
S3	:	Oh iya, itu juga membantu <i>Miss</i> . Tadi ada beberapa kata yang artinya masih nebak – nebak, akhirnya tau pastinya apa.
P	:	Adek ada kesulitan tidak tadi dalam mengilustrasikan teksnya?
S3	:	Iya <i>Miss</i> . Saya bingung,
P	:	Bingungnya kenapa Dek?
S3	:	Saya bingung mau menggambarkan yang mana. Kan kayak <i>Miss</i> itu, ada banyak gambar di pikiran saya. Jadi bingung.
P	:	Lalu, bagaimana solusinya?
S3	:	Ya kayak yang <i>Miss</i> bilang itu, saya gambar garis besarnya ajah.
P	:	Apakah tadi yang digambarkan Adek berbeda dengan yang lain.
S3	:	Iyaa, ada. Seperti gambar orangnya, terus <i>scene</i> -nya juga ada beberapa yang berbeda.
P	:	Iya, Dek. Sebenarnya gambar Adek dengan yang lain bisa berbeda karena pengalaman kalian berbeda, kita sebut <i>background knowledge</i> .
S3	:	Ooh, ya.
P	:	Ya sudah, terimakasih ya Dek.
S3,S5, S18 &	:	Sama – sama, <i>Miss</i> .

S22		
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Interview 8**7 Maret 2013****Di ruang kelas 8C SMPN I Wonosari****P : Peneliti;****S8 : Didib Astalis Ulul Absor;****S9 : Furqi Sholekhatun Sityardi;****S10 : Gusnida Rahmanisa;****S14 : Muhammad Rafi Hastu Himayuan;****Cycle 1 meeting 3**

P	:	Dek, <i>Miss</i> Santi boleh mengganggu sebentar?
S8, S9, S10, S14	:	Iya, <i>Miss</i> .
P	:	Menurut Adek, kegiatan membaca sambil menggambar itu bagaimana?
S8	:	Menarik <i>Miss</i> .
S10	:	Iya, lebih bervariasi, ada bedanya. Jadi nggak bosan. Tadi kok diskusinya di belakang ya <i>Miss</i> .
S8	:	Tapi yang ini tadi diskusinya hanya di akhir saja ya <i>Miss</i> ?
P	:	Iya, karena kegiatan yang tadi itu sudah mandiri, jadi kalian memahami teks dengan menggambar secara mandiri, tetapi hasilnya didiskusikan dengan teman agar kalau ada yang salah memahami bisa diluruskan.
S8	:	Oh gitu, iyaa, tadi ada yang agak berbeda pahamnya. Tapi hampir sama.
P	:	Apakah membantu pemahaman Adek?
S8	:	Membantu, karena mempermudah pemahaman, jadi imajinasi yang dilihat bisa terwakili.
S9	:	Iya. Kan apa yang kita lihat bisa dituangkan ke dalam gambar.
S14	:	Kalau saya merasa agak sulit ya <i>Miss</i> .
P	:	Sulitnya dimana Dek?
S14	:	Ya kan saya susah mewujudkan apa yang saya bayangkan ke dalam gambar, jadinya gambar saya jelek. Coba <i>Miss</i> cek ajah.
P	:	Nggak apa – apa kok, Dek. Sketsa ajah boleh kok, gag harus yang bagus. Kan yang penting Adek jadi memvisualisasikan apa yang Adek baca.
S14	:	Oh, itu intinya ya <i>Miss</i> .
P	:	Iya. Yang lain apakah ada kesulitan selama kegiatan ini?
S8	:	Ya paling kata – katanya itu. Tapi kemarin kan diskusi jadi mudah. Tapi yang ini tadi diskusinya hanya di akhir saja ya <i>Miss</i> ?
P	:	Menurut Adek, teksnya susah atau mudah?
S9, S10	:	Ya lumayan <i>Miss</i> .
P	:	Kalau tugasnya bagaimana?
S9	:	Ya lumayan <i>Miss</i> .
S10	:	Tapi jadi lebih enak membacanya ya <i>Miss</i> .
P	:	Lebih enak bagaimana?
S10	:	Ya membacanya itu lebih mudah dipahami, kalau biasanya itu agak acak – acakan pahamnya.

P	:	Adakah saran dari Dek Nisa untuk pembelajaran berikutnya.
S14	:	Sudah <i>Miss</i> , nggak ada. Lanjutkan ajah <i>Miss</i> .
P	:	Baiklah, terimakasih ya Dek.
S8, S9, S10, S14	:	Sama – sama, <i>Miss</i> .

Interview 9

7 Maret 2013

Di ruang perpustakaan SMPN I Wonosari

P: Peneliti; BW: Bu Wanityastuti (Guru Bahasa Inggris SMPN I Wonosari)

Planning Cycle 2

P	:	Mengenai <i>Cycle 2</i> ini bagaimana ya Bu baiknya?
BW	:	Oh iya, kalau mba Santi rencananya bagaimana?
P	:	Kalau saya mungkin ingin merubah teksnya menjadi lebih pendek. Karena kemarin teksnya panjang dan para siswa jadi kesusahan karena waktunya jadi lebih lama.
BW	:	Oh iya, itu penting. Jangan lupa mba Santi memperhatikan management waktunya. Mungkin lebih baik anak – anak diberi tahu berapa menit yang disediakan untuk menggambar, membaca teks, diskusi. Kalau tidak seperti itu nanti jadi molor – molor waktunya.
P	:	Baik Bu. Kalau mengenai guessing meaning bagaimana ya Bu?
BW	:	Bagus itu. Cuma perlu diperdalam, jadi semua anak memberi andil dalam kegiatan itu. Nanti kan masukannya jadi lebih banyak.
P	:	Oh iya, Bu.
BW	:	Nanti <i>Cycle 2</i> butuh berapa pertemuan ya mba?
P	:	Ya mungkin 3 pertemuan seperti <i>Cycle 1</i> .
BW	:	Kalau misal dibuat 2 pertemuan saja bagaimana? Jadi hari sabtu sudah bisa post test. Soalnya minggu depan anak – anak ada <i>Study tour</i> dari senin sampai kamis atau jumat. Minggu berikutnya anak – anak sudah mulai mid semester. Jadi waktunya tinggal minggu ini saja.
P	:	Oh begitu ya Bu. Ya mungkin nanti pertemuan langsung dua step.
BW	:	Bisa itu mba, kan anak – anak sudah pernah mencoba di <i>Cycle 1</i> jadi kalau yang <i>modeling</i> cepet ajah yang penting anak – anak sudah tau esensinya.
P	:	Baik Bu.
BW	:	Jangan lupa diingatkan terus prinsip kerja <i>strategy</i> -nya. Biar mereka tidak lupa ya.
P	:	Baik Bu.
BW	:	Ya sudah, saya rasa itu dulu. Nanti didiskusikan lagi setelah <i>meeting 1</i> .
P	:	Begini Bu, saya juga akan mengadakan <i>vocabulary quiz</i> dari teks yang sudah dibahas di <i>Cycle 1</i> .
BW	:	Kuisnya kapan mba?
P	:	Sebelum memulai <i>Teacher Model</i> di <i>Cycle 2</i> Bu.
BW	:	Oh begitu ya. Boleh. Bagus itu. Kalau yang kuis dr <i>Cycle 2</i> nanti dipertemuan ke dua?
P	:	Iya Bu.
BW	:	Bisa itu dilakukan. Jangan lupa ya, di diskusi kelas anak – anak lebih diajak untuk aktif dalam menjawab, memberi opini juga.
P	:	Baik Bu.

BW	:	Apa lagi mba?
P	:	Mungkin itu saja Bu. Terima kasih sekali.
BW	:	Sama – sama.

Interview 10

11 Maret 2013

Di ruang kelas 8C SMPN I Wonosari

P : Peneliti;

S13 : Khoirunnisa Rizki Rahmadani;

S19 : Robi'atul Azizah;

S20 : Salsabila Wulandari;

S23 : Yusril Zainuri;

Cycle 2 meeting 1

P	:	Halo, Dek. Bisa ganggu saebentar nggak. <i>Miss</i> Santi ingin menanyakan mengenai pembelajaran tadi.
S13, S19, S20, S23	:	Oh ya <i>Miss</i> .
P	:	Menurut Adek pembelajaran tadi bagaimana?
S13 &S19	:	Ya lumayan menyenangkan.
S19	:	Menyenangkan, <i>Miss</i> .
S23	:	Iya menyenangkan, tapi beda ya sama yang kemarin – kemarin. Ya yang ini teksnya pendek – pendek <i>Miss</i> .
P	:	Oh iya, kan yang kemarin itu kepanjangan kan ya?
S23	:	Yang <i>The Man with A Bump</i> ? Iya itu panjang banget.
P	:	Kalau 2 teks yang tadi susah nggak dek?
S19	:	Ya lumayan <i>Miss</i> . Teksnya pendek tapi banyak informasinya.
S23	:	Iya. Kalau diimajinasikan itu banyak tu lho gambarnya, jadi bingung tadi mau gambarnya yang mana.
P	:	Lalu kegiatan membaca sambil menggambar apakah sudah membantu pemahaman Adek?
S19	:	Sudah <i>Miss</i> . Jadi lebih mudah memahaminya. Ringan gitu, padahal tadinya sebelum dibaca rasanya berat mau baca tuh.
S13	:	Iya, saya itu memahaminya jadi lebih mengalir seringnya saya terganggu dengan kata – kata sukar, kalau tanya teman itu nanti yang saya pahami sebelumnya jadi terpotong.
S20	:	Isi ceritanya jadi lebih jelas menurut saya.
P	:	Oh, begitu. Kalau diskusinya bagaimana?
S20	:	Kalau saya rasa diskusinya jadi lebih membantu daripada yang kemarin – kemarin.
P	:	Kenapa bisa begitu Dek?
S20	:	Ya kan yang kemarin masih bingung apa yang didiskusikan. Jadi Cuma diskusi tentang <i>vocabulary</i> saja. Sekarang diskusi tentang isinya juga.
P	:	Sepertinya di kelompok Dek Rizki ada perbedaan pemahaman ya tadi?
S13	:	Oh, iya <i>Miss</i> . Tadi saya memahaminya kurang, jadi agak berbeda pendapat sama Hana. Tetapi setelah di pahami lagi, saya jadi tahu kesalahan pemahaman saya.

P	:	Kuis <i>vocabulary</i> -nya bagaimana tadi?
S13 & S20	:	Ya lumayan <i>Miss</i> . hampir bisa semua, kan itu kata – kata dari teks yang kemarin – kemarin kan <i>Miss</i> ?
S19	:	Saya juga hampir semua bisa, <i>Miss</i> . Saya juga kaget ko saya masih inget ya kosa kata itu, kan sepertinya itu kosa kata baru dari teks yang kemarin kan <i>Miss</i> ? Biasanya saya dah lupa.
P	:	Bagus donk kalau begitu. Kalau begitu terimakasih ya.
S13, S19, S20, S23	:	Sama – sama.

Interview 11

14 Maret 2013

Di ruang kelas 8C SMPN I Wonosari

P : Peneliti;

S1 : Afif Naufal Nur Rahman;

S16 : Ni'matin Rahma;

S17 : Pandu Sinawung Jati;

S24 : Zulfiana Hasnanti;

Cycle 2 meeting 2

P	:	Dek, <i>Miss</i> Santi ingin menanyakan tentang pembelajaran tadi. Menurut Adek bagaimana ya kegiatan tadi?
S17	:	Cukup menyenangkan.
S16	:	Iya, mengasikan <i>Miss</i> . Saya jadi lebih berani membuat sketsa dari apa yang ada dipikiran saya.
P	:	Tadinya nggak bisa ya Dek?
S16	:	Ya pas awal – awal kemarin itu iya <i>Miss</i> . Masih bingung mau bagaimana gambarnya. Kan saya nggak bisa gambar, tapi sekarang saya malah suka membaca dengan cara begini.
P	:	Kalau mengenai teksnya bagaimana? Apakah susah atau mudah?
S17	:	Ya lumayan agak sulit.
S24	:	Tapi jadi mudah dengan gambarnya itu.
S1	:	Kalau nanti liat lagi ilustrasinya, jadi lebih paham saja.
P	:	Apakah Adek ada saran untuk kegiatan ini?
S1	:	Emm, mungkin kegiatan ini bisa dipakai sendiri ya. Jadi nggak usah pakai menggambarnya, tapi membayangkan.
P	:	Nah, sebenarnya kegiatan ini memang melatih Adek untuk mengembangkan kemampuan visualisasi, jadi akan lebih baik kalau nantinya digunakan untuk membantu pemahaman Adek membaca.
S1	:	Oh begitu ya <i>Miss</i> . Jadi tujuannya biar bisa dipakai sendiri ya.
P	:	Iya. Kalau tugasnya bagaimana?
S24	:	Ya lumayan mudah <i>Miss</i> , gambarnya tadi membantu sekali.
P	:	Kalau yang lain bagaimana? Ada kesulitan dengan tugas tadi?
S16	:	Nggak <i>Miss</i> , lumayan bisa mengerjakan.
P	:	Ya sudah ya Dek, terimakasih ya.
S1,	:	Sama – sama.

S16, S17, S24		
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Interview 12**15 Maret 2013****Di ruang kelas 8C SMPN I Wonosari****P : Peneliti;****S4 : Arbian Kuncoro Jati;****S11 : Hana Afifah Nuraini;****S15 : Muhammad Rofiq Noor Raharja;****S21 : Satya Apriliado;****Setelah action**

P	:	Halo Dek, <i>Miss</i> Santi boleh wawancara Adek sebentar?
S4, S11, S15, S21	:	Boleh <i>Miss</i> .
P	:	Setelah menggunakan visualization strategy, menurut Adek, bagaimana strategi ini?
S11	:	Menyenangkan <i>Miss</i> . Bagian mengekspresikan apa yang ada di pikiran kita pas baca teks. Bagian mengekspresikan apa yang ada di pikiran kita pas baca teks.
S15	:	Kalau menurut saya itu lebih mudah dan mengasyikan.
S21	:	Iya, bagus <i>Miss</i> , karena saya jadi bisa menemukan isi ceritanya, biasanya susah.
P	:	Membantu pemahaman Adek tidak?
S4	:	Sangat membantu <i>Miss</i> .
S15	:	Jadi paham detil – detil informasinya.
P	:	Kalau manfaat yang Adek rasakan dari kegiatan kemarin apa?
S11	:	Yang jelas memahaminya lebih mudah, emm, oh iya, lebih inget arti kosa katanya. Terus lebih konsentrasi ajah membacanya, nggak berat gitu, <i>Miss</i> .
S4	:	Lebih mudah mengingat baik cerita juga arti kosa kata yang sukar <i>Miss</i> .
S15	:	Ya lebih ingat apa – apa yang ada diteks.
S21	:	Ya semua bagian teks jadi lebih mudah diingat.
P	:	Kalau untuk mengatasi kesulitan di kosa katanya bagaimana?
S11	:	Ya kan pakai gambar <i>Miss</i> . Lagian kan dibahas juga nantinya sama <i>Miss</i> .
S4	:	Kalau saya, saya menggunakan kata – kata sebelumnya untuk mengartikan yang belum tau. Tapi kira – kira juga, setelah itu kan nanti <i>Miss</i> yang membahas lagi.
S15	:	Kalau saya menggunakan kalimat sebelumnya untuk membantu mengartikan kalimat berikutnya. Nanti berikutnya diskusi dengan kelompok dan dibahas oleh <i>Miss</i> Santi.
S21	:	Ya saya tebak ajah dengan mengira – ngira dari kalimatnya, seperti <i>Miss</i> itu.
P	:	Menurut Adek kesulitannya apa menggunakan strategi ini?
S11	:	Itu <i>Miss</i> , kan dalam satu paragraph ada banyak informasi jadinya dipikiran saya itu juga banyak bayangannya. Nah, saya bingung mau milih yang mana dari gambar itu.
P	:	Lalu solusi kamu bagaimana?
S11	:	Ya seperti yang <i>Miss</i> bilang, yang digambar garis besarnya ajah.
P	:	Menurut adek, apakah sketsa yang dibuat itu membantu memahami teks?
S4	:	Membantu sekali <i>Miss</i> .
S11	:	Iya, <i>Miss</i> .

P	:	Apakah sketsanya juga membantu Adek mengingat informasi di dalam teks?
S11	:	Iya, bukan hanya ceritanya <i>Miss</i> , kosa katanya juga jadi lebih ingat.
P	:	Apakah diskusi kelompok membantu pemahaman Adek?
S4	:	Membantu. Kan bisa tanya – tanya teman kalau ada yang tidak tahu.
S15	:	Kalau ada yang salah memahami atau bingung bisa bertanya dengan temannya.
P	:	Apakah menurut Adek strategi ini bisa digunakan untuk pembelajaran berikutnya?
S4	:	Tentu bisa, <i>Miss</i> .
S15	:	Ya harapannya kegiatan ini bisa dilanjutkan juga bisa digunakan sendiri.
S21	:	Tentu <i>Miss</i> . kalau nggak digunakan sendiri dengan mengambil bagian memvisualisasikannya walau tidak harus menggambar.
S11	:	Tentu <i>Miss</i> , tapi mungkin harus divariskan. Kan kalo begini terus nanti juga jadi bosan <i>Miss</i> .
P	:	Iya, sebenarnya strategi ini bukan untuk digunakan terus, ini hanya melatih Adek menggunakan visualisasi Adek dalam memahami teks. Cara melatihnya dengan memaksa Adek menggambar.
S15, S21	:	Oh, begitu ya <i>Miss</i> .
P	:	Kalau harapan Adek untuk pembelajaran berikutnya apa?
S4, S11	:	Ya itu <i>Miss</i> , harapan saya, kegiatan ini bisa dilanjutkan walau nanti diseling selang dengan kegiatan lain.
S15, S21	:	Ya agar BW lebih bervariasi mengajarnya, agar tidak bosan. Harus dengan yang baru.
P	:	Baiklah, Dek. Terimakasih ya atas waktunya.
S4, S11, S15, S21	:	Sama – sama, <i>Miss</i> .

Interview 13

2 Maret 2013

Di ruang guru SMPN I Wonosari

P: Peneliti; BW: Bu Wanityastuti (Guru Bahasa Inggris SMPN I Wonosari)

Cycle 1 meeting 1

P	:	Permisi Bu, apakah saya bisa minta waktunya sebentar untuk wawancara mengenai kegiatan pembelajaran tadi.
BW	:	Oh, iya mba.
P	:	Menurut Ibu kegiatan pembelajaran tadi bagaimana?
BW	:	Yang tadi itu sudah bagus, mengontrol kelasnya sudah bagus. Tadi semapat gaduh sebentar ya gara – gara belum tau tentang tekniknya ya. Mungin Mba Santi perlu lebih menjelaskan dengan lebih jelas lagi tentang apa yang akan mereka lakukan. Bagian mana punya mereka, bagian mana yang akan dilakukan Mba Santi sendiri. Ya maklum ya Mba, daya tangkap anak itu beda – beda. Ada yang cepat menangkapnya, ada yang sedikit perlu diulang atau ditegaskan lagi.
P	:	Oh, iya Bu. Kalau pembahasan kosa kata sukarnya bagaimana <i>nggih</i> Bu?
BW	:	Iya, itu juga bagus. Jadi pertama mengajak mereka menggali pengetahuan mereka dulu tapi setelah itu dibahas bersama.
P	:	Kalau dalam pemberian contoh penggunaan tekniknya bagaimana ya Bu?
BW	:	Mungkin bagian ini harus lebih jelas lagi kan ini ada proses mebayangkan atau

		semacam itu ya. Saya itu khawatirnya nanti anak – anaknya focus pada gambarnya bukan pemahamannya.
P	:	Iya, Bu. Untuk pertemuan selanjutnya akan saya tekan itu. Apakah ada saran yang lain Bu?
BW	:	Tidak Mba, sudah cukup bagus semuanya.
P	:	Baik Bu, terimakasih sekali untuk waktunya.
BW	:	Sama – sama. Besok hari senin masih kan Mba?
P	:	Oh, masih Bu. Melanjutkan yang ini tadi. Saya pamit dulu Bu.
BW	:	Iya mba, hati – hati ya.

Interview 14

4 Maret 2013

Di ruang guru SMPN I Wonosari

P: Peneliti; BW: Bu Wanityastuti (Guru Bahasa Inggris SMPN I Wonosari)

Cycle 1 meeting 2

P	:	Permisi Bu, apakah saya bisa minta waktunya sebentar untuk wawancara mengenai kegiatan pembelajaran tadi.
BW	:	Oh, iya mba.
P	:	Menurut Ibu kegiatan pembelajaran tadi bagaimana?
BW	:	Bagus, saya lihat pandangan Mba sudah menyeluruh ke setiap siswa. Tadi masih sedikit gaduh ya, tapi mungkin karena mereka baru pertama menggunakan ini. Tadi Mba Santi sudah bagus dalam menangani anak yang gaduh. Ya gimana ya mba, kan dibuat kelompok jadi Mba Santi harus jalan – jalan ya.
P	:	Iya Bu. Kalau pembahasan kosa kata sukarnya bagaimana <i>nggih</i> Bu?
BW	:	Bagus. Anak – anak jadi lebih paham.
P	:	Menurut Ibu tadi diskusi anak – anak bagaimana ya Bu?
BW	:	Lancar Mba. Tapi ya itu Mba, karena dibuat kelompok itu jadi terkadang ada beberapa anak yang malas lalu hanya mengandalkan anggota kelompoknya yang lain. Kalau dibuat yang memahami teks itu sendiri lalu diskusinya setelah itu.
P	:	Iya, Bu. Memang seharusnya seperti itu. Tapi tadi ada yang sedikit <i>mumpungke</i> . Mungkin besok akan saya jelaskan dari awal.
BW	:	Oh iya Mba, tadi jadi lama ya kegiatannya. Apa tidak sebaiknya teksnya pendek saja Mba?
P	:	Iya Bu. Awalnya saya tidak memperhitungkan sampai sejauh itu.
BW	:	Iya mba, kan waktu kita sempit ini Mba, sudah mau mid semester, mungkin sebaiknya lebih ditata agar tercakup semua, bagus dan waktunya tidak lama.
P	:	Iya Bu, saya akan mengatur manajemen waktu saya dengan baik.
BW	:	Ya sudah Mba, itu saja Mba. Semuanya sudah bagus kok.
P	:	Baik Bu, terimakasih sekali Bu atas waktunya. Saya pamit.
BW	:	Iya Mba. Hati – hati ya.
P	:	Terimakasih Bu.

Interview 15

7 Maret 2013

Di ruang perpustakaan SMPN I Wonosari

P: Peneliti; BW: Bu Wanityastuti (Guru Bahasa Inggris SMPN I Wonosari)

Cycle 1 meeting 3

P	:	Permisi Bu, apakah saya bisa minta waktunya sebentar untuk wawancara mengenai kegiatan pembelajaran tadi.
BW	:	Oh, iya mba. Ini mumpung saya luang 1 jam. Tidak lama kan ya Mba?
P	:	Tidak Bu, sebentar saja. Menurut Ibu kegiatan pembelajaran tadi bagaimana?
BW	:	Tadi sudah bagus. Manajemen waktunya sudah lebih rapi. Tadi teksnya juga tidak terlalu panjang, cukupan. Diskusinya juga saya rasa sudah bagus ya. Tadi nggak tiap paragraph tapi kalo sudah semua. Tadi Mbanya nggak gambar ya Mba?
P	:	Tidak Bu. Karena ini sudah independent practice jadi anak – anak mengerjakan tanpa panduan saya. Sejalan dengan hal ini maka diskusinya juga diadakan dibelakang karena untuk mengecek pemahaman siswa saja secara keseluruhan. Jadi jika ada yang salah memahami bisa dibantu oleh temannya.
BW	:	Oh ya, bagus – bagus. Tadi anak juga sudah lebih kondusif ya. Bagus ko Mba. Lalu untuk pertemuan berikutnya bagaimana Mba?
P	:	Mengulangi seperti pertemuan pertama Bu, tapi dengan teks berbeda.
BW	:	Ooh, pakai recount berarti Mba?
P	:	Iya, Bu. Apakah ada saran Bu?
BW	:	Tidak Mba, sudah bagus kok. Diteruskan saja.
P	:	Baik Bu, terimakasih sekali untuk waktunya. Apakah saya bisa minta waktu lagi untuk membicarakan <i>Cycle 2</i> .
BW	:	Bisa Mba.
P	:	Terima kasih sekali Bu.
BW	:	Sama – sama.

Interview 16

11 Maret 2013

Di ruang guru SMPN I Wonosari

P: Peneliti; BW: Bu Wanityastuti (Guru Bahasa Inggris SMPN I Wonosari)

Cycle 2 meeting 1

P	:	Permisi Bu, apakah saya bisa minta waktunya sebentar untuk wawancara mengenai kegiatan pembelajaran tadi.
BW	:	Oh, iya mba.
P	:	Menurut Ibu kegiatan pembelajaran tadi bagaimana?
BW	:	Yang tadi itu sudah bagus, mengontrol kelasnya sudah bagus. Tadi semapat gaduh sebentar ya gara – gara belum tau tentang tekniknya ya. Mungin Mba Santi perlu lebih menjelaskan dengan lebih jelas lagi tentang apa yang akan mereka lakukan. Bagian mana punya mereka, bagian mana yang akan dilakukan Mba Santi sendiri. Ya maklum ya Mba, daya tangkap anak itu beda – beda. Ada yang cepat menangkapnya, ada yang sedikit perlu diulang atau ditegaskan lagi.
P	:	Oh, iya Bu. Kalau pembahasan kosa kata sukarnya bagaimana <i>nggih</i> Bu?
BW	:	Iya, itu juga bagus. Jadi pertama mengajak mereka menggali pengetahuan mereka dulu tapi setelah itu dibahas bersama.
P	:	Kalau dalam pemberian contoh penggunaan tekniknya bagaimana ya Bu?
BW	:	Mungkin bagian ini harus lebih jelas lagi kan ini ada proses membayangkan atau semacam itu ya. Saya itu khawatirnya nanti anak – anaknya fokus pada gambarnya bukan pemahamannya.
P	:	Iya, Bu. Untuk pertemuan selanjutnya akan saya tekan itu. Apakah ada saran yang lain Bu?
BW	:	Tidak Mba, sudah cukup bagus semuanya.

P	:	Baik Bu, terimakasih sekali untuk waktunya.
BW	:	Sama – sama. Besok hari senin masih kan Mba?
P	:	Oh, masih Bu. Melanjutkan yang ini tadi. Saya pamit dulu Bu.
BW	:	Iya mba, hati – hati ya.

Interview 17

15 Maret 2013

Di ruang guru SMPN I Wonosari

P: Peneliti; BW: Bu Wanityastuti (Guru Bahasa Inggris SMPN I Wonosari)

Cycle 2 meeting 2

P	:	Maaf Bu, apakah saya minta waktu Ibu sebentar untuk wawancara?
BW	:	Oh, iya mba. <i>Monggo</i> .
P	:	Menurut Ibu kegiatan pembelajaran tadi bagaimana?
BW	:	Bagus. Bagus kok Mba. Tadi anak – anak sudah kondusif ya. Mereka mengerjakan apa yang harus dikerjakan, jadi mereka itu sudah <i>cek cek</i> gitu mba. Sudah tidak <i>klelat klelet</i> . Kan biasanya begitu. Kalau disuruh membaca tu lama. Kalau mengerjakan ya lama, malah kadang ditinggal mengobrol. Kalau ini tadi sudah terlihat sekali bebrbeda jauh daripada sebelumnya.
P	:	Menurut Ibu diskusinya bagaimana?
BW	:	Bagus ya. Anak – anak itu dalam berdiskusi sudah jauh lebih tenang dan seperlunya. Kalau dulu itu dengan saya sering ada yang jalan – jalan ke kelompok lain. Kalau ini tadi anak – anaknya sudah tenang.
P	:	Menurut Ibu dalam mengerjakan tugasnya tadi bagaimana ya Bu?
BW	:	Sudah sangat mendingan. Dulu dengan saya itu sering banyak yang bertanya dengan temannya kan itu mengganggu yang lain. Kalau ini tadi anak – anaknya terlihat sudah percaya diri dalam mengerjakan.
P	:	Apakah ada tambahan lain dari Ibu mengenai pembelajaran tadi ataupun penggunaan strategi ini?
BW	:	Apa ya Mba, oh ini, waktu kemarin kan saya takut kan anak – anak itu terpaku pada bagaimana menggambaranya bukan memahami teksnya, tapi ternyata tadi saya lihat anak – anak terlihat santai ya ketika memahami teks sambil menggambar. Ya sukurlah mba, ternyata anak – anak memang sudah menangkap inti dari strategi ini jadi mungkin bisa diterapkan sendiri nantinya.
P	:	Iya Bu. Jadi saya rasa sudah cukup informasinya. Terimakasih.
BW	:	Sama – sama. Berarti sudah selesai ya <i>cycle 2</i> jadi tinggal post test ya?
P	:	Iya, Bu. Begitu rencananya, besok Sabtu untuk post test.
BW	:	Baiklah Mba. Kalau begitu saya siap – siap materinya.
P	:	Kalau begitu saya pamit dulu Bu.
BW	:	Iya Mba, hati – hati ya di jalan.
P	:	Terimakasih Bu.

Interview 18

16 Maret 2013

Di ruang perpustakaan SMPN I Wonosari

P: Peneliti; BW: Bu Wanityastuti (Guru Bahasa Inggris SMPN I Wonosari)

Setelah *action*

P	:	Permis Bu. Saya ingin melaporkan jika ini tadi post test sudah terlaksana.
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BW	:	Oh, iya mba. Sudah selesai ya? Berarti itu anak – anaknya sedang istirahat?
P	:	Iya Bu. Lalu begini Bu, ini seharusnya saya melakukan wawancara mengenai implementasi strategi itu secara keseluruhan Bu. Kira – kira Ibu mempunyai waktu luang kapan ya?
BW	:	Sekarang bisa Mba, tapi ya paling cuma 20 menit sampai bel nanti. Cukup kan?
P	:	Oh, iya Bu. Sangat cukup.
BW	:	Kalau gitu langsung saja Mba.
P	:	Baik Bu. Setelah meobservasi penggunaan startegi ini dalam pembelajaran <i>reading</i> , menurut Ibu bagaimana ya?
BW	:	Menurut saya sudah bisa dibilang sukses ya. Apa yang menjadi tujuannya sudah tercapai. Pada awalnya anak – anak masih terlihat bingung, mungkin karena belum tahu dan belum terbiasa, tetapi karena Mba Santi sudah memberikan dengan baik, secara bertahap dan pelan – pelan jadinya anak – anak juga menjadi lebih kondusif dan mengikuti pembelajaran dengan baik.
P	:	Bagaimana menurut Ibu pemaksimalan <i>background knowledge</i> dalam pembelajaran <i>reading</i> ?
BW	:	Saya kira bagus ya, mungkin karena kegiatan ini berbasis <i>background knowledge</i> jadinya anak – anak menjadi lebih antusias dan senang terus jadi merasa tergugah untuk tahu maksud dari teks itu termasuk bagian – bagiannya. Anak – anak sudah memahami itu dan didukung dengan kata – kata sukar yang dijelaskan dengan gambar itu saya rasa itu menjadi jelas sekali. Hanya saja waktu di awal itu sempat waktunya lama sekali tetapi sudah diperbaiki di <i>cycle 2</i> yang teksnya pendek tetapi dua teks ya Mba. Agar mereka menjadi lebih ahli ya.
P	:	Iya, Bu. Kalau menurut Ibu, sketsa yang mereka buat itu sudah membantu pemahaman atau belum?
BW	:	Membantu sekali saya kira.
P	:	Kalau untuk mengingat informasi – informasi penting dan rinci dari teks?
BW	:	Sudah kalau saya kira. Ya hampir 80% itu anak sudah ada kemajuan.
P	:	Kalau untuk kegiatan diskusinya, apakah sudah berjalan dengan baik menurut pandangan Ibu?
BW	:	Iya, baik. Tapi memang harus dipantau ekstra agar tidak ada yang menggantungkan diri ke temannya. Tapi kemarin Mba Santi sudah mengawasi dengan baik.
P	:	Kalau diskusi tersebut untuk mengecek pemahaman bagaimana ya Bu?
BW	:	Ya sudah bagus. Diskusi bisa untuk mengecek pemahaman. Jadi anaknya bisa kroscek pemahaman dengan temannya.
P	:	Lalu apakah strategi ini bisa digunakan seterusnya?
BW	:	Tentu bisa, tetapi ya harus diselang – seling dengan kegiatan yang lain juga agar anaknya tidak bosan. Kan kemarin Mba Santi cuma 2 <i>cycle</i> kan ya, jadi anak – anak belum bosan. Kalau nanti terus – terusan jadi malas. Lagian saya jadi ingin belajar menggunakan strategi ini, tapi saya latihan menggambar dulu, kan saya tidak bisa seperti Mba.
P	:	Ah, tidak Bu. Saya juga Cuma modal nekat kok Bu. Saya sebenarnya juga tidak bisa menggambar. Tetapi karena strategi ini bagus jadi ya jadi ikut tertantang. Lalu harapan Ibu untuk pembelajaran ke depan apa ya Bu?
BW	:	Kalau saya ingin juga belajar menerapkan strategi ini atau mungkin saya belajar strategi lain untuk <i>skill</i> yang lain juga. Yang jelas kegiatan ini bagus karena memberikan input teks yang cukup banyak ya untuk anak – anak. Jadi saya ingin mencobanya untuk kelas yang lain juga.
P	:	Oh, iya Bu. Baiklah Bu, saya kira sekian dulu wawancaranya. Mungkin nanti jika

		saya dalam mengolah data ini masih memiliki kendala, ya saya mohon bantuan Ibu untuk menjadi partner diskusi saya.
BW	:	Oh iya Mba. Silahkan. Tap isms dulu ya.
P	:	Baik Bu. Kalau begitu saya pamit dulu.
BW	:	Iya Mba. Hati – hati ya.
P	:	Iya, Bu. Terimakasih.

APPENDIX C

(LESSON PLAN)

LESSON PLAN

School : SMP Negeri 1 Wonosari
Subject : English
Grade/Semester : VIII (Eight) / II
Skill : Reading (*Narrative text 1*)
Time Allocation : 2 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of written function text and short simple essay in the form of recount and narrative which related to surrounding environment and/or in the academic context.

B. Basic Competency

11.2. Understanding properly and efficiently implicit meaning in the function texts and short simple essay in the form of recount, *narrative* and exposition which is related to surrounding environment and/or in academic contexts.

C. Indicators

1. Finding the main ideas of the text
2. Finding the detail information

D. Teaching Objectives

By the end of this lesson, students are expected to be able to use their illustration to understand the narrative text.

E. Teaching Technique

Visualization strategy

F. Materials

Text 1. (*Teacher models*)

The Legend of Toba Lake

Once upon a time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day, Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word fish to his daughters. The daughters were crying. They found their mother and talked about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then, this lake is known as Toba lake.



Paragraph 1



Paragraph 2



Paragraph 3



Paragraph 4

G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation <ul style="list-style-type: none"> ➤ The teacher greets the students ➤ The teacher asks the students' condition. ➤ The teacher checks the attendance list. 	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident,

			responsible, honesty
2.	<p>While teaching</p> <ul style="list-style-type: none"> ➤ The teacher explains about reading activity (visualization strategy) they will engage in. ➤ The teacher explains the steps in visualization strategy. ➤ The teacher asks the students whether the students have read the story of Cinderella, Nyi Roro Kidul, etc. ➤ The teacher leads the students to predict and preview the text entitled “The Legend of Toba Lake”. ➤ The teacher asks about the difficult words in the text. ➤ The teacher gains the meaning of the difficult words from the students. <p>Teacher Models</p> <ul style="list-style-type: none"> ➤ Teacher demonstrates the strategy by reading the title of the text “The Legend of Toba Lake” and first paragraph to the students. ➤ The teacher sketches what she sees in her mind and labels the picture. (simple sketch is acceptable) ➤ The teacher reads more paragraphs and sketches what is visualized and labels it. ➤ The teacher reads more paragraphs and sketches what is visualized and labels it. ➤ The teacher encourages the students to find the meaning of difficult words from the sketches made by the teacher. <i>(These steps are continued until the last paragraph).</i> 	<p>20 minutes</p> <p>30 minutes</p>	<p>religious, respectful, diligent, polite, independent, creative, hard- worker, cooperative, confident, responsible, honesty</p>
3.	<p>Post-teaching</p> <ul style="list-style-type: none"> ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials and the strategy used. ➤ The teacher closes the lesson by greeting the students. 	<p>20 minutes</p>	<p>religious, respectful, diligent, polite, independent, creative, hard- worker, cooperative, confident,</p>

			responsible, honesty
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H. Source

[http://www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasa-
inggris.html](http://www.disukai.com/2012/07/kumpulan-contoh-narrative-text-pendek-bahasa-inggris.html)

I. Assessment

Task 1. Decide whether the statements are True (T) or False (F) based on the text “The Legend of Toba Lake” and correct the false statements.

No.	Statements	T/F	Correction
1.	Batara Guru fell in love with the fish.		
2.	Batara Guru found the fish in the village.		
3.	Batara Guru got angry to his wife.		
4.	Batara Guru Sahala’s wife got angry to her daughters.		
5.	Batara Guru Sahala kept his promise to his wife.		

J. Rubric of Scoring

T/F section: 5 points

Corection section: 5 points +

Total 10 points

Maximum score = total score x 10 = 100

LESSON PLAN

School : SMP Negeri 1 Wonosari
Subject : English
Grade/Semester : VIII (Eight) / II
Skill : Reading (*Narrative text 2*)
Time Allocation : 2 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of written function text and short simple essay in the form of recount and narrative which related to surrounding environment and/or in the academic context.

B. Basic Competency

11.2. Understanding properly and efficiently implicit meaning in the function texts and short simple essay in the form of recount, *narrative* and exposition which is related to surrounding environment and/or in academic contexts.

C. Indicators

1. Finding the main ideas of the text
2. Finding the detail information

D. Teaching Objectives

By the end of this lesson, students are expected to be able to use their illustration to understand the narrative text.

E. Teaching Technique

Visualization strategy

F. Materials

Text 2.

THE MAN WITH A BUMP

Once there lived a man who had a big bump on his face. He was a friendly and kind man who lived happily with his wife. His neighbor also had a bump, but he was unfriendly and grumbled the whole day long.

One day, the friendly man went into the mountain forests to get some fire-wood. However it began to rain and he had to look for a dry place to shelter he saw a big hole in a tree and he crawled quickly into it. But the rain did not stop and it was nearly night time. Soon it was dark.

Suddenly, he heard strange sounds. “What could that be?” he asked himself and looked outside. He saw some red, blue and white devils which were all drinking wine.

“This is awful,” said the man who now trembled with fear meanwhile, the devils began to dance to an unusual tune. But it was so gay that the old man came out of the hole and joined the dancing. “Look at this funny man! Isn’t he a good dancer! Please dance again,” the devil shouted happily.

Towards morning, the devils begged the old man to come again the next night. “What precious thing can you give us so that we know you will come again?” asked the devils. Then they saw the bump on the old man’s face and said, “We shall keep this bump,” and they pulled it off his face.

As the daylight came, all of the devils disappeared. The old man was happy that this face was no longer heavy and ugly and he hurried home to tell his wife the whole story. Meanwhile, his neighbor listened from outside, “I shall also dance before the devils so that they will take away my bump!” He thought. But he forgot that he was not a good dancer.

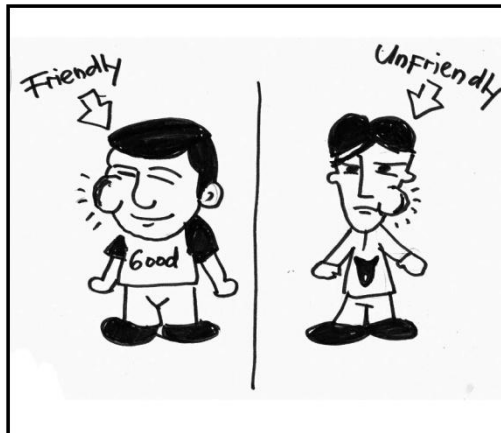
That evening he hurried towards the mountain where the devils appeared. He saw the tree with the hole in and he crept inside to wait for the devils to come. When it was dark the red, blue and white devils came and began to drink their wine and play their music.

“The man who was such a good dancer hasn’t come yet.” They said to each other, “It is already quite late, what shall we do? We have his precious bump; he will surely come to get that.” The neighbor looked out of the hole in the tree. However he was so frightened that his leg became stiff. Suddenly, one of the devils saw him. “Ah there he is hiding in the tree,” he said and pulled him out. “We have been waiting, now dance! Quickly!”

The old man tried to hop around but it was not good enough and the devils did not like it. “Let us give him back this bump,” said a devil. So they put the bump from the gay old man onto the other cheek of his neighbour. Then they chased him away. The poor man now had two bumps and he ran home feeling very sorry for himself.

Example of visualization:

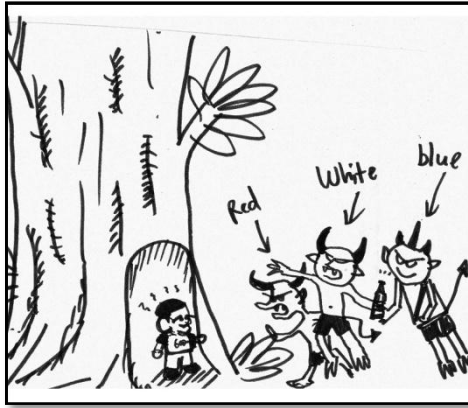
1.



2.



3.



4.



5.



6.



7.



G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation <ul style="list-style-type: none"> ➤ The teacher greets the students 	10 minutes	religious, respectful, diligent, polite,

	<ul style="list-style-type: none"> ➤ The teacher asks the students, whether anybody is absent or not. ➤ The teacher checks the students' attendance list. 		independent, creative, hard-worker, cooperative, confident, responsible, honesty
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2.	<p>While teaching</p> <ul style="list-style-type: none"> ➤ The teacher leads the students to review the text entitled “The Legend of Toba Lake” in the previous meeting. ➤ The teacher asks about the plot of the story. ➤ The teacher asks about reading activity (visualization strategy) they have learnt in previous meeting. ➤ The teacher asks the students to work in group of four. ➤ The teacher asks the students to find difficult words. ➤ The teacher elicits the knowledge the other students about the difficult words they mentioned before. <p>Guided Practice</p> <ul style="list-style-type: none"> ➤ The teacher reads aloud the orientation paragraph of the text “The Man with A Bump”. ➤ The teacher asks the students to visualize and create pictures in mind. ➤ The teacher encourages the students to share their visualization and helps them to draw their vision. ➤ After the students complete their sketch, the teacher thinks aloud and makes the teacher's sketch. ➤ The students share their sketches with their partner and the teacher points out individual differences. ➤ The teacher continues to reads aloud the more paragraphs. <i>These steps are continued until the last paragraph.</i> ➤ The teacher helps the students find the meaning of difficult words in the text using their sketches. 	<p>15 minutes</p> <p>35 minutes</p>	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honesty
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3.	Post-teaching	20	religious,
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	<ul style="list-style-type: none"> ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students. 	minutes	respectful, diligent, polite, independent, creative, hard- worker, cooperative, confident, responsible, honesty
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H. Source

<http://englishstory.blogspot.com/the-man-with-a-bump.html>

I. Assessment

Task 2. Decide whether the statements are True (T) or False (F) based on the text “The Man with A Bump” and correct the false statements.

No.	Statements	T/F	Correction
1.	There are two persons with bumps in their faces.		
2.	The unfriendly man went to see the devils.		
3.	The devils took the unfriendly man’s bump.		
4.	The unfriendly man was a good dancer.		
5.	The friendly man, now, has two bumps in his cheeks.		

J. Rubric of Scoring

T/F section: 5 points

Corection section: 5 points +

Total 10 points

Maximum score = total x 10 = 100

LESSON PLAN

School	: SMP Negeri 1 Wonosari
Subject	: English
Grade/Semester	: VIII (Eight) / II
Skill	: Reading (<i>Narrative text 3</i>)
Time Allocation	: 4 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of written function text and short simple essay in the form of recount and narrative which related to surrounding environment and/or in the academic context.

B. Basic Competency

- 11.2. Understanding properly and efficiently implicit meaning in the function texts and short simple essay in the form of recount, *narrative* and exposition which is related to surrounding environment and/or in academic contexts.

C. Indicators

1. Finding the main ideas of the text
2. Finding the detail information

D. Teaching Objectives

By the end of this lesson, students are expected to be able to use their illustration to understand the narrative text.

E. Teaching Technique

Visualization strategy

F. Materials

Text 3.

THE LEGEND OF LAU KAWAR LAKE

It was a beautiful day. Everybody in the Kawar village was happy. The farmers had just had their best harvest. The villagers were planning to hold a party to celebrate the good harvest. On one beautiful day, all the villagers gathered in a field. They wore beautiful dresses and made delicious food. Everybody was having good times! They were singing, laughing and, of course, eating delicious food.

Did everyone go to the party? Unfortunately, there was one old woman still staying at her house. She was too old and weak to go to the party. Her son, her daughter-in-law, and her

grandchildren all went to the party. At home, the old woman felt very sad and lonely. She was very hungry too. She tried to find some food in the kitchen, but she was very disappointed. Her daughter-in-law did not cook that day. At the party, the son asked her wife, "Why don't you take some food from the party and give it to my mom? Ask our son to deliver it." Then the little boy brought the food to her grandmother. The old woman was so happy. But her happiness turned into sadness when she saw the food was not in a good condition. It seemed that someone had eaten the food. She just got little rice and fish bones.

The old woman was very sad. She thought bad things about her son. The old woman did not know that it was her grandson who had eaten the food on the way from the party to the house. She cursed her son. Then, a terrible thing happened. There was a great earthquake! Thunders struck the village. And heavy rains started to fall. All the villagers were so scared. They wanted to save themselves. They tried to find shelters. Slowly, the field turned into a lake. The lake was getting bigger and bigger, and finally the whole village turned into a big lake. People then named the lake Lau Kavar.

Englishstory.blogspot.com

G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation <ul style="list-style-type: none"> ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not. ➤ The teacher checks students' attendance list. 	10 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honesty
2.	While teaching <ul style="list-style-type: none"> ➤ The teacher leads the students to review the text entitled "The Man with A Bump" in the previous meeting. ➤ The teacher asks about the plot of the text. ➤ The teacher asks about reading activity (visualization strategy) they have learnt in previous meeting. ➤ The teacher asks the students to work in group of four. ➤ The teacher asks the students to predict and preview the text entitled "The Legend of Lau Kavar Lake". 	15 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honesty

	<i>Independent Practice</i> <ul style="list-style-type: none"> ➤ Students read the text “The Legend of Lau Kawar Lake” ➤ Students draw and label their own vision. ➤ Students share the final product in group. ➤ Students discuss the story in group. 	30 minutes	
3.	Post-teaching <ul style="list-style-type: none"> ➤ Students work on the assessment ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials. ➤ The teacher closes the lesson by greeting the students. 	20 minutes	religious, respectful, diligent, polite, independent, creative, hard- worker, cooperative, confident, responsible, honesty

H. Source

<http://englishstory.blogspot.com/the-legend-of-lau-kawar-lake.html>

I. Assessment

Task 3. Answer the questions below based on the text “The Legend of Lau Kawar Lake”.

1. When did the Kawar villager hold the party?
2. Where did the villagers gather to have a party?
3. Did all villagers come to the party? Why?
4. Why did the old woman feel sad and lonely?
5. Who had the idea to send the food to the old woman?
6. Why could the old woman not eat anything?
7. What did the old woman get from her grandson?
8. Who ate the food for the old woman?
9. What happened to the party?
10. How did the party become a lake?

J. Rubric of Scoring

Each number has 10 points

10 x 10 = 100

Maximum score = 100

LESSON PLAN

School : SMP Negeri 1 Wonosari
Subject : English
Grade/Semester : VIII (Eight) / II
Skill : Reading (*Recount text 1*)
Time Allocation : 2 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of written function text and short simple essay in the form of recount and narrative which related to surrounding environment and/or in the academic context.

B. Basic Competency

- 11.2. Understanding properly and efficiently implicit meaning in the function texts and short simple essay in the form of *recount*, narrative and exposition which is related to surrounding environment and/or in academic contexts.

C. Indicators

1. Finding the main ideas of the text
2. Finding the illustration with the detail information

D. Teaching Objectives

By the end of this lesson, students are expected to be able to use their illustration to understand the recount text.

E. Teaching Technique

Visualization strategy

F. Materials

Text 1.

A STUDY TOUR TO BALI

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

The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of

sudden when we arrived at the Sanur Beach. It was still morning, I saw a sun rise which was so beautiful. Then, we were drove to the hotel to take a rest and had meals.

After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which was a lot of reptile there. There were snake, turtles, etc. the scenery was so beautiful because I was in the middle of the sea!

Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. There were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it.

At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Pati.

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

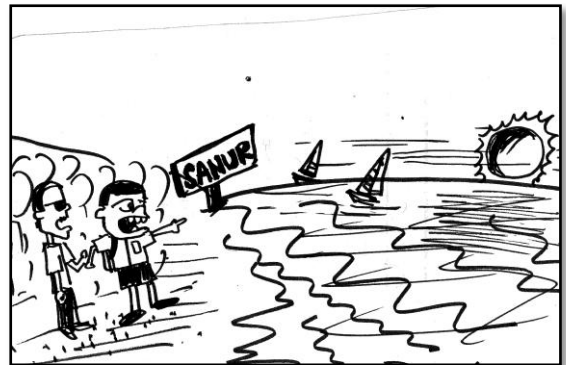
Written by Sri Suswanti

Example of visualization

1.



3.



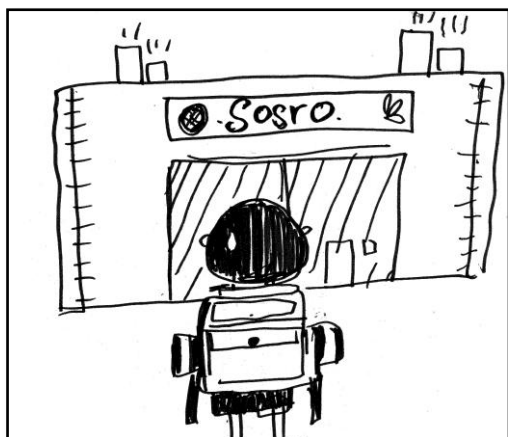
3.



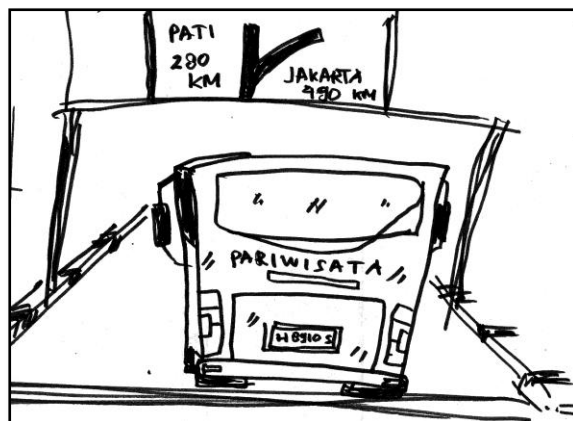
4.



5.



6.



Text 2.

My Amazing Experience

On Saturday morning at 9.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I was not sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly and his face looked so familiar.

Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D'Masiv had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D'Masiv.

Example of visualization:

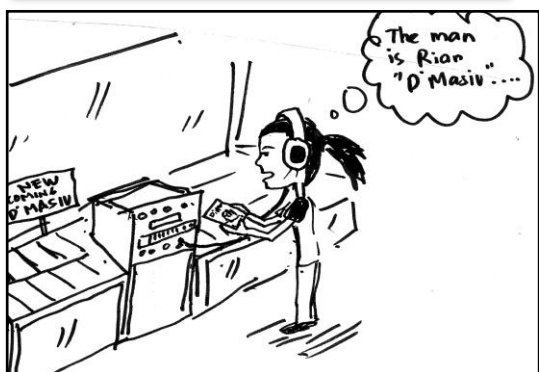
1.



2.



3.



	<ul style="list-style-type: none"> ➤ The teacher leads the students to find the difficult words from the sketches made by the teacher. <p>Guided practice</p> <ul style="list-style-type: none"> ➤ The teacher asks the students to work in group of three. ➤ The teacher reads aloud the title and first paragraph of the text “My Amazing Experience”. ➤ The teacher asks the students to visualize and create pictures in mind. ➤ The teacher encourages the students to share their visualization and helps them to draw their vision. ➤ The teacher gives limitation of the time in drawing their vision. (5 mins) ➤ After the students complete their sketch, the teacher thinks aloud and makes the teacher’s sketch. ➤ The students share their sketches with their partner and the teacher points out individual differences. ➤ The teacher continues to reads aloud the next paragraphs. <i>(These steps are continued until the last paragraph)</i> ➤ The teacher encourages the students to find the difficult words from the sketches made by the teacher. 	30 minutes	
3.	<p>Post-teaching</p> <ul style="list-style-type: none"> ➤ Students are asked about what they have learned today. ➤ The teacher makes sure that every student understands the materials and the strategy used. ➤ The teacher closes the lesson by greeting the students. 	15 minutes	religious, respectful, diligent, polite, independent, creative, hard- worker, cooperative, confident, responsible, honesty

H. Source

Englishstory.blogspot.com

Kiat Sukses Ujian Nasional 2013 SMP/Mts

I. Assessment

Assessment for Recount Text

Task 1. Answer the questions based on the text below by putting a tick on the right answer.

My Amazing Experience

On Saturday morning at 9.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I was not sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly and his face looked so familiar.

Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D'Masiv had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D'Masiv.

1. In the end of the story, the writer felt ...
 - ☐ delighted
 - ☐ ashamed
 - ☐ furious
 - ☐ unhappy
2. The characteristic of the man ...
 - ☐ selfish and wealthy
 - ☐ kind but boastful
 - ☐ friendly and familiar
 - ☐ famous and dishonest

J. Rubric of Scoring

2 x 5 points x 10 = 100 points

Maximum score = 100

LESSON PLAN

School : SMP Negeri 1 Wonosari
Subject : English
Grade/Semester : VIII (Eight) / II
Skill : Reading (*Recount text 2*)
Time Allocation : 2 x 40 minutes

A. Standard of Competence

11. Understanding the meaning of written function text and short simple essay in the form of recount and narrative which related to surrounding environment and/or in the academic context.

B. Basic Competency

- 11.2. Understanding properly and efficiently implicit meaning in the function texts and short simple essay in the form of *recount*, narrative and exposition which is related to surrounding environment and/or in academic contexts.

C. Indicators

1. Finding the main ideas of the text
2. Finding the illustration with the detail information

D. Teaching Objectives

By the end of this lesson, students are expected to be able to use their illustration to understand the recount text.

E. Teaching Technique

Visualization strategy

F. Materials

Text 3.

The Vacation of Mr. Bramantyo's Family

A few days ago, Mr. Bramantyo and his family had a picnic. They went to Sanur and Kuta Beaches. They left by car at four in the afternoon. Mr. Bramantyo drove his car carefully. They arrived at Sanur at six in the evening. Then they went to Sanur Beach. They spent the night there.

The next day, they went to Sanur Beach. They went there on foot because the hotel is not more than a kilometer from the beach. They started early in the morning because they wanted to see sun rose, they enjoyed other activities. Mr. Bramantyo and his wife looked at a tourist painting in a small gallery.

Their children, Pras and Bintoro, enjoyed a boat trip. They were glad because they had never done it before. At ten o'clock, they went back to the hotel. They stayed and had lunch there.

At four in the afternoon, they left for Kuta Beach. They went there by car. Then they walked along the seashore. They saw some foreign tourists lay on the sand and had a massage, others were surfing. They spent two hours on Kuta Beach.

Text 4.

An Unlucky Day

One morning, I got up with the feeling that the day was going to be an unlucky day for me. I found that it was already 06.15 am.

I rushed into bathroom. I did not see any piece of soap lying on the floor. I stepped on it and slipped, and I almost broke my back in the process.

Then I went into the dining room for breakfast. I gulped down the tea without realizing that it was very hot. It burnt my tongue. I spat it out and could not eat anything because my tongue hurt. I got dressed and rushed to the bus stop. Unfortunately, I just missed the bus. My heart sank and I knew that I would be late for school.

When I reached school, my name was taken down by the teacher. The teacher scolded me for being late. For my mistake, I was made to stand outside the class. I was so upset by the incident that I could not study properly. But worse thing was to come.

After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me. I was boiled with rage but could do nothing. However, lucky for me, this only raised a small bump on my head.

I finally managed to reach home safely, and did not dare to go out again for the rest of the day.

Adapted from Ipiems English Module

G. Teaching Activities

No.	Teaching Activities	Time	Characters Applied
1.	Pre-teaching Orientation <ul style="list-style-type: none"> ➤ The teacher greets the students ➤ The teacher asks the students, whether anybody is absent or not 	5 minutes	religious, respectful, diligent, polite, independent, creative, hard-worker, cooperative, confident, responsible, honesty

I. Assessment

Task 2. Find the similar meaning of the words in the text below.

The Vacation of Mr. Bramantyo's Family

A few days ago, Mr. Bramantyo and his family had a picnic. They went to Sanur and Kuta Beaches. They left by car at four in the afternoon. Mr. Bramantyo drove his car carefully. They arrived at Sanur at six in the evening. Then they went to Sanur Beach. They spent the night there.

The next day, they went to Sanur Beach. They went there on foot because the hotel is not more than a kilometer from the beach. They started early in the morning because they wanted to see sun rose, they enjoyed other activities. Mr. Bramantyo and his wife looked at a tourist painting in a small gallery. Their children, Pras and Bintoro, enjoyed a boat trip. They were glad because they had never done it before. At ten o'clock, they went back to the hotel. They stayed and had lunch there.

At four in the afternoon, they left for Kuta Beach. They went there by car. Then they walked along the seashore. They saw some foreign tourists lay on the sand and had a massage, others were surfing. They spent two hours on Kuta Beach.

1. happy
2. journey
3. coast

Task 3. Answer the questions based on the text below.

An Unlucky Day

One morning, I got up with the feeling that the day was going to be an unlucky day for me. I found that it was already 06.15 am.

I rushed into bathroom. I did not see any piece of soap lying on the floor. I stepped on it and slipped, and I almost broke my back in the process.

Then I went into the dining room for breakfast. I gulped down the tea without realizing that it was very hot. It burnt my tongue. I spat it out and could not eat anything because my tongue hurt. I got dressed and rushed to the bus stop. Unfortunately, I just missed the bus. My heart sank and I knew that I would be late for school.

When I reached school, my name was taken down by the teacher. The teacher scolded me for being late. For my mistake, I was made to stand outside the class. I was so upset by the incident that I could not study properly. But worse thing was to come.

After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me. I was boiled with rage but could do nothing. However, lucky for me, this only raised a small pump on my head.

I finally managed to reach home safely, and did not dare to go out again for the rest of the day.

1. Why did the writer rush into bathroom?
2. Why did the writer slip?
3. What made the writer's tongue burnt?
4. How did the teacher punish the writer?
5. What did the writer do after getting home?

J. Rubric of Scoring

Score : (Task 1+ Task 2 + Task 3) /2*10

(2 + 3 + 10) /2 x 10

Maximum score = 100

APPENDIX D

(COURSE GRID)

COURSE GRID

School : SMP N 1 Wonosari
 Subject: English
 (Meeting 1 – 3)

Grade/class: VIII / C
 Semester: 2

STANDARD COMPETENCE	BASIC COMPETENCE	LEARNING MATERIAL	LEARNING ACTIVITY	INDICATORS	EXAMPLE OF THE EXPRESSION	ASSESSMENT	SOURCES	MEDIA
A. Reading 11. Understanding the meaning of written function text and short simple essay in the form of recount and narrative, and exposition which related to surrounding environment and/or in the academic context	11.1. Understanding properly and efficiently explicit meaning in the function texts and short simple essay in the form of recount, narrative and exposition which is related to surrounding environment and/or in academic contexts.	The narrative text.	<p>Pre-teaching:</p> <ul style="list-style-type: none"> • Introducing the visualization strategy. • Predicting and previewing materials. <p>While teaching: <i>Teacher models</i></p> <ul style="list-style-type: none"> • Demonstrating the strategy by reading the first paragraph. • Sketching what T sees in her mind and labeling the picture. • Reading more paragraphs and sketching what is visualized and labeling it. <p><i>Guided practice</i></p> <ul style="list-style-type: none"> • (T) Reading 	<ul style="list-style-type: none"> • Identifying general idea or topic of the text. • Identifying the main idea of each paragraph. • Identifying detail information. • Understanding inference in the text. 	<p>Generic structure:</p> <ul style="list-style-type: none"> • Title • Orientation: provides the setting and introduces participants. • Event: tells what happened, in what sequence • Re-orientation: closure of events 	<ul style="list-style-type: none"> • Answering the questions. • Performance assessment (orally responding the text) • Group work. 	English story.blog spot.com	<p>Reading text:</p> <ul style="list-style-type: none"> • The Legend of Toba Lake • The Man with a Bump • The Legend of Lau Kawar Lake

			<p>aloud some paragraphs</p> <ul style="list-style-type: none"> • (S)Visualizing and creating pictures in mind. • Sketching their visualization • Thinking aloud and sketching T's vision. • Sharing the sketches in group. <p><i>Independent practice</i></p> <ul style="list-style-type: none"> • Continuing reading aloud • Sketching individual's visualization • Sharing the final product • Discussing the story. <p>Post-teaching</p> <ul style="list-style-type: none"> • (S)working on the assessment • (T)asking what they learn today 					
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COURSE GRID

School : SMP N 1 Wonosari
Subject: English
(Meeting 4 – 5)

Grade/class: VIII / C
Semester: 2

STANDARD COMPETENCE	BASIC COMPETENCE	LEARNING MATERIAL	LEARNING ACTIVITY	INDICATORS	EXAMPLE OF THE EXPRESSION	ASSESSMENT	SOURCES	MEDIA
A. Reading 11. Understanding the meaning of written function text and short simple essay in the form of recount and narrative which related to surrounding environment and/or in the academic context	11.1. Understanding properly and efficiently explicit meaning in the function texts and short simple essay in the form of recount , narrative and exposition which is related to surrounding environment and/or in academic contexts.	The recount text.	<p>Pre-teaching:</p> <ul style="list-style-type: none"> • Introducing the visualization strategy. • Predicting and previewing materials. <p>While teaching: <i>Teacher models</i></p> <ul style="list-style-type: none"> • Demonstrating the strategy by reading the first paragraph. • Sketching what T sees in her mind and labeling the picture. • Reading more paragraphs and sketching what is visualized and labeling it. <p><i>Guided practice</i></p> <ul style="list-style-type: none"> • (T) Reading 	<ul style="list-style-type: none"> • Identifying general idea or topic of the text. • Identifying the main idea of each paragraph. • Identifying detail information. • Understanding inference in the text. 	<p>Generic structure:</p> <ul style="list-style-type: none"> • Title • Orientation: provides the setting and introduces participants. • Event: tells what happened, in what sequence • Re-orientation: closure of events 	<ul style="list-style-type: none"> • Answering the questions. • Performance assessment (visualizing step) • Group work. 	<ul style="list-style-type: none"> • Englishstory.blogs • Kiat Sukses Ujian Nasional 2013 SMP/Mts 	<p>Reading text:</p> <ul style="list-style-type: none"> • A Study Tour to Bali • My Amazing experience • The Vacation of Mr. Bramantyo's family • An Unlucky Day

			<p>aloud some paragraphs</p> <ul style="list-style-type: none"> • (S)Visualizing and creating pictures in mind. • Sketching their visualization • Thinking aloud and sketching T's vision. • Sharing the sketches in group. <p><i>Independent practice</i></p> <ul style="list-style-type: none"> • Continuing reading aloud • Sketching individual's visualization • Sharing the final product • Discussing the story. <p>Post-teaching</p> <ul style="list-style-type: none"> • (S)working on the assessment (T)asking what they learn today 					
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APPENDIX E

(OBSERVATION CHECKLIST)

OBSERVATION SHEET
Cycle 1 (Narrative text)
Meeting 1

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru mengenalkan topic yang berhubungan dengan teks narasi bahasa Inggris kepada siswa.	√		
2.	Guru menanyakan pengetahuan mereka mengenai teks narasi bahasa Inggris.	√		
3.	Guru menjelaskan kegiatan yang akan dilaksanakan.	√		
4.	Guru menjelaskan langkah – langkah dari strategi yang akan digunakan dalam pembelajaran.	√		
5.	Guru membagikan teks.	√		
6.	Guru mengajak siswa memprediksi isi teks.	√		
7.	Siswa memberi pendapat tentang isi teks.			
8.	Guru mengajak siswa mencari kata – kata sukar.	√		
9.	Siswa menyebutkan kata – kata yang dianggap sukar.			
10.	Guru menggali pengetahuan siswa tentang kata – kata sukar yang telah disebutkan.	√		
11.	Siswa memberikan jawaban sesuai dengan pengetahuan mereka.			
12.	Guru mendemonstrasikan strategi yang dilakukan dengan membaca paragraph pertama dari teks.	√		
13.	Siswa membaca dan memperhatikan.	√		
14.	Guru membuat sketsa yang ada dalam imajinasinya.	√		
15.	Siswa mencocokkan informasi dalam teks dengan sketsa buatan guru.	√		
16.	Guru membaca paragraph selanjutnya.	√		
17.	Guru membuat sketsa dari visualisasinya terhadap teks.	√		
18.	Guru meneruskan membaca paragraph dalam teks dan membuat sketsa dari imajinasinya.	√		
19.	Guru mengecek pemahaman siswa dengan mengajukan pertanyaan tentang isi teks.	√		
20.	Siswa menjawab pertanyaan guru mengenai isi teks.	√		

OBSERVATION SHEET
Cycle 1 (Narrative text)
Meeting 2

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru mereview teks sebelumnya dengan menanyakan plot dari teks yang telah dibahas.	√		
2.	Siswa menjawab pertanyaan dari guru.	√		
3.	Guru membagi siswa dalam kelompok dengan anggota 4 orang.	√		
4.	Guru menanyakan kata – kata yang dianggap sukar oleh siswa.	√		
5.	Siswa menyebutkan kata – kata yang mereka anggap sukar.	√		
6.	Guru menanyakan arti dari kata – kata sukar tersebut pada siswa yang lain.	√		
7.	Siswa menebak arti kata – kata sukar sesuai pengetahuan mereka.	√		
8.	Guru membaca judul dan paragraf pertama.	√		
9.	Guru meminta siswa memahami teks dan mengimajinasikan apa yang mereka baca.	√		Siswa seharusnya diberi batasan waktu dalam setiap kali visualisasi.
10.	Guru berkeliling memantau setiap kelompok.	√		
11.	Guru mendorong siswa untuk mengimajinasikan apa yang mereka baca.	√		
12.	Guru mendorong siswa untuk menggambarkan imajinasi mereka.	√		
13.	Siswa menggambarkan visualisasi mereka.	√		
14.	Siswa menambahkan informasi penting dari teks ke dalam hasil visualisasinya.			
15.	Guru menunjukan perbedaan sketsa masing – masing siswa.	√		
16.	Guru membuat sketsanya di papan tulis.	√		
17.	Guru membantu siswa mengkonfirmasi arti kata – kata sukar yang telah disebutkan sebelumnya dengan bantuan sketsa dari guru.	√		Perlu adanya konfirmasi kata – kata sukar yang telah dibahas

				sebelumnya.
18.	Guru meneruskan strategi hingga teks selesai.		√	Hanya sampai 2/3 teks karena teks terlalu panjang dengan waktu yang terbatas.
19.	Guru mengecek pemahaman dengan memberi pertanyaan mengenai isi teks.	√		
20.	Siswa menjawab pertanyaan guru.	√		

OBSERVATION SHEET
Cycle 1 (Narrative text)
Meeting 3

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru memberikan pertanyaan tentang teks yang dibahas di pertemuan sebelumnya.	√		
2.	Siswa menjawab pertanyaan guru.	√		
3.	Guru menanyakan plot dari teks yang telah dibahas.	√		
4.	Siswa menjelaskan plot cerita.	√		
5.	Guru mengkonfirmasi tentang strategy yang telah digunakan sebelumnya.	√		
6.	Guru membagi siswa dalam kelompok beranggotakan 4 orang.	√		
7.	Guru membagikan teks.	√		
8.	Siswa membaca teks.	√		
9.	Siswa menggambarkan sketsa dari visualisasi mereka.	√		
10.	Siswa memberi tambahan informasi rinci dalam teks.	√		
11.	Guru memantau pekerjaan siswa.	√		
12.	Siswa memperlihatkan sketsanya dengan anggota grupnya.	√		
13.	Siswa berdiskusi tentang kesesuaian sketsa dengan informasi dalam teks.	√		
14.	Siswa berdiskusi tentang plot cerita dengan anggota grupnya.	√		
15.	Siswa berdiskusi tentang arti kata – kata sukar di dalam teks.	√		
16.	Guru memantau diskusi kelompok.	√		
17.	Guru mengkonfirmasi pemahaman siswa tentang teks dengan menanyakan plot cerita.	√		
18.	Guru membagikan soal evaluasi.	√		
19.	Siswa mengerjakan soal evaluasi.	√		
20.	Guru mengajak siswa mengevaluasi kegiatan yang telah dilakukan.	√		Soal seharusnya dibuat lebih bervariasi

OBSERVATION SHEET
Cycle 2 (Recount text)
Meeting 4

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru mengadakan vocabulary quiz dari kata – kata sukar dari teks sebelumnya.	√		
2.	Guru mengenalkan topic yang berhubungan dengan teks <i>recount</i> bahasa Inggris kepada siswa.	√		
3.	Guru menanyakan pengetahuan mereka mengenai teks <i>recount</i> bahasa Inggris.	√		
4.	Guru menjelaskan langkah – langkah dari strategi yang akan digunakan dalam pembelajaran.	√		
5.	Guru mengajak siswa memprediksi isi teks.	√		
6.	Guru mengajak siswa mencari kata – kata sukar.	√		
7.	Guru menggali pengetahuan siswa tentang kata – kata sukar yang telah disebutkan.	√		
8.	Guru mendemonstrasikan strategi yang dilakukan dengan membaca paragraph pertama dari teks.	√		
9.	Siswa membaca dan memperhatikan.	√		
10.	Guru membuat sketsa yang ada dalam imajinasinya.	√		
11.	Siswa mencocokkan informasi dalam teks dengan sketsa buatan guru.	√		
12.	Guru meneruskan strategi hingga teks selesai.	√		
13.	Guru membaca judul dan paragraph 1 teks berikutnya.	√		
14.	Guru meminta siswa untuk mengimajinasikan paragraph yang dibaca dan menggambarkannya.	√		
15.	Siswa menggambarkan sketsa dari visualisasinya dan menambahkan informasi penting di dalam sketsanya.	√		
16.	Guru berkeliling memantau setiap kelompok.	√		
17.	Guru menggambarkan sketsa visualisasinya di papan tulis dan menunjukan perbedaan individu.	√		
18.	Guru mengkonfirmasi arti kata – kata sukar dari sketsa yang dibuat.	√		
19.	Guru mengecek pemahaman siswa dengan mengajukan pertanyaan tentang isi teks.	√		
20.	Siswa menjawab pertanyaan guru mengenai isi teks.	√		

OBSERVATION SHEET
Cycle 1 (Narrative text)
Meeting 5

No.	Pernyataan	Kondisi		Keterangan
		Ya	Tidak	
1.	Guru memberikan pertanyaan tentang teks yang dibahas di pertemuan sebelumnya.	√		
2.	Siswa menjawab pertanyaan guru.	√		
3.	Guru menanyakan plot dari teks yang telah dibahas.	√		
4.	Siswa menjelaskan plot cerita.	√		
5.	Guru mengkonfirmasi tentang strategy yang telah digunakan sebelumnya.	√		
6.	Guru membagi siswa dalam kelompok beranggotakan 4 orang.	√		
7.	Guru membagikan teks.	√		
8.	Siswa membaca teks.	√		
9.	Siswa menggambarkan sketsa dari visualisasi mereka.	√		
10.	Siswa memberi tambahan informasi rinci dalam teks.	√		
11.	Guru memantau pekerjaan siswa.	√		
12.	Siswa memperlihatkan sketsanya dengan anggota grupnya.	√		
13.	Siswa berdiskusi tentang kesesuaian sketsa dengan informasi dalam teks.	√		
14.	Siswa berdiskusi tentang plot cerita dengan anggota grupnya.	√		
15.	Siswa berdiskusi tentang arti kata – kata sukar di dalam teks.	√		
16.	Guru memantau diskusi kelompok.	√		
17.	Guru mengkonfirmasi pemahaman siswa tentang teks dengan menanyakan plot cerita.	√		
18.	Guru membagikan soal evaluasi.	√		
19.	Siswa mengerjakan soal evaluasi.	√		
20.	Guru mengajak siswa mengevaluasi kegiatan yang telah dilakukan.	√		

APPENDIX F

*(READING COMPREHENSION
TESTS)*

Blue-print of Pretest Questions

No	Indicator	Know	Com	App	An	Syn	Eva	Total
1	Finding the main idea				6			1
2	Finding the topic		9, 11					2
3	Identify main point / important information	1, 5, 10,14, 17,21, 25, 26,29						9
4	Deducing unfamiliar lex.item				18, 22,27			3
5	Making inferences					7, 16		2
6	Understanding references				12,28			2
7	Critical reading						2,15, 19,23	4
8	Summarizing				13,24			2
9	The writer's purpose	4, 30						2
10	Solving the problem			3,8, 20				3
Total		11	2	3	8	2	4	30

READING COMPREHENSION TEST (Pretest)

Choose the best answer by crossing (X) a,b,c,d on the answer sheet.

TEXT 1 (Questions 1 – 8)

Once upon a time, there was a little girl who lived with her grandmother. They were very poor. They hardly fulfilled their needs of food. Even, in summer and winter, the little girl was obliged to go barefooted. The little girl was named Laila.

One day, the queen and her little daughter, Princess Ana, were travelling the country. All people welcomed them by yelling “Hurrah! Hurrah!” Laila was among the people. She was amazed by the appearance of Princess Ana. Her eyes were locked on Princess Ana’s red shoes.

“I wish I have those shoes,” Laila whispered herself. Then, as the time the queen and Princess Ana took a rest in a inn, Laila disguised herself as a shoes polisher. “Princess Ana would you like me to polish your shoes?” asked Laila.

As Princess Ana gave her shoes to be polished, Laila suddenly grabbed it and ran away fast bringing the Princess’ red shoes. Princess Ana cried aloud and she cursed the thief. “You had stolen my favorite shoes! One day you will cry and die because of those red shoes. I promise it will happen!” Princess Ana cried.

Laila was so happy having the red shoes. She put them on and began to dance along the road. Every people looked at Laila who was dancing cheerfully with her red shoes. Suddenly the wind blew wildly and thunderbolt and lightening came striking the dark sky. Then, Laila realized that she could not stop dancing!

Now it was almost three days Laila danced continuously with the red shoes. Everybody could not help her to stop dancing. Laila was very tired and weak. “Please . . . somebody. Put these red shoes off from my feet!” She cried. Then, a wood cutter cut off her feet with the red shoes by an axe. Shortly after that, Laila was died because she had lost much blood.

Adapted from Fantastic Stories from the Dreamland

1. Which did **NOT** happen after Laila stole the red shoes in the text?
 - a. Laila wore the red shoes.
 - b. Laila could not stop dancing.
 - c. Laila dance at her home.
 - d. Laila had lost much blood.
2. Which statement is **TRUE** about the story?
 - a. Laila always goes barefooted.
 - b. Laila could not polish Princess Ana’s shoes.
 - c. Princess Ana could not curse the thief.
 - d. Laila stopped dancing because she was tired.
3. If Laila did not take the red shoes away,

- a. She would wear the red shoes.
 - b. She would be Princess Ana's friend.
 - c. She would not be Princess Ana's shoes polisher.
 - d. She would not die.
4. The aim of the text is ...
- a. to inform about red shoes.
 - b. to describe the red shoes.
 - c. to entertain the reader.
 - d. to retell writer's experience.

TEXT 2 (Questions 9 – 14)

One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile told the monkey to jump onto its back. Then, the crocodile swam down to the river.

Now, the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of a monkey, and then he will be strong again."

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. "What for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey, "I left it under the tree near some coconuts."

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of the tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile, "Now, I am free and you have nothing." The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Taken from: <http://bos-sulap.blogspot.com/2010/08/narative-text-monkey-and-crocodile.html>

5. The monkey asked help to the crocodile because ...
- a. He wanted to cross the river
 - b. He wanted to fool the crocodile.
 - c. He wanted to help the crocodile.
 - d. He wanted to jump onto the crocodile.
6. What is the main idea of the second (2nd) paragraph?
- a. The monkey felt hungry.
 - b. The crocodile lied to the monkey.
 - c. The crocodile's father was sick.
 - d. The crocodile ate monkey's heart
7. The crocodile swam back to the river bank because ...

- a. The crocodile was tired.
 - b. The monkey wanted to climb the tree.
 - c. The monkey wanted to eat the liver.
 - d. The crocodile did not want to help the monkey.
8. If the crocodile was not lying to the monkey,
- a. The monkey would not trick him.
 - b. The monkey would give his heart.
 - c. The monkey would not jump onto his back.
 - d. The monkey would not ask him to the river.
9. What is the best title for the story above?
- a. The Smart Monkey
 - b. The Monkey Fooled The Crocodile
 - c. The Monkey and The Crocodile
 - d. The Poor Crocodile

TEXT 3 (Questions 15 – 22)

Once there lived a beautiful princess in a big castle. She wanted to marry a real prince, who could be a generous king in the future. There were many handsome and rich princes, but it was very difficult to find the real one. She had asked her servants to travel all over the world to find it, but nowhere could they get what the princess wanted.

Once shiny morning, suddenly the princess heard someone knocking at the gate. The old king went to open it. The beautiful princess was standing anxiously in front of her castle. Out of there, in front of the gate, she saw a very handsome prince who looked very thirsty. His face was full of sweat and seemed to be so tired.

“Come in, we will serve you a plenty of meal and a comfortable bed.” said the old king.

“No, thanks. Just give me a drink. I’m very thirsty.”

The prince was led into the castle. The princess then gave him ten cups of tea. But, in the kitchen, she had mixed the tea with tasteless but dirty water. There was only one cup which was the pure tea.

“Ah, very badly!” said the prince after he smelled the drink one by one. “You gave me dirty tea! But, I will drink one.”

The prince took a cup of tea which was not mixed with dirty water, and then drank it.

Now, the princess and the old king knew that he was a real prince for he could know the pure tea between the nine cups of dirty tea. It meant that the prince could be a kind king, because he was so sensitive, that he would run the castle generously and could feel his people’s sadness. So, the princess took him or her husband and asked him to be the king.

Adapted from Fantastic Stories from the Dreamland

10. What kind of prince did the princess want to marry with?
 - a. handsome
 - b. rich
 - c. big
 - d. generous
11. What is the best title for the story above?
 - a. The Real Prince
 - b. The Generous Prince
 - c. The Smart Prince
 - d. The Sensitive Prince
12. "... he would run the castle generously" (paragraph 8)
The underlined word above refers to ...
 - a. the princess
 - b. the prince
 - c. the old king
 - d. the servant
13. What can we conclude from the story?
 - a. A princess tried to fool the prince.
 - b. A princess wanted to find a rich prince.
 - c. A real prince is someone who is sensitive.
 - d. A prince tried hard to find the real princess.
14. What was the prince's response when the princess served ten cups of tea?
 - a. He looked around.
 - b. He found the pure tea.
 - c. He drank all of them.
 - d. He got angry.
15. Which statement is **FALSE** about the story?
 - a. The prince asked for drink.
 - b. Most of the cups of tea were dirty tea.
 - c. The old king served plenty meal.
 - d. The princess took him as her husband.
16. The princess took the prince as the king because ...
 - a. The princess wanted to know him more.
 - b. The prince was sensitive.
 - c. The prince was not greedy.
 - d. The princess liked him.

TEXT 4 (Questions 23 – 28)

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me, science was very difficult. It was hard for me to remember the chemical process, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The Inventors of Medicine”. I thought “OK, this is a start”. I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure of smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.

Taken from English in Focus VIII

17. Why did the writer read the books in the library?
 - a. He hated all subjects.
 - b. He did not do his homework.
 - c. He liked reading the books.
 - d. He could not remember chemical process.

18. “Once, my teacher grounded me in the library” (paragraph 2)
 The synonym of the underlined word is ...
 - a. caused
 - b. locked
 - c. punished
 - d. arrested

19. Which statement is **TRUE** about the text?
 - a. The writer got punishment to make a summary.
 - b. The writer had read “The Inventors of Medicine” before.
 - c. The writer realized that he could help human kind.
 - d. The writer discovered things for human kind.

20. If the writer did **NOT** read the book “The Inventors of Medicine”, ...
 - a. he could not get punishment to make a summary.
 - b. he would know many inventors of medicine.
 - c. he would be useful for human kind.
 - d. he would not change his behavior.

21. The writer started to manage his behavior because ...
- he grounded in the library to make a summary.
 - he realized that science is useful for human kind.
 - he wanted to discover medicine for human kind.
 - he wanted to be one of the inventors of medicine.

TEXT 5 (Questions 30 – 34)

Kupang, May 7, 2008

Dear Paula,

Hello Paula, how are you? It has been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor, I was infected by dengue fever.

At first, I felt my body become weak, then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay for one week. Every day the doctor kept me on a drip.

The seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

OK, I think that's all from me, write me soon. OK?

Regards.

Nadira

Adapted from English for Focus for Grade VIII

22. "The doctor immediately gave some treatment." (paragraph 3)
The closest meaning of the underlined word is ...
- urgently
 - directly
 - carefully
 - gradually
23. Which statement is **FALSE** about the text?
- The writer fainted in the school.
 - The writer spent seven days in the hospital.
 - The writer had been checked every day.
 - The writer got sick last month.
24. What lesson did the writer get after getting sick?

- a. She should keep her room clean.
 - b. She should keep her body healthy.
 - c. She should eat healthy food.
 - d. She should exercise every day.
25. The writer was brought to the emergency unit because ...
- a. She got better.
 - b. She fainted in the classroom.
 - c. She had to get the final check.
 - d. She wanted to stay for a week.

TEXT 6 (Questions 35 – 40)

Last Saturday I woke up early, but I did not get up because there was no school. Suddenly, my telephone rang. It was my friend, Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny, my friend, and it was also valid for two persons. My God!! We were thinking that may be the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Adapted from English for Focus for Grade VIII

26. The writer went to the traditional market because ...
- a. It was holiday for her.
 - b. She accompanied her friend.
 - c. She wanted to buy something.
 - d. She looked for a coupon.
27. "... and it was also valid for two persons" (paragraph 2)
What is the synonym of the underlined word?
- a. legitimate
 - b. definite
 - c. exact
 - d. provided
28. "... and it was there for us." (paragraph 2)

The underlined word refers to ...

- a. the sky
- b. the birth date
- c. the coupon
- d. the name

29. Which were the writer and her friend **NOT** doing after they found the coupon?

- a. They went to the tour agency.
- b. They checked the name in the coupon.
- c. They enjoy the holiday in Lombok.
- d. They went home without any present.

30. The social function of the text is ...

- a. to tell about the reader's experience.
- b. to describe the writer's holiday.
- c. to tell about the writer's experience.
- d. to explain about Senggigi Beach.

*****GOOD LUCK*****

PRE-TEST KEY ANSWER:

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

Blue-print of Post-test Questions

No	Indicator	Know	Com	App	An	Syn	Eva	Total
1	Finding the main idea							-
2	Finding the topic		10, 22					2
3	Identify main point / important information	3, 9, 12,14, 19, 21,25, 29						8
4	Deducing unfamiliar lex.item				1,5, 16,27			4
5	Making inferences					6, 13,20		3
6	Understanding references				4,11, 26			3
7	Critical reading						7,17, 24	3
8	Summarizing				28			1
9	The writer's purpose	18, 30						2
10	Solving the problem			2,8, 15, 23				4
Total		10	2	4	8	3	3	30

READING COMPREHENSION TEST (Post-test)

Choose the best answer by crossing (X) a, b, c, or d on the answer sheet.

TEXT 1 (Questions 1 – 8)

In Fairy Kingdom, lived Patrick The prince. He was very handsome and kind. One day, he saw a beautiful girl with wings coming towards him when he stood by the side of his father.

“Who are you and where are you from, lady? asked Patrick. The strange girl smiled at the prince. “I come from the land of life.” She said, “Would you come with me?”

The king and his servant wondered much to hear a voice when they saw no one. Patrick kept talking with the girl though all the people with him did not see her. “The prince must be under the magic spell. Hurry up! Call Dameon to help him!” said the king. Dameon the healer then came with a wand. He chanted his spells towards the prince, then the girl’s voice disappeared. But before the girl vanished, she threw an apple to Patrick. The apple was seized by the king from Patrick’s hand.

A month went by, none heard the girl’s voice again. But, Patrick the prince was ill from the day he saw the girl. For a whole month he ate nothing. No doctors and healers could cure him.

“Ask the prince to eat the apple I have.” Suddenly the girl’s voice was heard very loud. The king then called Dameon for the second time. “No need, king. The prince will soon get well by eating my apple.” said the lady. The lady held Patrick’s hand and smiled. Meanwhile, the king still saw no one. “Alright, my son. Eat this apple.” The king gave the apple to Patrick. Shortly after Patrick ate it, he recovered from his illness.

“Now, give me a chance to look your appearance, Lady. I beg you, please.” said the king. Then, a beautiful girl emerged from nowhere, holding the prince’s hand. “Come with me Prince, we can live together in the land of life.” said the girl. She then covered Patrick with her wings and rushed away from them the gleaming crystal. The king saw it glide away to the sun. Away and away until eye could see it no longer, and Patrick and the girl never came back again.

Adapted from Fantastic Stories from the Dreamland

1. “He chanted his spells towards the prince, ...” (paragraph 3)
The closest meaning of the underlined word is ...
 - a. murmur
 - b. cast
 - c. yield
 - d. whisper
2. If the prince ate the apple, ...
 - a. the lady would not disappear.
 - b. the king would see the lady.
 - c. Dameon would not come.

- d. the prince would not get sick.
3. What is the response of the king when the prince talked to the lady?
 - a. He presumed the prince going crazy.
 - b. He chanted his spells towards the prince.
 - c. He gave the apple to the prince.
 - d. He guessed the prince under the magic spell.
 4. “Now, give me a chance to look your appearance, ...” (paragraph 6)
The underlined word refers to ...
 - a. the lady.
 - b. the prince.
 - c. the king.
 - d. Dameon.

TEXT 2 (Questions 9 – 15)

The Legend of Tangkuban Perahu

One day Sangkuriang was destined to meet his mother again. He had been separated from his mother since he was child.

On the way returning home, Sangkuriang stopped at a small village. He met a beautiful woman there and soon he fell in love with her. He did not realize that the small village was his own homeland nor the beautiful woman whom he fell in love with was his own mother.

The woman, Dayang Sumbi found that the profile of Sangkuriang’s head matched with her own son’s who had left twenty years earlier. For such difficult situation, Dayang Sumbi had to agree to marry Sangkuriang, however he had to provide her with lake and a boat to celebrate their wedding day. Sangkuriang tried to do the best. While a dawn just a moment, the boat was almost complete. Dayang Sumbi made the cock’s sound and woke the farmer up.

With his work was not yet completed, Sangkuriang got very angry. He kicked the boat. It fell over and in so doing became the mountain of Tangkuban Perahu.

Adapted from www.indonesian.folklore.blogspot.com

5. “... Dayang Sumbi found that the profile of Sangkuriang’s head ...” (paragraph 3)
What is the synonym of the underlined word?
 - a. resume
 - b. life
 - c. story
 - d. explanation
6. Why did Dayang Sumbi give some requirements for Sangkuriang before marrying her?

- a. Dayang Sumbi wanted to have some presents.
 - b. Dayang Sumbi did not want to marry Sangkuriang.
 - c. Dayang Sumbi wanted to make Sangkuriang angry.
 - d. Dayang Sumbi wanted to defeat Sangkuriang.
7. Which statement is **FALSE** according to the text?
- a. Dayang Sumbi wanted to celebrate her wedding.
 - b. Sangkuriang had a scar in his head.
 - c. Dayang Sumbi found Sangkuriang's scar.
 - d. Dayang Sumbi woke up the farmers.
8. If Dayang Sumbi did not make a cock's sound,
- a. Sangkuriang would fall in love with her.
 - b. Dayang Sumbi would wake up the farmers.
 - c. Sangkuriang found that she was his mother.
 - d. Dayang Sumbi became Sangkuriang wife.
9. What was the response of Sangkuriang when he heard a cock's sound?
- a. He completed his boat.
 - b. He failed making a lake.
 - c. He kicked the boat.
 - d. He woke up the farmers.

TEXT 3 (Questions 16 – 22)

A GREEDY ANGEL

Once upon the time, there was an angel who was cursed by the God to be an ugly giant and was sent to a heavy forest. Feeling so sad about her body, she always cried while she was sitting on a big rock under elm tree. She did not want to eat anything. She only had one wish that was she wanted to be beautiful as before. Then, a fairy mother came approaching her.

"Hi, ugly giant. Why do you look so sad?" asked the fairy mother.

"I want to be a beautiful angel. Once I was an angel, but I did something wrong. So God changed me into an ugly giant. That makes me so sad," the ugly giant answered.

"Well", I'll help you. Look at this jewel, follow its light. Next, you will arrive at a pond. You must dive yourself in that pond for five times. Then, you will change into a beautiful angel," said the fairy, holding a bright jewel.

The fairy mother then disappeared, while the jewel flew away into the air. The ugly giant walked fast following the jewel until she arrived at a pond. There, she dived herself five times into the water.

Amazing! She turned into a beautiful angel!

"Wow! If I dive five more times again, I must turn to be more beautiful," she said.

Thus, she dived again for another five times, and she turned back into an ugly giant! That's because of her greediness.

Taken from: Fantastic Stories from The Dreamland; Comprehensive Reading for Young Learners

10. The text is mainly about ...
 - a. An angle who blessed by the God.
 - b. An angle who was cursed by the God.
 - c. An angle was given a jewel from the God.
 - d. An angle who got the power from the God.

11. "Then, a fairy mother came approaching her." (paragraph 1)
The underlined word refers to ...
 - a. a giant
 - b. a fairy mother
 - c. a jewel
 - d. a beautiful angle

12. The giant did not want to eat anything because ...
 - a. she was so sad about her body.
 - b. she wanted to sit under the elm tree.
 - c. she wanted to meet a fairy mother.
 - d. she wanted to have the jewel.

13. Which is the moral value of the text?
 - a. Don't make any wrong.
 - b. Don't draw false conclusion.
 - c. Don't be greedy.
 - d. Don't believe in doubted idea.

14. Where did the giant live?
 - a. On the big rock.
 - b. Under the elm tree.
 - c. At a pond.
 - d. In the heavy forest.

15. If the giant did not dive for five more,
 - a. she would be beautiful.
 - b. she would be more beautiful.
 - c. she would be a giant.
 - d. she would be an angle.

TEXT 4 (Questions 23 – 28)

FEAR OF FLYING

One day, I flew from Denpasar to Makassar. I went with Kevin and Kathryn. Kevin is the Project Manager for Kang Guru Radio English and Kathryn is the Program Officer for AusAID.

The flight was only about an hour. We started to descend and the landing gear made a loud POP sound. I was a little worried. The pilot said something over the intercom in Bahasa Indonesia. I did not understand him. I asked someone sitting near me a clue. He looked anxious back at me shaking his head. There was no comfort there. The flight attendants looked scared, too.

Where was Kevin when I need him? I glanced back at Kathryn. All the colour had drained from her face. She was holding the armrests of her seat and shaking her head with tightening her hold. Again, the pilot said something in that mysterious language. This time, instead of the POP sound, there was a nice gentle creaking and a slight tremble as the landing gear dropped. I looked out the window and could see the tires on my side of the plane lowering. I felt a little weak in the knees. I realized I had held my breath for quite a while. As I drew in a deep breath, we gave each other a shaky smile as the plane bounced a long the landing strip. We had made it.

Adapted from Let's Talk Grade VIII

16. "I asked someone sitting near me a clue." (paragraph 2)

The closest meaning of the underlined word is ...

- a. answer
 - b. response
 - c. sign
 - d. explanation
17. Which statement is **FALSE** about the text above?
- a. The writer heard the POP sound.
 - b. The flight took over an hour.
 - c. The writer felt gentle creaking.
 - d. Kathryn was also afraid.
18. What is the aim of the text?
- a. to retell the writer's experience.
 - b. to report the writer's experience.
 - c. to describe the writer's experience.
 - d. to retell the reader's experience.
19. The writer asked someone near him a clue because ...
- a. He was very afraid of the flight.
 - b. He did not understand the announcement.
 - c. He could find Kevin nowhere.
 - d. He felt uncomfortable in the plane.

TEXT 5 (Questions 29 – 34)

My family likes sea very much. When we had a holiday last year, we went to a place at the seaside and borrowed boat from one of our friends. Then we sailed and fished on the sea all day. We also had races against other boats.

When the sea was rough, we sailed on the small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend's boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There is an island about a mile from our friend's house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun.

Taken from Scaffolding Grade VIII

20. Why did the writer's family sail on the small lake?
 - a. They wanted to catch many fish.
 - b. They wanted to take a rest.
 - c. They wanted to save themselves.
 - d. They did not want to damage the boat.
21. Which one is **NOT** done by the writer's family when they went to the sea?
 - a. They borrow the boat from their friend.
 - b. They grilled fish at their friend's house.
 - c. They sailed to the island nearby.
 - d. They went to the beautiful beach.
22. The text is mainly about ...
 - a. The writer's holiday going to the sea.
 - b. The writer sailed and fished in the sea.
 - c. The writer going to the beautiful island.
 - d. The writer borrowed boat from his friend.
23. If the writer was **NOT** careful sailed the boat on the lake, ...
 - a. he would not catch many fish.
 - b. he would sail to the land at lunch time.
 - c. he would not sail to the island nearby.
 - d. he would damage the boat.
24. Which statement is **FALSE** according to the story?
 - a. The writer went to the sea a year ago.
 - b. The writer caught many big fish.

- c. The writer went to seaside with his family.
 - d. The writer bathed at the island nearby.
25. Why did the writer's family go to the sea in the holiday?
- a. They wanted to sailed and fished.
 - b. They wanted to borrow a boat.
 - c. They liked sea very much.
 - d. They wanted to go on the small lake.

TEXT 6 (Questions 35 – 40)

Bandung, August 25, 2005

Dear Ratih,

Hi, how are things with you? Fine I hope. I am not O.K., actually. I have lost everything, my electronic devices, handphome, even friends. I wish you could be here with me.

I have lost everything because my father was fired from his office. You might not believe it but it is true. His company went bankrupt and closed. From now on, we have to live carefully. My father has to sell our property before he can find a new job. Unfortunately, he cannot get one up until now.

Ratih, something that makes me feel worse is my friends. They used to come and play with me. They used to ride my bike, play my CDs, even my handphome. But now, when my family becomes poor, no one comes to me. They may have forgotten me. Will you forget me too, Ratih?

I do hope we can meet soon. I need you, Ratih!!

Love,

Linda

Adapted from Let's Talk Grade VIII

26. "They used to ride my bike, ..." (paragraph 3)
The underlined word refers to ...
- a. Linda
 - b. Linda's friends
 - c. Ratih
 - d. Ratih's friends
27. "I have lost everything, my electronic devices,..." (paragraph 1)
The synonym of the underlined word is ...
- a. organs
 - b. machine
 - c. tools
 - d. plans

28. Why did the writer feel sad?
- a. The writer could not meet her father.
 - b. The writer could not meet her friends.
 - c. The writer forgot about her friends.
 - d. The writer lost everything.
29. Why was the writer's father fired?
- a. His company went bankrupt.
 - b. He wanted to sell property.
 - c. He found another job.
 - d. He could not get any job.
30. The social function of the text is ...
- a. to retell the writer's experience.
 - b. to describe the writer's life.
 - c. to report the writer's sadness.
 - d. to explain the writer's life.

*******GOOD LUCK*******

POST-TEST KEY ANSWER:

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

APPENDIX G

(STUDENTS' SCORES)

DAFTAR NILAI *READING COMPREHENSION TEST*

KELAS VIII C

SMP N I WONOSARI

NO	NAMA	PRE	POST
1	AFIF NAUFAL NUR RAHMAN	66	80
2	ANGGITA AYU RAHMAWATI	70	80
3	ANGGITA MOETHIA ZAHARA PUTRI	43	66
4	ARBIAN KUNCORO JATI	60	76
5	DANING ARSITA DEWI	46	73
6	DHYAN PUTRA ADITAMA	60	63
7	DIANINGTYAS PANGASTUTI	63	76
8	DIDIB ASTALIS ULUL ABSOR	93	90
9	FURQI SHOLEKHATUN SITYARDI	56	70
10	GUSNIDA RAHMANISA	76	83
11	HANA AFIFAH NURAINI	86	96
12	HANAFI ISTIRASHIDAH	56	66
13	KHOIRUNNISA RIZKI RAHMADANI	43	66
14	MUHAMMAD RAFI HASTU HIMAYUAN	80	86
15	MUHAMMAD ROFIQ NOOR RAHARJA	50	76
16	NI'MATIN RAHMA	80	80
17	PANDU SINAWUNG JATI	43	70
18	RISQI RAHMA NUR HUDA	50	76
19	ROBI'ATUL AZIZAH	46	70
20	SALSABILA WIDYASARI	66	76
21	SATYA APRILIADO	43	73
22	STEFANI LAKSITA NORMALADEWI	50	80
23	YUSRIL ZAINURI	46	63
24	ZULFIANA HASNANTI	43	66

DAFTAR DAFTAR NILAI TUGAS

KELAS VIII C

SMP N I WONOSARI

NO	NAMA	CYCLE	
		1	2
1	AFIF NAUFAL NUR RAHMAN	65	87.5
2	ANGGITA AYU RAHMAWATI	75	90
3	ANGGITA MOETHIA ZAHARA PUTRI	65	82.5
4	ARBIAN KUNCORO JATI	57.5	57.5
5	DANING ARSITA DEWI	55	77.5
6	DHYAN PUTRA ADITAMA	50	77.5
7	DIANINGTYAS PANGASTUTI	70	90
8	DIDIB ASTALIS ULUL ABSOR	82.5	82.5
9	FURQI SHOLEKHATUN SITYARDI	75	90
10	GUSNIDA RAHMANISA	75	100
11	HANA AFIFAH NURAINI	80	82.5
12	HANAFI ISTIRASHIDAH	70	90
13	KHOIRUNNISA RIZKI RAHMADANI	65	77.5
14	MUHAMMAD RAFI HASTU HIMAYUAN	80	80
15	MUHAMMAD ROFIQ NOOR RAHARJA	60	65
16	NI'MATIN RAHMA	62.5	62.5
17	PANDU SINAWUNG JATI	57.5	57.5
18	RISQI RAHMA NUR HUDA	62.5	90
19	ROBI'ATUL AZIZAH	60	65
20	SALSABILA WIDYASARI	57.5	75
21	SATYA APRILIADO	55	77.5
22	STEFANI LAKSITA NORMALADEWI	60	100
23	YUSRIL ZAINURI	55	57.5
24	ZULFIANA HASNANTI	62.5	82.5

NILAI VOCABULARY QUIZ

KELAS VIII C

SMP N I WONOSARI

NO	NAMA	Q1	Q2
1	AFIF NAUFAL NUR RAHMAN	30	
2	ANGGITA AYU RAHMAWATI	100	80
3	ANGGITA MOETHIA ZAHARA PUTRI	10	30
4	ARBIAN KUNCORO JATI	40	40
5	DANING ARSITA DEWI	10	50
6	DHYAN PUTRA ADITAMA	20	60
7	DIANINGTYAS PANGASTUTI	80	80
8	DIDIB ASTALIS ULUL ABSOR	70	80
9	FURQI SHOLEKHATUN SITYARDI	90	90
10	GUSNIDA RAHMANISA	100	90
11	HANA AFIFAH NURAINI	90	90
12	HANAFI ISTIRASHIDAH	80	80
13	KHOIRUNNISA RIZKI RAHMADANI	10	80
14	MUHAMMAD RAFI HASTU HIMAYUAN	100	100
15	MUHAMMAD ROFIQ NOOR RAHARJA	40	40
16	NI'MATIN RAHMA	20	80
17	PANDU SINAWUNG JATI	40	50
18	RISQI RAHMA NUR HUDA	90	80
19	ROBI'ATUL AZIZAH	30	70
20	SALSABILA WIDYASARI	30	
21	SATYA APRILIADO	80	50
22	STEFANI LAKSITA NORMALADEWI	80	80
23	YUSRIL ZAINURI	40	40
24	ZULFIANA HASNANTI	20	40

APPENDIX H

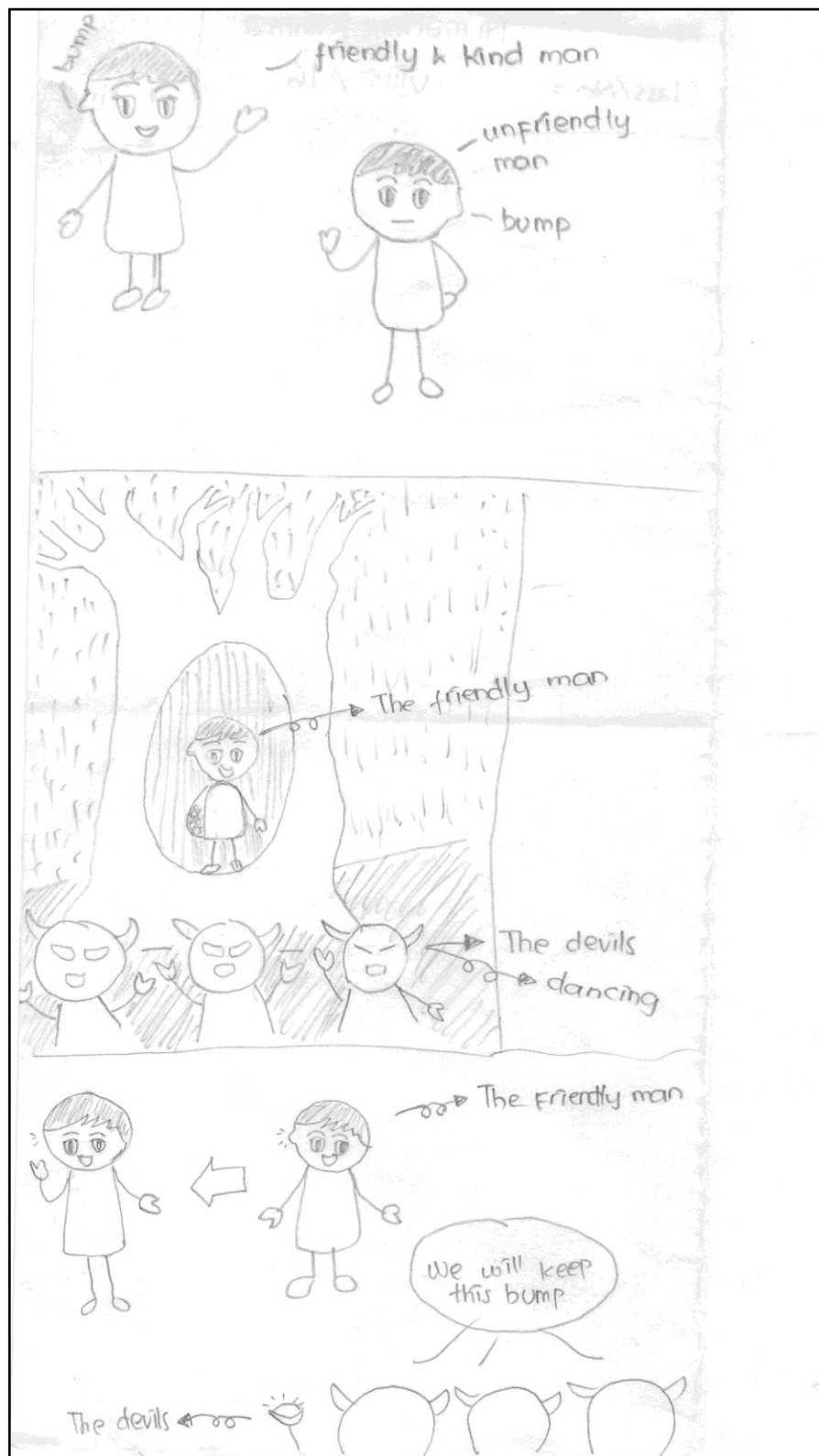
(STUDENTS' ATTENDANCE LIST)

DAFTAR HADIR KELAS VIII C
SMP N I WONOSARI

NO	NAMA	PERTEMUAN KE:				
		1	2	3	4	5
1	AFIF NAUFAL NUR RAHMAN	√	<i>i</i>	√	√	<i>i</i>
2	ANGGITA AYU RAHMAWATI	√	√	√	√	√
3	ANGGITA MOETHIA ZAHARA PUTRI	√	√	√	√	√
4	ARBIAN KUNCORO JATI	√	√	√	√	√
5	DANING ARSITA DEWI	√	√	√	√	√
6	DHYAN PUTRA ADITAMA	√	√	√	√	√
7	DIANINGTYAS PANGASTUTI	√	√	√	√	√
8	DIDIB ASTALIS ULUL ABSOR	√	√	√	√	√
9	FURQI SHOLEKHATUN SITYARDI	√	√	√	√	√
10	GUSNIDA RAHMANISA	<i>s</i>	√	√	√	√
11	HANA AFIFAH NURAINI	√	√	√	√	√
12	HANAFI ISTIRASHIDAH	√	√	√	√	√
13	KHOIRUNNISA RIZKI RAHMADANI	√	√	√	√	√
14	MUHAMMAD RAFI HASTU HIMAYUAN	√	√	√	√	√
15	MUHAMMAD ROFIQ NOOR RAHARJA	√	√	√	√	√
16	NI'MATIN RAHMA	√	√	√	√	√
17	PANDU SINAWUNG JATI	√	√	√	√	√
18	RISQI RAHMA NUR HUDA	√	√	√	√	√
19	ROBI'ATUL AZIZAH	√	√	√	√	√
20	SALSABILA WIDYASARI	√	√	√	√	<i>s</i>
21	SATYA APRILIADO	√	√	√	√	√
22	STEFANI LAKSITA NORMALADEWI	√	√	√	√	√
23	YUSRIL ZAINURI	√	√	√	√	√
24	ZULFIANA HASNANTI	√	√	√	√	√

APPENDIX I

(STUDENTS' VISUALIZATION)



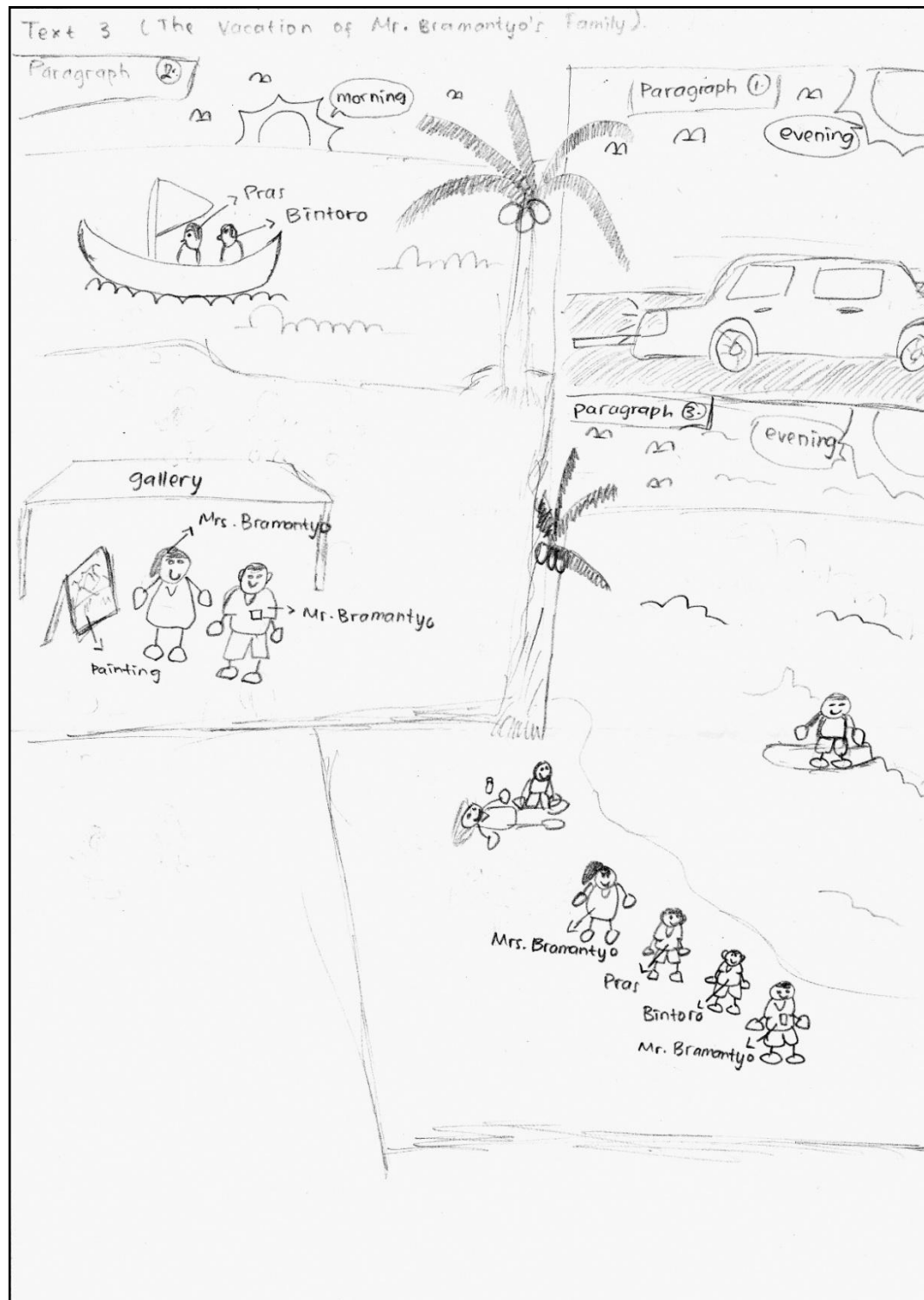
"The Man with A Bump"



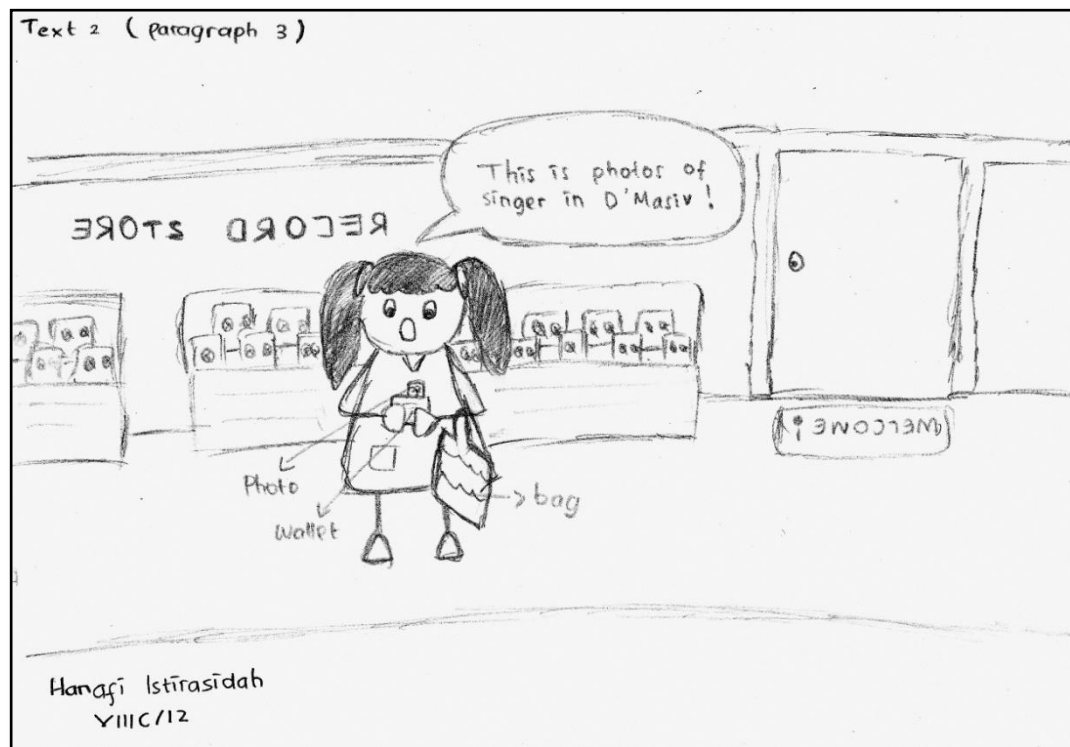
"The Man with A Bump"



"The Legend of Lau Kawar Lake"



"The Vacation of Mr. Bramantyo's Family"



"My Amazing Experience"

APPENDIX J

(PHOTOGRAPHS)



The students discuss the text.



The teacher helps the students comprehend the text.



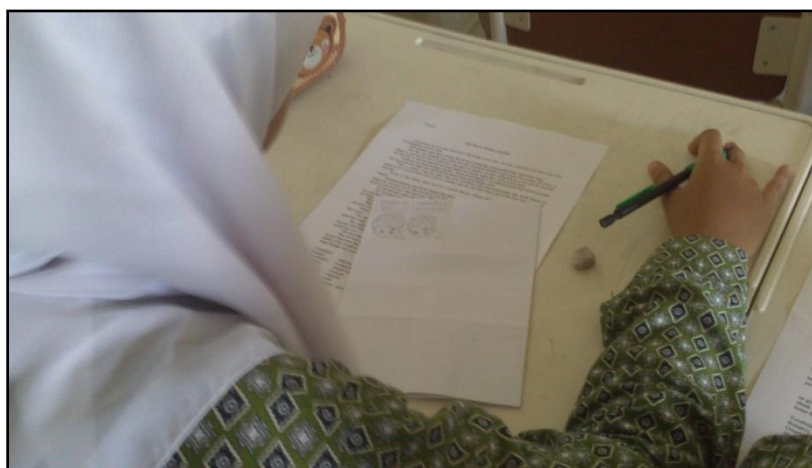
The teacher checks the students' visualization



The teacher draws her visualization on the board.



The teacher reads the text in front of the class.



The student visualizes the text.

APPENDIX K

(PERMIT LETTERS)



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 0217d/UN.34.12/DT/II/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

27 Februari 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

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

Improving the Reading Comprehension of Grade Eight Students of SMP N 1 Wonosari by Using Visualisation Strategy

Mahasiswa dimaksud adalah :

Nama : YULI SUSANTI PRIHASTUTI
NIM : 08202241033
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Mei 2013
Lokasi Peneitian : SMP N 1 Wonosari

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

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

di. Dekan
Kasubag Pendidikan FBS,

Lili Haryono Utami, S.E.
NIP. 19670704 199312 2 001



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/1762/V/2/2013

Membaca Surat : Kasubbag. Pendidikan FBS UNY
Tanggal : 27 Februari 2013
Nomor : 0217d/UN.34.12/DT/II/2013
Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : YULI SUSANTI PRIHASTUTI NIP/NIM : 08202241033
Alamat : KARANGMALANG, YOGYAKARTA
Judul : IMPROVING THE READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMP N 1 WONOSARI BY USING VISUALISATION STRATEGY
Lokasi : SMP N 1 WONOSARI Kota/Kab. GUNUNG KIDUL
Waktu : 28 Februari 2013 s/d 28 Mei 2013

Dengan Ketentuan

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprovo.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprovo.go.id;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

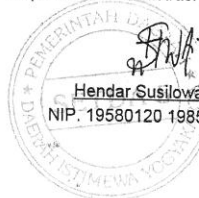
Dikeluarkan di Yogyakarta

Pada tanggal 28 Februari 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Tembusan :

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
- Bupati Gunung Kidul c/q KPPTSP
- Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
- Dekan Fak. Bahasa dan Seni UNY
- Yang Bersangkutan



PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jalan Brigien Katamso No. 1 Tlb (0274) 391942 Wonosari 55812

SURAT KETERANGAN / IJIN

Nomor : 103/KPTS/III/2013

Membaca : Surat dari Setda Provinsi DIY, Nomor : 070/1762/V/2/2013 tanggal 28 Februari 2013, hal : Izin Penelitian

Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;

Dijijinkan kepada :
Nama : **YULI SUSANTI PRIHASTUTI NIM. 08202241033**
Fakultas/Instansi : Fakultas Bahasa dan Seni UNY
Alamat Instansi : Karangmalang, Yogyakarta
Alamat Rumah : Jl. Magelang, KM 10 Tridadi, Sleman, Yogyakarta
Keperluan : Ijin penelitian dengan judul "IMPROVING THE READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMP N 1 WONOSARI BY USING VISUALISATION STRATEGY"

Lokasi Penelitian : SMP N 1 Wonosari
Dosen Pembimbing : Dr. Agus Widyantoro, M.Pd. Dan Sudiyono, MA
Waktunya : Tanggal 1 Maret 2013 s/d 1 Juni 2013
Dengan ketentuan :
1. Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kabupaten Gunungkidul).
4. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah.
5. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
6. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal : 1 Maret 2013

An. BUPATI GUNUNGKIDUL

KERALA


Drs. AZIS SALEH
NIP. 19660603 198602 1 002

Tembusan disampaikan kepada Yth.

1. Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Kantor Kesbangpol Kab. Gunungkidul;
4. Kepala Dinas Pendidikan Kab. Gunungkidul;
5. Kepala SMP N 1 Wonosari Gunungkidul;
6. Arsip.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

SMP NEGERI 1 WONOSARI

Jl. Kolonel Sugiyono 35 B Wonosari Gunungkidul Daerah istimewa Yogyakarta 55801
Telp. (0274) 391039, 392823 Fax (0274) 391039

SURAT KETERANGAN

Nomor : 070 / 095

Yang bertanda tangan di bawah ini :

Nama : Bambang Pracaya, S.Pd.MM.
NIP : 19631006 198403 1 003
Pangkat/Gol.Ruang : Guru Madya, Gol. IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 1 Wonosari Gunungkidul
Daerah Istimewa Yogyakarta

dengan ini menerangkan bahwa

Nama : YULI SUSANTI PRIHASTUTI
Tempat, tanggal lahir : Sleman, 2 Juli 1989
NIM : 08202241033
Fakultas/Instansi : Fakultas Bahasa dan Seni UNY
Alamat Instansi : Karangmalang, Yogyakarta
Alamat : Jl. Magelang, KM 10 Tridadi, Sleman, Yogyakarta

Telah selesai melakukan penelitian di SMP Negeri 1 Wonosari Gunungkidul Daerah Istimewa Yogyakarta yang dimulai dari bulan Februari s.d. Maret 2013 dengan Judul
" **IMPROVING THE READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMP N 1 WONOSARI BY USING VISUALIZATION STRATEGY** "
Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wonosari, 23 Maret 2013

Kepala Sekolah,



BAMBANG PRACAYA, S.Pd. MM.

NIP 19631006 198403 1 003