

**IMPROVING THE TEACHING OF READING BY USING SILENT CARD
SHUFFLE STRATEGY (SCSS) TO THE EIGHTH GRADE STUDENTS
OF SMPN 1 SEYEGAN IN THE ACADEMIC YEAR
OF 2012/2013**

A THESIS

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



By:

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
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APPROVAL SHEET

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OF 2012/2013**

A THESIS



Yogyakarta, June 2013

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IMPROVING THE TEACHING OF READING BY USING SILENT CARD SHUFFLE STRATEGY (SCSS) TO THE EIGHTH GRADE STUDENTS OF SMPN 1 SEYEGAN IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

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PERNYATAAN

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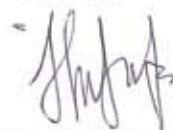
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Shuffle Strategy to the Eighth Grade Students of SMPN 1
Seyegan in the Academic Year of 2012/2013

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

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

Yogyakarta, Juni 2013

Penulis



Ika Fathin Resti Martanti

DEDICATIONS

I truly dedicate this thesis to:

1. My beloved parents: Bapak Sadjjo and Ibu Suparni.
2. My brothers: Farhan Labib Nugroho and Gilang Bangkit Saputra.
3. My lovely friends (Anchakers): Astri Sugianti, Vinindita Citrayasa, Fajriatun Nur Afiah, Endah Kurniati, Novita Andriyani, and Ayu Retno Widati.

MOTTOS

LIFE IS A STRUGGLE!

(Myself)

**If you don't believe in your ability to accomplish your goals,
believe in Allah's ability to help you.**

(Khadimul Qur'an)

**"Regret is not when you could not finish what you started, but regret
is when you do not start what you could have finished."**

(Apoorve Dubey)

**"Kalau kamu kehilangan motivasi, berjuanglah untuk orang-orang
yang mengasihimu dan menantikan keberhasilanmu."**

(from my "super sahabat")

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At last, I consider that my thesis is still far from being perfect. Therefore, I always welcome and appreciate for the criticisms, suggestions, or opinions for the improvement of this thesis. I hope this thesis can give contribution for the readers.

Yogyakarta, June 2013

Ika Fathin Resti Martanti

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ABSTRACT

This study was aimed at improving the teaching of reading of the eighth grade students at SMPN 1 Seyegan by using Silent Card Shuffle Strategy (SCSS).

This research was action research which consisted of two cycles with three meetings in each cycle. The subjects of this research were the researcher, the students of class VIII E which consisted of 36 students, the English teacher, and the collaborators. The data collection techniques were observations, interviews, and tests. The data were in the form of qualitative data and quantitative data. The qualitative data were obtained from the field notes and interview transcripts. These data were analyzed using five steps i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were obtained from the pre-test and the post-test scores. These data were analyzed by comparing the mean scores of the pre-test and the post-test.

The results of the research show that the use of the Silent Card Shuffle Strategy (SCSS) in combination with applying various media and activities, such as pictures and games, could improve the teaching of reading. Based on the qualitative data, the teaching activities become more well-planned and structured. From the group work activities, the students could build their cooperation and improve their participation. The uses of cards and pictures could facilitate the students to understand the texts easily. Based on the quantitative data, the students' reading scores increased. The students' mean score increased from 65.54 to 73.97. The improvement on the students' mean scores showed that the improvement of the teaching of reading gave impacts to the students' achievement. From the data above, it can be concluded that the use of the Silent Card Shuffle Strategy (SCSS) can improve the teaching of reading.

CHAPTER I

INTRODUCTION

A. Background of the Problem

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

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

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

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

In junior high schools, the standard of reading skills is that the students are able to understand short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report texts (*BSNP 2006*). In order to obtain a good output of learning English, the students should be prepared with sufficient language inputs. These inputs can be obtained from the reading process. The reading activities are supposed to help the students in learning English since they can gain a lot of language inputs from reading.

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

use of media was important to help the students understand the material. Another problem was about the classroom management. When the class was not managed properly, the students were less engaged in the learning activities. Based on the preliminary observation at Class VIII E of SMPN 1 Seyegan, the similar problems related to the teaching of reading were identified. The teaching of reading was not yet effective. As a result, the problem related to the students' reading skills arose. The students still lacked vocabulary. When they read an English text, they got difficulties in understanding the meanings of the words and the content of the text.

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

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

B. Identification of the Problem

In the previous part, some problems related to the teaching of reading were presented. Based on the observation and the interviews done to the teacher and the students, some problems related to the teaching of reading in Class VIII E of SMPN 1 Seyegan were found. Those problems showed that the teaching and learning of reading had not been effective.

The first problem was related to the teaching technique that the teacher used in the classroom. The English lesson lacked variation of learning activities. The activities mostly focused on books or Student Worksheets or *Lembar Kerja Siswa (LKS)*. After getting the explanation, the students were asked to complete the exercises. Most of the learning materials were taken from books. In addition, the learning activities were lacked of group-work activity. Most activities were individual work in the form of reading passages and answering-question activities. Occasionally, group work could be a variation of learning activities.

The second problem was related to the learning media. The teaching activities lacked the use of media, whereas the variation of media was important in gaining the students' interests to the teaching and learning process.

Those problems related to the teaching process gave impacts on the students' reading skills. They had an effect on the students' motivation of reading. Based on the interviews conducted by the researcher, some students said that they lacked reading practices. The students' reading habits were still low. They did not like reading, even reading the books written in their native language.

The next problem was related to the students' lack of vocabulary. They got difficulties in understanding meanings of some words and how to pronounce them. When they did not understand about the meanings of particular words, they were reluctant to look up in the dictionary or ask the meanings of those words to the teacher. They preferred asking their friends to asking their teacher.

C. Delimitation of the Problem

It was impossible for the researcher to overcome the entire problems during the process of teaching reading. After conducting the discussion with the English teacher as one of the collaborators, the study would focus on solving the problems related to the technique for teaching reading. The researcher would try to overcome some problems related to the teaching of reading which still lack variations of activities and media. Based on the discussion with the English teacher, Silent Card Shuffle Strategy (SCSS) would be used to overcome the problems related to the teaching technique used for teaching reading. The researcher hoped that Silent Card Shuffle Strategy (SCSS) could provide the students with more opportunities and varied activities to practice reading.

D. Formulation of the Problem

From the limitation of the problem above, the problems can be formulated as follows: “How can Silent Card Shuffle Strategy (SCSS) be applied to improve the teaching of reading in Class VIII E of SMPN 1 Seyegan?”

E. Objective of the Research

The objective of this research is to describe the use of Silent Card Shuffle Strategy (SCSS) for teaching reading.

F. Significance of the Research

By conducting this research, the researcher wants to obtain new knowledge related to the teaching of reading by using Silent Card Shuffle Strategy (SCSS). Generally, the significance of the study can be divided into two parts.

1. Scientific Significance

The findings of the research can be used to improve the teaching of reading in junior high schools. The findings can develop the application of using Silent Card Shuffle Strategy (SCSS) to teach reading for junior high students.

2. Practical Significance

a. For English teachers

Hopefully the research findings can be useful for especially many junior high English teachers. This can help the teachers to make a variety in teaching reading.

b. For the school

The findings will give meaningful information to the school about the benefits of using Silent Card Shuffle Strategy (SCSS) to improve the teaching of reading. The teachers from other subjects can try to use this strategy as a variation of activities in their teaching.

c. For the researcher herself

The research can develop the researcher's creativity and competence in designing activities for classroom teaching and learning. This will be a valuable experience for the researcher that will give many positive impacts for the future.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories related to this research. The discussion in this chapter is divided into three parts: theoretical description, relevant studies, and conceptual framework. In the theoretical description, the researcher discusses the relevant theories of this research. In the relevant studies, the researcher presents the studies related to this research. In the conceptual framework, the researcher draws the links between the theories and the study of the research.

A. Theoretical Description

1. The Nature of Reading

a. Definition of Reading

Reading is one of receptive skills that must be fulfilled in learning a language. There are some definitions about reading proposed by some experts. Johnson (2008: 3) has some definitions related to reading. He defines reading as:

- 1) the practice of using a text to create meanings.
- 2) a constantly developing skill.
- 3) integrating visual and non-visual information.
- 4) the act of linking one idea to another.

Accordingly, when there is no meaning being created, no effective reading occurs. Reading is also a skill which can be improved by doing a lot of practices. The more people read, the better their reading skills are. During the process of reading, the visual information that is acquired from the texts and the pictures (if provided) will be processed with the non-visual information that is created by the reader's

mind. Furthermore while reading the reader links the information in the text with his/her schemata or background knowledge in order to catch the meanings from the text.

Urquhart and Weir (1998: 22) in Grabe (2009) present another definition of reading i.e. “the process of receiving and interpreting information encoded in language form via the medium of print”. This process involves constructing and dealing with meanings from a written text.

Patel and Jain (2008: 114) state that “reading is not only a source of information and a pleasurable activity, but also as a means of consolidating and extending one’s knowledge of the language”. By reading, the learners can gain a lot of valuable information about the world and the language as well. They consider reading as the most important activity in any language class.

The definition above suggests that reading is a process of getting and understanding meanings from a written text. When the readers gain the information of a text, they try to relate it with their existing knowledge. For that reason, each person will have different interpretation of the same text. The readers can improve their knowledge and insight by doing more reading exercises.

There are many opinions about how the reading process occurs. Generally, there are three models of reading namely bottom-up models, top-down models, and interactive models.

1) Bottom-up models of reading

Karlin (1984: 47) states that according to bottom-up theories of reading, reading occurs as the readers focus on sequence of individual letters, letter

combinations, words, and larger units (such as phrases). Readers begin with the lowest level from which the symbols are identified. These graphic representations are transformed into sounds of the language or speech. If the readers are able to comprehend that conversion (graphic symbols into sounds) as a part of their language experiences, they will understand what they read.

According to bottom-up models, reading is a process of translating graphic symbols into speech during oral reading or into inner speech during silent reading (Harris and Sipay, 1985:8). Sensory and perceptual processes are done first and cognitive processes follow. The reader picks up graphic information from the printed materials (letters or words), then syntactic and semantic processes occur. As the information flows, the printed material is understood. In brief, according to the bottom-up models, a good understanding of linguistic units is significant.

2) Top-down models of reading

Based on the explanation of top-down models of reading, Goodman (1967) in Karlin (1984: 48) says that reading is a “psycholinguistic guessing game” which means readers generate hypotheses about meaning and revise them if they are not confirmed. Then, they predict meaning through the information that they have possessed and the graphic, syntactic, and semantic messages from the printed text. In top-down models, during the process of reading the knowledge that readers have about the world (vocabulary, concepts, information, and ideas) and also about language structures (syntactic and semantic) makes it possible for them to use the context to make predictions about meanings transferred by the text (Karlin, 1984:48).

In top-down models, the reader's prior knowledge and their cognitive and linguistic competences play a significant role in the construction of meaning (Harris and Sipay, 1985:9). Goodman and Goodman (1979, 1982) in Harris and Sipay (1985: 9) believe that novice readers are different from skilled readers in which they have the lesser strategies that they need to extract the meanings from the printed text. Many top-down theorists believe that skilled readers go directly from print to meaning without first recoding print to speech.

Top-down models promotes the utilization of reader's background of knowledge in the reading process. Bereiter (1978) in Karlin (1984: 48) gives an explanation of readers' background knowledge called "schema theory". This theory explains that comprehension depends on the readers' background information and knowledge of the world that are saved in memory. Readers may have an incomplete schema and it is added more through reading. In this way, the schemata of younger or beginner readers will be less complete than older or intermediate and advanced readers. Karlin (1984: 48) states that "the new information interacts with the information previously held to produce a more complete schema that in turn makes possible increased comprehension".

3) Interactive models of reading

Rumerhalt (1976) in Karlin (1984: 49) claims that reading comprehension is the product of interaction between a bottom-up process and a top-down process. Readers process the letters and words at the same time as they create hypotheses about meaning of the text. Word identification assists the production of hypotheses. Comprehension depends on how the reader does both processes.

According to interactive models, different processes are responsible for providing information which is shared with other processes. Harris and Sipay (1985: 9) state that in interactive models “a hypothesis generated by top-down processing is guided by the results of bottom-up processing, and the bottom-up processing is guided in part by the expectations imposed by top-down processing”. The information that is got from each process is combined to determine the most appropriate interpretation of the printed text.

Pearson and Kamil (1978) in Harris and Sipay (1985: 10) state that the reader assumes an active or passive role depending on the strength and accuracy of the hypotheses generated by top-down processing.

b. Micro- and Macro-skills of Reading

In teaching reading, the teachers need to understand the micro- and macro-skills of reading. These aspects can be a set of criteria which can be used for the teachers to specify their reading objectives. The following explanation shows the micro- and macro-skills of reading proposed by Brown (2004:187-188).

Micro-skills

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

Macro-skills

- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.

- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguish between literal and implied meanings.
- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Develop and use battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The teacher should select some micro-skills of reading and adjust them with the reading materials and activities. The students should be taught to use those skills. Those skills are useful to develop the students' reading skills.

c. Types of Classroom Reading Performance

Brown (2001) classifies the types of classroom reading performance into two major categories namely oral and silent reading. Then, silent reading can also be sub-categorized into two types: intensive and extensive reading. The figure of classroom reading performance can be seen as follow.

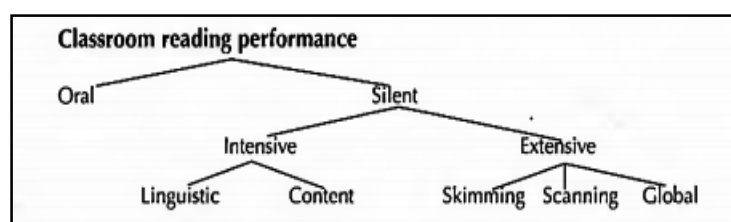


Figure 1: Types of Classroom Reading Performance

Oral reading has some objectives such as building comprehension through bottom-up processing skills, checking pronunciation, and adding an extra participation of students to highlight a particular segment of a text. However, it also has some disadvantages such as doing a non-authentic language activity,

losing attention of the other students (while one student is reading, the others may be noisy), and doing recitation merely.

Silent reading can be categorized into intensive and extensive reading.

Brown (2001: 312) states that intensive reading is

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

Intensive reading is a content-related reading based on the difficulty of the subject matter, while extensive reading relates to a reading process to gain a general understanding of longer texts (books, long articles, and essays). Extensive reading is usually done outside of class time. Pleasure reading is one example of extensive reading. The benefit of doing extensive reading is students can achieve an appreciation for the affective and cognitive window of reading. Extensive reading usually aims at improving the readers’ knowledge and understanding about certain topics.

There are many varieties of reading activities which can be chosen according to the purpose of reading itself. These activities can be done either by the whole class together during the teaching and learning process in the classroom or by the students themselves during their own reading practice.

In designing the reading activities in the classroom, the teacher should pay more attention in choosing the texts. It is necessary for the teacher to choose topics or texts which the students likely want or need to read. Lavery (2001) suggests some techniques for choosing the topic and the text as follows.

1) Use any visuals for vocabulary brainstorming

The teacher may show some pictures related to the text and make some questions about them orally. Those questions will provide the vocabulary that will be useful for the students to get an “image” about what the text is about.

2) Use any headlines or sub-headings

The teacher writes the headlines or subheadings on the board before giving the whole text to the students. Then, the teacher asks the students to guess what the article or the text is about.

3) Use key words

The teacher takes five or six key words from the text and writes them on the board before the students read. These words will be used as prompts and the students can try to make sentences using those words.

4) Use questionnaires

The teacher gives a mini-questionnaire to the students related to the topic of the text before they read it.

5) Use prediction exercises

The teacher makes prediction exercises to anticipate the vocabulary or content of the text, for example in form of true or false statements.

The techniques above aim to make the text as comprehensible as possible for the students to understand. By applying those techniques, the students are expected to be ready and prepared for the most likely information in the text.

According to Davies and Pearse (2002: 92-93), the reading comprehension practice can be divided into three stages. Those stages are:

1) Pre-reading

This stage aims to prepare the students for what they are going to read. The activities can be in the form of guessing the topic (from the title/heading and illustrations), brainstorming about the topic word, predicting, or questioning.

2) While-reading

At this stage, the activities aim to help the students to understand the text. They can do some activities like scanning for specific information, skimming for the general idea, answering questions, completing sentences, a table, a map, or pictures, and asking questions to each other.

3) Post-reading

This stage aims to help the students to link between the information from the text and their own ideas or experiences. The activities can be in the form of discussing the text, debating some controversial aspects of the text, doing tasks, and summarizing the text.

In addition, Grabe and Stoller (2002) in Hedgcock and Ferris (2009) propose some reading strategies such as specifying the purpose of reading, planning a reading process, previewing the text, predicting text content, verifying predictions, generating questions about the text, locating answers to the questions, comparing to the existing schemata, summarizing, making inferences, noticing and analyzing text structure, re-reading, using discourse markers to understand textual relationship, checking comprehension accuracy, tracking reading difficulties, reflecting and discussing what has been learnt. These strategies can be applied according to the reading objectives that will be reached.

Brown (2001: 306-310) proposes ten reading strategies that can be applied in classroom learning. Those strategies are:

- 1) Identify the purpose of reading
- 2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate or advanced levels)
- 4) Skim the text for main ideas
- 5) Scan the text for specific information
- 6) Use semantic mapping or clustering
- 7) Guess the meanings of difficult words
- 8) Analyze vocabulary
- 9) Distinguish between literal and implied meanings
- 10) Capitalize on discourse markers to process relationships.

d. Assessing Reading

To create a good reading assessment, the teacher needs to organize and plan the procedures properly. “The key lies in identifying the purpose of reading assessment and matching instructional activities to that purpose” (O’Malley and Pierce, 1996: 98). They propose some steps in organizing a reading assessment as presented below.

1) Identifying the purpose

John (1982) in O’Malley and Pierce (1996) identifies four major purposes for language classroom-based assessment of reading. They are (1) studying, evaluating, or diagnosing reading behavior, (2) monitoring student progress, (3) supplementing and confirming information gained from standardized and criterion-referenced tests, and (4) obtaining information not available from other sources.

For the most classroom reading assessment, the purpose is to monitor the growth in reading. Therefore, the assessment should be addressed for both the

process (strategies) and the products (reading skills and comprehension levels) (Herman, Aschbacher, and Winters 1992 in O'Malley and Pierce 1996).

2) Planning for assessment

After identifying purposes, the teacher should outline the major instructional goals and learning outcomes and match them with the learning activities. The teacher should also consider some factors, such as the number of the students, the time allocation, and whether or not they need to be monitored for their reading growth. It is necessary for the teacher to give feedback to students after conducting the assessment.

3) Involving the students

In the reading assessment, the students can be involved in self-assessment and peer-assessment. Self-assessment is done by the students to know their own reading progress. Although it is not graded by the teacher, it helps both the teacher and the students to be aware of students' attitudes, strengths, and weaknesses in reading (Routman in O'Malley and Pierce, 1996). Meanwhile, by conducting peer assessment the teacher can encourage students to rate their peer reading comprehension levels and attitudes toward reading in reading discussion groups.

4) Developing rubrics/scoring procedures

Some areas to be assessed in reading should include reading comprehension, use of reading strategies, decoding skills, response to reading, and students' choice in reading, depending on students' literacy levels in English.

5) Setting standards

To set standards for reading comprehension, the teacher needs to establish cut-off scores on a scoring rubric or a rating scale. For example, at least three levels of reading performance could be described as novice, intermediate, and advanced.

6) Selecting assessment activities

The reading assessment should be embedded in the activities of teaching reading. The instructional activities can also serve for the assessment of reading in a second language. One of the instructional activities proposed by Garcia (1994), Pikulski and Shanahan (1982), and Routman (1994) in O'Malley and Pierce (1996) is using texts with comprehension questions. Most teachers are familiar with asking questions to determine comprehension of reading passage whether in the forms of short simple essays or multiple choices.

7) Recording teacher observation

Routman (1994) in O'Malley and Pierce (1996) states that one of the most effective ways for a teacher to assess a student's reading comprehension is through teacher observation. There are some types of teacher observation such as: think-aloud, probes, and interviews; reading strategies checklists and rating scales; miscue analysis and running records; and anecdotal records (O'Malley and Pierce, 1996: 120).

In this research, the students' scores of reading tests become one of the indicators of the improvement of the teaching reading. It determines whether the results of the tests give a positive washback to the teaching and learning process

or not. Bailey (1996: 259) in Fulcher and Davidson (2007) defines washback as the influence of testing on teaching and learning. In addition, Alderson and Wall (1993) in Fulcher and Davidson (2007) affirm that there are some possible washback hypotheses from a test. They state that a test will influence the teaching and learning, what and how the teacher teaches and the students learn, the rate and sequences of teaching and learning, the degree and depth of the teaching and learning, and the attitudes to the content and the method of teaching and learning. Tests which have important consequences will have washback, and vice versa. Good or poor results of the reading tests will influence the teaching and learning process. If most students have a progress in their reading scores, it means that the teaching is also improved.

In relation to the tasks of reading assessment, the types of reading performances should be taken into account. Brown (2004:189) mentions four types of reading performances which become considerations in designing the assessment procedures. They are perceptive reading, selective reading, interactive reading, and extensive reading. The reading activities which are done in this research can be classified as selective and interactive reading. In selective reading, the students deal with the lexical, grammatical, or discourse features of language within a very short stretch of language. The common tasks are picture-cued tasks, matching, true/false, and multiple-choice. Stimuli include sentences, short paragraphs, and simple charts or graphs. In this case, a combination of bottom-up and top-down processing may be used. Meanwhile, interactive reading includes stretches of language of several paragraphs to one page or more which the readers

must interact with. In interactive reading, reading occurs as a process of negotiating meaning using their schemata and the intake as the product of the interaction. The common text genres used are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, and recipes. Top-down processing occurs more often, but bottom-up processing is sometimes necessary. The kinds of tests which are used in this research are multiple-choice tasks, matching tasks, picture-cued tasks, short answer tasks, and ordering tasks.

2. Learning Strategy

a. Definition of Learning Strategy

Oxford (1990) presents the concept of strategy, which means a plan, step, or conscious action toward achievement of an objective. While in education terms, this concept has been transformed into “learning strategy”. She defines learning strategy as the operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. Then to make it simple, she makes another definition of learning strategies i.e. specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.

According to Oxford (1990) in Murcia (2001), there are six main categories of second language learning strategies to help students learn a foreign language.

1) Cognitive strategies

It helps the learner to comprehend the material in direct ways through reasoning, analyzing, note-taking, summarizing, synthesizing, outlining,

reorganizing information, practicing in naturalistic settings, and practicing structures and sounds formally.

2) Meta-cognitive strategies

This strategy can be done through identifying one's own learning style preference and needs, planning for second language tasks, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy.

3) Memory-related strategies

It helps the learner to link one second language item or concept with another, but not necessarily involve deep understanding. This strategy enables students to gain the information in an orderly string (acronyms) and via sounds (e.g. rhyming), images (pictures), the combination of words and sounds (e.g. the keyword methods), body movement (Total Physical Response), mechanical means (flashcards), or location (e.g. on a page or blackboard).

4) Compensatory strategies

These strategies can be in the form of guessing from context (for listening and reading), using synonyms and gestures or pause words (for speaking and writing).

5) Affective strategies

The affective strategies are designed by involving these aspects, such as identifying one's mood and anxiety levels, feelings, and rewarding.

6) Social strategies

This strategy can be done through some activities such as asking questions to get verifications, clarifying, asking for help, talking with native speaker as partner, and exploring culture and norms.

According to Nunan (1999), strategies are the mental and communicative procedures which the learners use to learn and use language. Each learner has different types of learning strategies, especially when they read. The learners need to understand many kinds of reading strategies so that they can select those strategies and use them for reading practices.

b. Features of Language Learning Strategy

When the teachers want to apply a language learning strategy in their class, they need to consider some essential principles. Oxford (1990: 8-9) proposes some features of language learning strategy like in the following table.

Table 1: Features of Language Learning Strategies

Language Learning Strategies
<ol style="list-style-type: none"> 1. Contribute to the main goal, communicative competence. 2. Allow learners to become more self-directed. 3. Expand the role of teachers. 4. Are problem-oriented. 5. Are specific actions taken by the learner. 6. Involve many aspects of the learner, not just the cognitive. 7. Support learning both directly and indirectly. 8. Are not always observable. 9. Are often conscious. 10. Can be taught. 11. Are flexible. 12. Are influenced by a variety of factors.

Those aspects can be taken into account in presuming whether the strategy is applicable or not. The teachers can use those features as a guidance that can be transformed into questions related to the strategy that they have built.

c. Silent Cards Shuffle Strategy

1) The Nature of Silent Card Shuffle Strategy (SCSS)

The classroom activities can be varied in many ways, for example the teaching steps or techniques, the variation of learning media, the selection of learning activities, and the materials of the lesson. The teachers can also set up a learning strategy for their classrooms.

One of learning strategies which can be applied in the classroom is Silent Card Shuffle Strategy (SCSS). Frangenheim (2005) suggested SCSS as a cooperative learning strategy to be used in the classroom. It is a cooperative strategy which involves many activities such as sequencing, classifying, matching, mapping or positioning information. This strategy is also used in many other subjects, such as biology, geography, and mathematics.

Silent Card Shuffle Strategy (SCSS) employs the benefits of cards for the learning activities. Cards are a kind of media which are flexible and easy to create. Cards can be designed in many shapes and sizes adjusted with the needs and contents. Harmer (2007) mentions three main uses of cards namely matching and ordering, selecting, and card games.

1) Matching and ordering

Cards can be used for an activity like matching questions with the answers. Students can either match them on the table in front of them (in pairs or groups) or

they can move around the class to find their pairs. This matching activity can be based on the topic or grammatical construction. This activity is especially good for kinesthetic learners, but it is also good for everyone else.

2) Selecting

In this way, the cards contain some particular words, phrases, or pictures. After shuffling them, the cards are placed in a pile face down. Then, the teacher asks one student to pick one card. The student must use the word or phrase in the cards or describe the picture on the card.

3) Card games

There are many possibilities of card games in language learning. The teachers can design the games by themselves based on some considerations such as the number of students in the class, the topic, the learning purpose, and learning activities.

Cards help the teacher to deliver the material, so in this way the learning activities become less teacher-centered and less book-dependent. It will minimize teacher's talk and increase the students' participation. By using the cards as learning media in the classroom, the learning activity will be more enjoyable. The teachers' creativity is an essential prerequisite to design some sets of cards. The teachers need to explore their ideas and creativity to decide what the cards contain. Besides, the teacher should design the learning activities properly. By doing these steps of making cards, the teacher's creativity will also be improved.

In relation to the teaching of reading in the classroom, cards can be used in three stages of reading. Cards can be used in the pre-reading stage for certain activities such as predicting and previewing the main text. The cards may contain

some lists of vocabulary related to the text, or pictures which give a general image about the text. The cards can also be used in the while-reading stage for a particular activity like rearranging cards of a jumbled text. The final result of this activity is to construct a whole text. Next, cards can be used in the post-reading stage for a particular activity such as discussing some points related to the text.

According to Hornby (1995: 1095), shuffle is “to mix up a pack of cards before playing a card game”. Using Silent Card Shuffle Strategy (SCSS), the teacher designs some sets of cards and then distribute them to each group which consists of four or five students. All groups are given the same instruction about the learning procedures of the lesson. After that, each group shuffles the cards and arranges them based on the teacher’s instruction.

Silent Card Shuffle Strategy (SCSS) employs some principles of cooperative learning. Johnson and Johnson (2004: 274) in Orlich et al. (2007) mention some characteristics of cooperative learning like in the followings.

- a) Uses small groups of three or four students (micro-groups)
- b) Focuses on tasks to be accomplished
- c) Requires group cooperation and interaction
- d) Mandates individual responsibility to learn
- e) Supports division of labor

This strategy employs the principles of multiple intelligences. Gardner (1993) in Armstrong (2003) proposes eight types of intelligences as follows.

1) Linguistic intelligence

It relates to the understanding of language including the phonology, syntax, semantics and pragmatic uses of language. It involves someone’s ability to communicate knowledge, remember information, or reflect to the language itself.

2) Bodily-kinesthetic intelligence

This intelligence is related to a person's ability to control the body movement and handle objects skillfully.

3) Spatial intelligence

It is related to the ability to perceive the visual world accurately.

4) Musical intelligence

This intelligence relates to the ability of comprehending and expressing components of music.

5) Logical-mathematical intelligence

It refers to the knowledge and use of logical structures. This involves some activities like experimentation, quantification, conceptualization, and classification.

6) Intrapersonal intelligence

This is related to someone's ability to access a person's emotional aspects through the awareness of motivations, intentions, and desires.

7) Interpersonal intelligence

It can be defined as a person's ability to differentiate among other people with respect to moods, motivations, and intentions and use them to interact and communicate properly with others.

8) Naturalist intelligence

It relates to the ability to distinguish and classify many species of plants and animals; and the ability to interact with living creatures or with the whole ecosystem.

Based on the types of multiple intelligences above, Silent Card Shuffle Strategy (SCSS) will exploit more to the students with linguistic, bodily-kinesthetic, spatial, logical-mathematical, intrapersonal, and interpersonal intelligence. Nevertheless, it can be adjusted to the teacher's variation of activities.

Silent Card Shuffle Strategy (SCSS), besides it employs the principles of multiple intelligences, it also applies Bloom's taxonomy of cognitive learning process. There are six major categories of Bloom's original taxonomy of cognitive domain of learning objectives including knowledge, comprehension, application, analysis, synthesis, and evaluation (Krathwohl: 2002). Those categories are structured based on the complexity and ordered from concrete to abstract.

The original number of Bloom's taxonomy is still the same, but there are some important changes about the forms. The noun forms are changed into verb forms to fit their uses in learning objectives. Anderson and Krathwohl (2001: 31) present the six categories of cognitive process dimension like in the following.

Table 2: The Six Categories of the Cognitive Process Dimension and Related Cognitive Processes

1) Remember: retrieve relevant knowledge from long-term memory.
a) Recognizing b) Recalling
2) Understand: construct meaning of instructional messages, including oral, written, and graphic communication.
a) Interpreting b) Exemplifying c) Classifying d) Summarizing e) Inferring f) Comparing g) Explaining

(continued)

(continued)

3) Apply: carry out or using a procedure in a given situation
<ul style="list-style-type: none"> a) Executing b) Implementing
4) Analyze: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.
<ul style="list-style-type: none"> a) Differentiating b) Organizing c) Attributing
5) Evaluate: make judgments based on criteria and standards.
<ul style="list-style-type: none"> a) Checking b) Critiquing
6) Create: put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.
<ul style="list-style-type: none"> a) Generating b) Planning c) Producing

Anderson and Krathwohl (2001) give further explanations of the elements of the revised taxonomy. The first element is *Remember*. *Remember* refers to the action in which the learners can maintain their retention nearly the same as the material which is taught. This process involves the activities of *recognizing* and *recalling* information. *Recognizing* is the process of locating knowledge in the learners' long-term memory which is relevant to the material. This process involves matching information which exists in the learners' previous knowledge to the present material they get. Meanwhile, *recalling* occurs when the learners can retrieve the relevant knowledge from their long-term memory. In this process, the learners need a prompt in form of questions. They look for the information in long-term memory and bring it to working memory to be processed.

The second cognitive process is *Understand*. *Understand* refers to the action in which the learners are able to construct meaning from instructional messages in the form of oral, written, or graphic communications from the lessons, books, or

computer monitors. This process includes some activities like *interpreting*, *exemplifying*, *classifying*, *summarizing*, *inferring*, *comparing*, and *explaining*. *Interpreting* happens when the learners are able to convert information in one representational form to another. For example, the learners can convert words to words (paraphrasing), pictures to words (or vice versa), numbers to words (or vice versa), and musical notes to tones. *Exemplifying* occurs when the learners can give a specific example of a general concept. The next activity is *classifying*. This occurs when the learners can recognize that some particular things belong to a certain category. *Exemplifying* begins with a general concept and the learners need to find the specific things, whereas *classifying* begins with the specific things and the learners need to find the general concepts. Another activity is *summarizing*. It involves the process of constructing a representation of the information through generalizing and abstracting. The next term is *inferring*. It relates to the finding of a pattern from some examples or instances. Next, the activity is *comparing*. This process includes identifying the differences or similarities between two or more objects. The other activity is *explaining*. It occurs when the learners can construct a cause and effect relationship of a system and make a link to tell how it gives effects and make a change to another.

The third element of the cognitive process is *Apply*. *Apply* refers to the action in which the learners can use the procedures they have understood to perform something or solve problems. It consists of two processes including *executing* and *implementing*. *Executing* occurs when the learners use a procedure

to do a familiar exercise or task, while *implementing* occurs when the learners use a procedure to do an unfamiliar task.

The next category of cognitive domain process is *Analyze*. It involves the process of breaking material into its details and identifying the connection between one part and another. This category includes some processes like *differentiating*, *organizing*, and *attributing*. *Differentiating* refers to the activity of distinguishing the parts of a complete structure in terms of their relevance or importance. *Organizing* includes the process of identifying the elements of communication or situation and arranging them into a coherent structure. Meanwhile, *attributing* refers to the learners' ability to ascertain the point of view, values, or intention underlying communication.

Next, the fifth category is *Evaluate*. *Evaluate* means making judgments based on the criteria and standards, e.g. quality, effectiveness, and efficiency. This category involves some processes like *checking* and *critiquing*. *Checking* can be defined as testing the internal inconsistencies in a product or an operation, while *critiquing* is judging an operation or a product based on the external criteria and standards.

The last category is *Create*. This includes the process of putting elements together to make a coherent whole or a new product. This category consists of some activities such as *generating*, *planning*, and *producing*. *Generating* occurs when the learners can represent the problem and build hypotheses according to certain criteria. *Planning* is the process of making a solution method which can solve the problem. *Producing* occurs when the learners operate the plan to solve

the problem which meets particular specifications. In this activity, the learner is given a specific goal and they must create the product which suits to the goal.

Silent Card Shuffle Strategy (SCSS) includes some activities like sequencing, classifying, matching, mapping or positioning information. It helps the learners to develop their comprehension from the cognitive domain aspects in learning.

2) Steps of Silent Card Shuffle Strategy (SCSS)

According to Frangenheim (2005), Silent Card Shuffle Strategy (SCSS) consists of five steps. The explanation about the steps is presented below.

a) Silent card classification

In this step, the students are divided into some groups consisting of three or four students. However, the number of students in each group is adjusted with the number of students in the class. Here, the students are given a task and they need to classify the cards. In this step, the students are not allowed to talk to each other.

b) Justify and refine

After the students have finished classifying the words according to the teacher's signal, they are allowed to discuss it with their group. They can talk and make changes to their work.

c) Circulate and observe

One student will stay in the group and become the representative. The others should leave and go to other groups. The other students may ask questions or give opinions to the group representative, but no changes may occur.

d) Return and refine

The students return to their group. Based on their observation, they decide whether there will be changes or not.

e) Teacher debriefing

The teacher shows the correct classification of the words. Then the students do a self-correction to their answers and discuss it together. The teacher later debriefs. There are various ways of debriefing which can be selected by the teachers. The first way is by displaying the answers (the card order) directly in the board or slide presentation. The second way is by using questions and answer type direction. Many teachers choose the second way because they can use that situation to praise the students in justifying their answers or constructed meaning. The next activities can be conducted by doing silent card shuffle again or the teacher can design a different activity to reinforce what the students have learned before.

Frangenheim (2005) notes that the third step (Circulate and Observe) and the fourth step (Return and Refine) can be optional. If the teachers have limited time, they can go straight to the teacher debriefing after step 2 (Justify and Refine).

3) Example of Cards Used in Silent Card Shuffle Strategy (SCSS)

The design of cards can be adjusted with the learning materials. First, the teachers should decide the learning objectives of their lesson. For example, the teacher wants to teach about Language Building. In this activity, the cards

represent nouns, verbs, adjectives, adverbs, articles, prepositions, and pronouns.

One example of cards used in silent card strategy is presented below.







NOUNS	ADJECTIVES	VERBS	ADVERBS	ARTICLES	PREPOSITIONS	PRONOUNS
			 LY	 THE Judge	 IN a cup	 WHO says so?
flagpole	green	sang	quickly	the	up	who
businessman	jovial	climbed	carefully	a	for	he
umbrella	tropical	maneuvered	ridiculously	an	in	it
key	big	jumped	often	the	of	they

Figure 2: **Example of Cards in Silent Card Shuffle Strategy (SCSS)**

Nevertheless, for Indonesian classroom contexts, especially for junior high schools, the format above seems too grammatical-restricted. It will be difficult enough for the students to understand some English grammatical terms. The important point is not the study of the English grammar or what a sentence consists of, but it is rather on how they understand the meanings of the words and the content of a particular sentence or text. After deciding what the cards contain, then the teacher makes the master copy of the cards, copies the cards, cuts up the cards, and puts them in envelopes for each group. Each group will get the same envelopes contained the same cards with the other groups.

To make the learning activities easier, Silent Card Shuffle Strategy (SCSS) can be combined with the steps of jigsaw reading. Oxford (1990) gives more explanation about jigsaw reading. Following the steps of this technique, the students have to put together two or more pieces of a written text which have been separated. The students need to guess by using text structure and content clues. The activity can be in the form of matching pictures with the stories which have

been split and putting them all into the correct order. After arranging the cards, the students compare the results with other groups.

4) Advantages of Using Silent Card Shuffle Strategy (SCSS)

Silent Card Shuffle Strategy (SCSS) has some benefits related to the teaching of reading. It builds the students' cognitive skills and provides opportunities for students to work on groups. This is in line with the principles in cooperative learning. Johnson, Johnson and Holubec (1990) in Smith and MacGregor (1992) stated that in cooperative learning, the development of interpersonal skills is as important as the learning itself. Built into cooperative learning work is regular "group processing," a "debriefing" time where students reflect on how they are doing in order to learn how to become more effective in group learning settings. Cooperative learning is a more generic in activities, but its principles are included in Silent Card Shuffle Strategy (SCSS).

Furthermore, this strategy also has some other advantages. It gives the time for students to think for themselves as the group arranges the cards silently. This will enhance the use of the students' cognitive skills. Next, it provides the opportunity for the students to make changes and justify their changes. This will build the students' ability of judging and decision-making. This strategy also allows the time for the students to circulate, observe, and discuss the decisions of other groups. Through this stage, the students' kinesthetic skills are built.

Silent Card Shuffle Strategy (SCSS) employs the use of group work activities. Groupwork occurs when the teacher asks the students to work together in a group consists of two or more student (Killen, 2009). The teacher can create

different activities for different learning aims which are done in groups. Group work has some advantages for the teaching and learning process. According to Killen (2009:188), group work gives some benefits as presented in the followings.

- a) Group work can shift the students from being passive to be more active learners.
- b) Group work encourages the students to be less reliant on the teacher and more reliant to their own ability.
- c) Group work builds cooperation and respect among students.
- d) Group work can be a fun and enjoyable way to learn. It can motivate students and increase their active participation in learning.
- e) Group work gives the teacher a chance to circulate and check each student understanding.
- f) Group work can improve the student's problem-solving skills and provide opportunities to assess the students' initiative, creativity, tolerance, and communication skills.

The teachers can create the more interesting learning activities by using group work activities which are included in Silent Card Shuffle Strategy (SCSS). If the activities designed by the teacher are well-planned, there will be a lot of positive effects obtained from the use of group work in the classroom activities.

3. Teaching Reading to Junior High School Students

a. Teaching Reading

Teaching cannot be separated from learning; likewise language teaching cannot be separated from language learning. Stern (1983: 21) states that language

teaching is the activities which are intended to bring about language learning. In the classroom teaching process, the teachers guide and facilitate the learning, enable the learners to learn, and set the conditions for learning. The understanding of how the learners learn will influence the teacher in determining the teaching style, approach, methods, or techniques to be applied in the classroom teaching. Besides, the teacher needs to understand and has adequate information about what the learners are and the characteristics of the learners.

Brown (2007) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. Therefore, teaching reading can be defined as the activity in helping and guiding the students to read and providing the instructions and knowledge that are useful for their reading process. In teaching reading, the teachers not only help the students to understand the reading materials, but they should create a good atmosphere of learning and design reading activities which can develop the students’ reading skills as well.

b. Principles of Teaching Reading

Nation (2009: 6-8) proposes some principles for teaching reading, namely meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

1) Meaning-focused input

It means that the reading activities should cover a range of reading purposes, such as reading for searching information, reading for learning, reading for fun, reading for integrating information, and reading for writing. Besides, the students

should read in accordance with their language proficiency level. Furthermore, by doing more reading practices, they can develop their language proficiency.

2) Meaning-focused output

This principle means that reading should be linked to other language skills. Reading activities should be integrated with listening, writing, and speaking, since the main goal of language teaching is to build the students' four language skills.

3) Language-focused learning

It means that reading activities should help the students to develop their skills for effective reading. The reading course should be based on micro-skills of reading and the language features, such as phonemic awareness activities, phonics, spelling practices, vocabulary learning using word cards, and grammar.

Besides, the reading activities should develop some reading strategies, namely previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, understanding text structure, and guessing words from context. In addition, the students should be able to differentiate some text genres, such as reports, stories, and recounts.

4) Fluency development

It means that the reading course should develop the students' fluency in reading. The students need reading materials which are familiar for them and contain no unknown language features. Furthermore, the students should enjoy the reading activities and feel motivated to read. To build their fluency, they also need to have a lot of reading practices.

In addition, Harmer (2001: 70) proposes some principles related to the teaching of reading. Those principles are:

1) Principle 1: Reading is not a passive skill.

To be successful in reading, the students need to work actively, like understanding what the words mean, working with the grammar and structure, seeing the pictures if provided, and understanding the arguments.

2) Principle 2: Students need to be engaged with what they are reading.

This will give benefits if the students pay a lot of interests on what they are reading.

3) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to a language.

The students should be given chances to give comments about the topic. The focus of the reading activity is not only the language, but the content as well.

4) Principle 4: Predicting is a major factor in reading.

Hints are needed before the students read. The hints can be from the book covers, the photographs, the headlines or from the teacher.

5) Principle 5: The teacher should match the task to the topic.

The teacher should design a challenging and interesting task to the students so that they will not get bored with the activity.

6) Principle 6: Good teachers exploit reading texts to the full.

The follow-up to the tasks is a discussion about the text. The discussion can be about the favorite characters in the text or the most interesting things in the text.

The principles above should be considered by the teacher when teaching reading to junior high school students. Those principles should be a consideration in designing the materials, media, and activities in the classroom.

c. Characteristics of Junior High School Students

Before teaching the high school students, the teachers need to understand about the characteristics of the students. The eighth grade students of junior high schools are teenagers whose ages are between 13-15 years old. Brown (2001: 92) said that the teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. They are in the position between childhood and adulthood so that the teacher needs to consider this factor when teaching them.

According to Harmer (2002: 39), teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Adolescents are in the phase when they are still looking for an individual identity, so it is necessary for the teachers to think about their inner potentials, to give them more guidance, and to be motivated in learning process.

Some teenage students particularly may be disruptive in the class. This can be caused by the needs of self-esteem and peer approval that may provoke them for being disruptive. Additionally it can also be caused by the boredom affected by many problems outside the class. Nevertheless this is determined by the position of the teachers. The students will be happy if the teachers manage to control them and help them solving their problems with a supportive and constructive ways rather than shouting or scolding them.

d. Teaching Reading to Junior High School Students

In Indonesia, English is taught as a compulsory subject in Junior High School. Generally, the purpose of learning English for junior high school students is to develop communication skills in spoken or written forms to attain a functional literacy level. To reach this purpose, the language teaching focuses on the teaching of four skills i.e. listening, speaking, reading, and writing. Reading is a basic skill that needs to be acquired by students in daily their life or academic circumstances. In teaching reading to junior high school, the teacher should reflect on the standard of competence and basic competence of junior high schools grade VIII of reading skill like presented below.

Table 3: Standard of Competence and Basic Competence of Reading Skills for Junior High School Students Grade VIII Semester 2

Standard of Competence	Basic Competence
1. Understanding the meaning of short simple essays in the form of recount and narrative to interact with others.	<p>1.1 Reading aloud a functional text and short simple essays in the form of recount and narrative by using the appropriate pronunciation, stress, and intonation which is related to the surroundings.</p> <p>1.2 Responding the meaning in a short functional text accurately, fluently, and appropriately which is related to the surroundings.</p> <p>1.3 Responding the meaning and rhetorical steps in short simple essays accurately, fluently, and appropriately which is related to the surroundings.</p>

e. Characteristics of Effective Teaching of Reading

Junior high school students are categorized as intermediate grade students who are in the crucial instructional period of education stages. Therefore, the

teaching and learning activities of reading should be adjusted to their characteristics and also their language proficiency level. The teaching activities should be systematic and well-planned in order to create a progress on the students' reading competence. Heilman et al. (1986: 6) propose some major features of effective reading instructions for the teachers to be taken into account. Those features are presented in the following.

- 1) Ongoing diagnosis to determine pupil's progress in relation to the learning tasks.
- 2) Varied teacher direction and structure to stimulate pupil interaction and discussion.
- 3) Larger groups to allow for and guide pupil's exploration and discussion of valued topics.
- 4) Many opportunities for application of reading abilities in a wide range of materials for a variety of purposes.
- 5) Engagement of pupils in learning that enhances active involvement in and reinforces the development of independent reading.

In addition, according to the study conducted by Langer et al. (2000), there are six features of effective instructions for teaching reading as described below.

- 1) Students learn skills and knowledge in multiple lesson types.

This feature can be summed up by differentiating between the effective and ineffective teaching instructions to provide multiple lesson types.

Table 4: **The activities that work and do not work to provide multiple lesson types**

Some activities that work	What do not work
<ul style="list-style-type: none"> a. Offering separated and simulated activities to individuals, groups, or the entire class as needed b. Providing overt, targeted instruction and review as models for peer and self-evaluation c. Teaching skills, mechanics, or vocabulary that can be used during integrated activities such as literature discussion d. Using all three kinds of instruction to scaffold ways to think and discuss e.g. summarizing, justifying answers, and making connections 	<ul style="list-style-type: none"> a. Reliance upon any one approach to the exclusion of the other two b. Focus on separated and/or simulated activities with no integration with the larger goals of the curriculum

2) Teachers integrate test preparation into instruction.

There are two kinds of activities about the effective and ineffective teaching instruction related to the test preparation. Those activities are presented below.

Table 5: **The activities that work and do not work to integrate test preparation into instruction**

Some activities that work	What do not work
Using district and state standards and goals, teachers and administrators work together to: identify connections to the standards and goals, develop instructional strategies that enable students to build necessary skills, make connections between and among instructional strategies, tests, and current learning, develop and implement model lessons that integrate test preparation into the curriculum.	<ul style="list-style-type: none"> a. Short-term test preparation b. Test preparation that focuses on how to take the test c. Separate rather than integrate test preparation experiences

3) Teachers make connections across instruction, curriculum, and life.

The teachers should be able to make connections between the lessons and the students' lives in and out of school so the students can see how their knowledge and skills can be used productively in a range of situations.

Table 6: The activities that work and do not work to make connections across instruction, curriculum, and life

Some activities that work	What do not work
<ul style="list-style-type: none"> a. Making connections between and across the curriculum, students' lives, literature, and literacy b. Planning lessons that connect with each other, with test demands, and with students' growing knowledge and skills c. Developing goals and strategies that meet students' needs and are intrinsically connected to the larger curriculum d. Weaving even unexpected intrusions into integrated experiences for students e. Selecting professional development activities that are related to the school's standards and curriculum framework 	<ul style="list-style-type: none"> a. Isolated lessons b. Lessons that leave connection implicit c. Lack of follow-through on curricular goals by teachers and/or administrators d. Selection of materials not connected to curricular goals e. Professional development activities unrelated to goals or curriculum f. Separated and isolated rather than integrated use of materials

4) Students learn strategies for doing the work.

The students not only learn about the content of the materials that are taught, but they also need to know the strategies for doing the tasks.

Table 7: The activities that work and do not work to make strategies for the students to do the work

Some activities that work	What do not work
<ul style="list-style-type: none"> a. Providing rubrics that the students review, use, and even develop b. Designing models and guides that lead students to understand how to approach each task c. Supplying prompts that support thinking 	<ul style="list-style-type: none"> a. Focus on skills and content b. Instructions that lack procedural strategies to support and extend thinking

5) Students are expected to be generative thinkers.

There are two kinds of activities which differentiate between the effective and ineffective instructions to make the students become generative thinkers.

Table 8: The activities that work and do not work to make students become generative thinkers

Some activities that work	What do not work
<ul style="list-style-type: none"> a. Exploring texts from many points of view (e.g. social and personal) b. Extending literary understanding beyond initial interpretations c. Researching and discussing issues generated by literary texts and by students concerns d. Extending research questions beyond their original focus e. Designing follow-up lessons that cause students to move beyond their initial thinking 	<ul style="list-style-type: none"> a. Stopping once students have demonstrated understanding b. Asking questions with predetermined answers that require little or no discussion or thought c. Covering content rather than addressing the complexities of understanding

6) Classroom foster cognitive collaboration.

The classroom activities should allow the students and the teachers to play multiple roles in the interactions. There are two kinds of activities which are effective and ineffective to make cognitive collaboration.

Table 9: The activities that work and do not work to foster cognitive collaboration in the classroom

Some activities that work	What do not work
<ul style="list-style-type: none"> a. Students work in small and large groups to share their ideas and response to literary texts or questions, to question and challenge each other's ideas and responses, and to create new responses. b. Teachers provide support during discussions and group work by moving from group to group, modeling questions and comments that will cause deeper discussion and analysis, and encouraging questions and challenges that cause students to think more deeply. 	<ul style="list-style-type: none"> a. Students work alone without time to discuss, questions, or share ideas, or students work together but not engaged in discussions or assignments. b. Teachers assign tasks that encourage independent work rather than group interaction, and questions that have predetermined answers.

4. A Narrative Text

A narrative text is in the form of story. According to Feez and Joyce (2002), a narrative text is a text which consists of a sequence of events and there is a complication highlighted. They classify a narrative text and a recount text as story texts. The differences are on the contents and the rhetorical forms. A recount text deals with familiar and everyday things and events, while a narrative text can be more complex. In a narrative text, the action is frozen and the suspense is built up as the storyteller evaluates the complication (Feez and Joyce: 2002). There are many forms of narrative texts, such as fables, legends, folktales, myths, and fairy tales. A narrative text is written in the past so it uses past tense. To make it more complex, sometimes the storyteller uses past perfect to tell about the earlier events.

A narrative text usually conveys a social message or a moral value. Sometimes, the message can be quite clear and easy to understand, but in other narratives it may be difficult to infer or to get the message of the story.

B. Relevant Studies

The main strategy that was implemented in this research was Silent Card Shuffle Strategy (SCSS). The specific characteristic of this learning strategy is that it emphasizes the use of cards done in a group activity. There were many studies which used cards as the learning media in the teaching and learning process. Fajariyah (2012) conducted a study on the use of Time Line Cards (TLC) to improve the students' writing competence. Time Line Cards are cue cards with some pictures of activities to engage students in the stages of writing recount. The

steps are rather similar with those in the Silent Card Shuffle Strategy (SCSS). Firstly, the students are grouped into four or five students. Then, they were given two piles of cards. Next, they classify the verbs (cards) into regular and irregular ones. After classifying the cards, they create sentences. In the last step, they are asked to create a simple recount text in groups followed by individual writing. The result shows that using the TLC as the media in the writing instruction can improve the students' writing competence.

Another study using cards as the learning media is conducted by Handayani (2012). She uses "Quartet", a card game to help the students review the material in a fun way. This aims to improve the fourth grade students' speaking skill. By using the cards, the students can use English spontaneously since the cards help them with the language function and the vocabulary. According to the study, playing quartet cards can help the students review the material through an enjoyable activity.

Farah (2013) conducted a study on the use of cue cards as the media for teaching speaking. The result of the study shows that the eighth grade students' speaking skill could be improved by using cue cards media in combination with other accompanying actions i.e. the use of classroom English, listening activities, and games.

The studies above focus on using cards as the learning media to improve the productive skills, whereas cards are also used to improve the teaching of receptive skills, such as reading. A study conducted by Meitaria (2011) uses flashcards as the media to improve the teaching of reading for the fourth grade students. Based

on this study, flashcards are effective to be used to deliver the material. Flashcards are useful to make the students interested to the topic of learning. It also helps them understand the materials because flashcards give visualization to make them easier to memorize the vocabulary. This study promotes the use of cards as the media to vary the teaching of reading.

Silent Card Shuffle Strategy (SCSS) employs the use of group work as the main activities of the lesson. Group work has some benefits for the teaching and learning process. Rahmawati (2012) conducted a study on the use of group work to improve the students' reading comprehension. This experimental study shows that the use of group work in teaching English can make some improvement in the students' ability in comprehending the materials.

C. Conceptual Framework

As discussed in the previous chapter, reading plays a significant role for junior high school students. Students need a good reading ability both in their daily life and in the academic circumstances. This ability can be built step-by-step. Students can improve their reading ability by doing more reading practices. In this case, the teaching of reading in the classroom gives a great influence to the students' development of reading skills.

Based on the interviews and the observations done to the students and the English teacher, the researcher found some problems related to the teaching of reading in grade VIII of SMPN 1 Seyegan. The teaching of reading had not been effective. The students thought that the learning activities were still monotonous. The reading activities were only focused on the student worksheets or *Lembar*

Kerja Siswa (LKS). The other problems were also related to the use of media and the variation of activities.

From the facts above, it can be seen that the students need a different kind of activities for teaching reading. Hence, the researcher and the English teacher decided to apply a certain strategy for teaching reading i.e. Silent Card Shuffle Strategy (SCSS). It is one way to facilitate the students with an arranged learning activity for reading. The process of teaching and learning of reading in the class takes a great deal in the development of students' reading comprehension. It becomes a variation of teaching techniques which can make the reading activities more enjoyable.

Silent Card Shuffle Strategy (SCSS) applies the use of cards as the main characteristic. Here is the brief explanation of the application of the cards in this learning strategy. Firstly, the cards are to introduce the students with some particular vocabulary related to the text that is going to be discussed. The cards become a means for previewing and predicting the text. Furthermore, they become cues to understand the text. However, the cards can also be in the form of jumbled paragraphs and the students were asked to arrange them to make a whole text. It can also be designed for different activities such as games. The teacher can adjust the activities which can promote students' engagement in the learning process.

Following the steps of SCSS, the researcher creates a step-by-step activity to teach reading. From the initial stage, the students work together classifying the cards in groups silently or without discussion. In the next step, the students are allowed to discuss their answers within their groups. After that, the researcher

gives time for them to visit other groups. They may ask some questions to other group representatives but no changes may occur. Then, they return to their groups and have a further discussion based on their observation. They may change their answers. The last step is the explanation from the researcher. At this step, the researcher provides the students with some exercises to maintain their understanding of the text.

This strategy offers students different activities of reading. Through the silent card shuffle activities, the students can get many language inputs, including grammar, structure, and vocabulary. Through the group working, it will build the students' cooperativeness and they can learn to work in groups which consist of students with multiple intelligences and different characteristics. They can be autonomous learners and problem solvers when they try to solve the tasks together in their groups.

In this case, the researcher uses Silent Card Shuffle Strategy (SCSS) to increase the students' ability of reading. The researcher gives more opportunities for the students to be more active in learning. The learning process becomes less teacher-centered and focuses more on developing the students' skills.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method that is used in this research. This chapter consists of the type of the research, the design of the research, the setting of the research, the members of the research, the technique of data collection, the technique of data analysis, the validity and reliability of the data, and the procedure of the research.

A. Type of the Research

This research can be classified as action research since it is conducted to improve the teaching of reading in the classroom. Action research is a kind of research in which the teacher can involve in, in order to improve some aspects of their teaching or to evaluate the success or appropriateness of particular techniques or procedures (Harmer: 2002). This research aims to improve the quality of teaching and learning process.

The research was conducted based on the preliminary observations of the teaching and learning process, and the interviews done to the English teacher and some students.

B. Design of the Research

The research on improving the teaching of reading through the Silent Card Shuffle Strategy focused on developing the materials and media on the topics that would be taught. It was conducted collaboratively with the English teacher, the collaborator, and the students of VIII E at SMPN 1 Seyegan.

The procedures of the research consisted of formulating the problems which happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the actions, and making reflections from the actions. The action research was conducted following the steps proposed by Kemmis and McTaggart (1988) in Burns (1999).

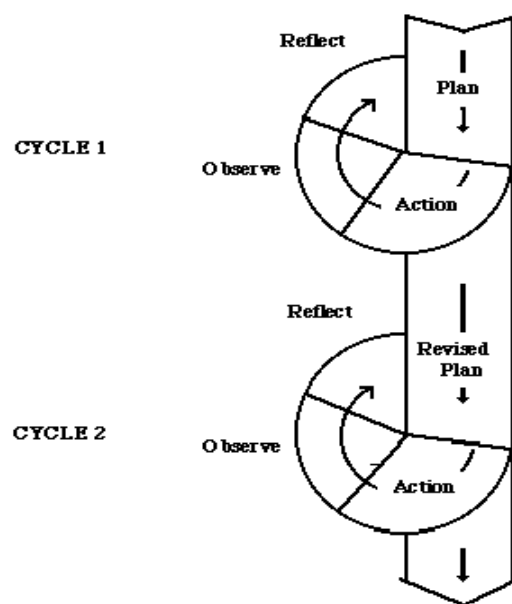


Figure 3: The Action Research Cycles

The researcher created various materials with different difficulty levels for each set of cards which were used in every meeting. The materials were adjusted to the topics in the Standard of Competence and Basic Competence.

C. Setting of the Research

1. Place of the Research

The research was conducted in SMPN 1 Seyegan which is located in Kasuran, Margomulyo, Seyegan, Sleman. The class that became the object of the research was class VIII E. This school was selected as the research setting because

the researcher was interested in solving the problems related to the teaching and learning process which were found in the school.

2. Schedule of the Research

The research was done in the second semester in the academic year 2012/2013. It was conducted from March to May 2013. In conducting the research, the researcher followed the schedule of the English subject of Class VIII E in SMPN 1 Seyegan because the research was conducted in this class.

3. Learning Setting

The English lesson was conducted three meetings per week (every Tuesday, Thursday, and Saturday). It took 2 x 40 minutes in each meeting. The teacher gave explanation and then wrote the additional explanation on the whiteboard so that the students could take notes and recall what they had learnt. The materials were acquired from some books and student worksheets or *Lembar Kerja Siswa (LKS)*.

D. Member of the Research

The members who took part in the research were the researcher, the English teacher, the students of class VIII E in SMPN 1 Seyegan, and the collaborators. The researcher chose Class VIII E as the object of the research after having a discussion with the English teacher. The teacher recommended this class because he thought that it was necessary to apply a particular learning strategy for teaching reading in this class.

The students of class VIII E consisted of 36 students (30 girls and 6 boys). The researcher worked collaboratively with the English teacher of class VIII E to solve the problems related to the teaching of reading and the students' reading

skills. They cooperated in doing the steps of action research. Those steps were identifying the problems happened during the activities in the class, collecting the data, planning the solutions, doing the actions in the class, and evaluating and making reflections of the actions.

E. Technique of Data Collection

The research data were collected in the forms of qualitative data which were supported by quantitative data. The qualitative data were acquired through observations and interviews. The researcher collected the opinions and comments about the actions from the research participants. They were asked about their expectations toward the research as well. The data were to describe about the learning process using the Silent Card Shuffle Strategy and to know the changes or impacts after conducting the actions. Meanwhile, the quantitative data were obtained from the students' scores in the pre-test and the post-test. It aimed to know about the students' result after the actions had been conducted.

The types of the data, the research instruments, and the data collection techniques are presented in the table below.

Table 10: The Data Collection Techniques and Research Instruments

No.	Data	Instruments	Collection Techniques
1.	Pre-test and post-test scores	Test	Pre-test and post-test
2.	Field notes	Observation checklists	Observation
3.	Interview transcripts	Interview guidelines	Interview

1. Observation

The observations were conducted to monitor the teaching and learning process in class VIII E while the researcher was implementing the actions. The data were collected by observing the learning process in the class. During the observation, the collaborator was sitting at the back, observing, and taking notes about the activities. The results were reported in the form of field notes.

2. Interview

The researcher held the interviews to some students and the English teacher about the activities in the teaching and learning process before and after the implementation of the actions. The researcher developed some questions as the guideline in the interviews. The information was recorded in interview transcripts.

3. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions. The pre-test and the post-test were in the form of reading tests. The assessment technique was a multiple choice form. The pre-test and the post-test were used to measure the students' reading skills about narrative texts. The data of the pre-test and the post-test were collected in the form of students' scores. The mean score of the post-test would be compared with the mean score of the pre-test. This aimed to know the improvement of the students' reading skills on narrative texts.

F. Technique of Data Analysis

After conducting the research, the researcher analyzed the data from the observation checklists, field notes, interview transcripts, and the results of the pre-

test and the post-test. The researcher also compared the data from the observations, the interviews, and the pre-test and the post-test scores. The researcher collected the data from all of the research members.

In analyzing the qualitative data, the researcher used the processes of analyzing data proposed by Burns (2010: 104-105) as presented below.

1. Assembling the data

The researcher collected the data from the observations, the interviews, the pre-test and the post-test, including the reflections that were made after conducting the actions. In this step, broad patterns and ideas were needed.

2. Coding the data

The broad descriptions that had been developed in the first step were refined into the more specific categories. Then, the researcher divided the data that could be decoded qualitatively i.e. the field notes and the interview transcripts, and quantitatively i.e. the pre-test and the post-test scores.

3. Comparing the data

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

4. Building meanings and interpretation

The researcher needed to think deeply about the data and explored for more detailed aspects from the data. It was necessary to develop questions, making

connection, and making further explanation of the data. Then, the researcher refined her own “personal theories” about the findings of the research.

5. Reporting the outcomes

The last step was reporting the main process and the outcomes of the research that were well supported by the data.

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

G. Validity and Reliability of the Data

The data obtained must be valid and reliable. Heaton (1988: 159) in Johnson (2008: 310-311) defines validity as “the extent to which a test measures what it is supposed to measure”. So if the researcher wants to test students’ reading skill, then she must conduct a reading test.

To obtain the research validity, the researcher applied the criteria of validity proposed by Anderson et al. in Burns (1999: 161-162). The criteria were democratic validity, process validity, outcome validity, catalytic validity and dialogic validity.

1. Democratic validity

Democratic validity is related to the extent in which the research is truly conducted collaboratively and includes multiple choices. To gain the democratic

validity the researcher conducted the interviews with the research members i.e. the students of VIII E in SMPN 1 Seyegan, the English teacher, and the collaborator. This aimed to know their comments or opinions about the research.

2. Outcome validity

Outcome validity is related to the notions of actions leading to outcomes which are successful within the context. This was obtained from the reflections in every meeting and the students' scores of reading pre-test and post-test.

3. Process validity

Process validity is related to the reliability and competency of the research itself. The researcher did an observation during the implementation by using observation checklists and interviews after the implementation. The actions were done by regarding the classroom learning process during the research.

4. Catalytic validity

Catalytic validity is related to the extent in which the research can make the participants understand more about the social context and make changes in the research. The researcher allowed the participants to get deeper understanding of the materials and how they can create changes about their understanding of their actions. It was done by making the reflections of students' attitudes toward the actions and also interviewing the participants.

5. Dialogic validity

To gain this validity, the researcher conducted some discussions with the English teacher and the collaborator who had observed the research process.

In addition, the data of the research must be reliable. Reliability means the consistency of measurement (Bachman: 1996). It means that when the researcher conducts the same actions to the same participants within two days, the results are consistent.

Burns (1999: 164) proposes four kinds of triangulation namely time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. However, in this research the researcher used time triangulation, investigator triangulation, and theoretical triangulation. Time triangulation means that the data were collected over a period of time. The research was done from March to April 2013. Then, investigator triangulation means that more than one observer were used in the same research setting (at least 3). This aimed to avoid a bias observation in the research. The last one is theoretical triangulation. It means that the data were analyzed from more than one perspective from some theoretical reviews. The researcher reviewed the theories from some experts in many books.

In this study, the researcher compared the data collected from the observation, the interviews, and the results of pre-test and post-test. The data being compared were the observation data in the form of field notes, the interview data in the form of interview transcripts, and the pre-test and the post-test data in the form of reading scores.

H. Procedure of the Research

To conduct action research, the researcher followed some steps. According to Kemmis and McTaggart (1988) in Burns (2010: 7-8), there are four broad steps in a cycle of action research:

1. Planning

In this step, the researcher collected much information from the observations and the interviews done to the teacher and the students. The researcher observed the English classroom teaching and learning process in class VIII E of SMPN 1 Seyegan. This aimed to identify the problems which happened during the teaching and learning process. After that, a plan of actions was developed to solve the problems and make some improvements of a specific area of the teaching and learning process. The actions were planned based on the problems, the Standard of Competence and Basic Competence, as well as the condition of the school.

2. Action

After designing a plan, the researcher implemented the actions. The actions were conducted in two cycles consisting of three actions in each cycle. Each cycle was done in three meetings.

3. Observation

While the action was being implemented, the researcher with the help of the collaborator observed the learning process. This aimed to find out the weakness and the positive aspects that were needed to be fixed up and developed.

4. Reflection

After doing the observation, the researcher reflected to the actions. Then, the researcher discussed the problems and the achievement during the implementation of the action with the English teacher and the collaborators. From the discussion, the researcher made an evaluation. This gave influences to the researcher in

designing the actions for the next cycle or in deciding whether there would be the next cycle or not.

In addition, Mills (2003: 26) proposes a step which is called *reconnaissance*. This step is a preliminary information gathering in which the researcher collected adequate information about the research target. The researcher takes time to reflect with the beliefs and understandings about the nature and context of the general idea which has been developed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Reconnaissance

The reconnaissance stage was done to gather adequate information about the teaching and learning process at Class VIII E in SMPN 1 Seyegan. This process involved identifying the field problems, weighing the field problems, determining the actions to solve the problems and drawing the relationship between the field problems and the actions.

a. Identifying the Field Problems

A classroom observation and some interviews were done to identify the field problems. The classroom observation was done in class VIII E and some interviews were conducted to the English teacher and the students of class VIII E. Those processes were conducted on March 28th, 2013.

The classroom observation was done to collect information about the teaching and learning process in class VIII E. From the observation, the researcher identified the problems which arose during the teaching and learning process. To give a clear description, the vignette of the teaching and learning process during the observation is presented below.

It was 8.30 a.m. when T and R entered the classroom. Some Ss were noisy and there were some Ss outside the classroom. After T and R had entered the class, those students came after.

When T wanted to start the lesson, some students were talking to their friends. Thus T needed to wait for the students until they were ready to start the lesson.

...

T asked Ss what they did in the New Year's Eve. T asked, "In New Year's Eve, what did you do?" Some Ss answered using Javanese. Some other Ss said, "Walking-walking." Other Ss answered, "I am sleeping at home." T corrected the student's mistake, "I slept at home." Another S answered using Indonesian, "*Nonton TV*." T corrected again, "Watched TV." T gave another example, "Played game." T said, "You may have many activities, but how do you feel?" Some Ss said, "*Biasa wae*." T asked, "Do you have anything special?" Many Ss answered, "No."

After that, T asked Ss to open the *LKS (Lembar Kerja Siswa)* on page 36. ... Then, T asked Ss to read the text carefully. T went out for a while and Ss were noisy. After T came back to the class, Ss began to do the task in LKS seriously.

...

T gave explanation about some difficult words in the text. T explained using both English and Indonesian language. T asked Ss to guess of the synonym of a word. T wrote that word on the white board and omitted some letters of that word. Then, he asked Ss to guess what the word was. T explained the difference between antonym and synonym and gave the examples. T wrote the examples on the board.

...

Field Notes 1, Appendix D

According to the vignette above, it can be inferred that the teaching and learning process was not yet effective. The students gave inadequate responses to the teacher's explanation. The classroom activity mostly focused on books and student worksheets or *Lembar Kerja Siswa (LKS)*. There were also some problems related to the classroom management. Some students were noisy during the teaching and learning activities.

The next activity carried out by the researcher was interviewing the English teacher and some students. From the interviews, the researcher gathered the teacher's and the students' viewpoints about the English teaching and learning process. The students were also asked about their difficulties in learning English. Those could be seen in the following interview transcripts.

...

R: *Untuk penyampaian materi, biasanya media apa yang digunakan, Pak?*

(To deliver the materials, what kinds of media did you usually use, sir?)

T: *Buku atau mungkin benda-benda yang cocok di situ.*

(Books or other media which were suitable.)

...

R: *Teknik-teknik yang digunakan apa Pak? Step-stepnya? Mungkin PPP, Bapak biasanya memakai itu?*

(What teaching technique did you usually apply, sir? The steps? Maybe PPP, did you usually use it, sir?)

T: *Ya. Tapi nggak selalu. Kadang kalau nggak persiapan ya langsung*

(Yes, but I did not always use that. Sometimes if I did not have enough preparation, I taught spontaneously.)

R: *Kalau teks-teks bahasa Inggris biasanya darimana Pak?*

(Where were the English texts taken from, sir?)

T: *Dari LKS atau buku. LKSnya Pioneer.*

(From LKS or books. The LKS was "Pioneer".)

R: Researcher

T: Teacher

(Interview 1, Appendix E)

...

R : *Kalau kegiatan-kegiatan yang dilakukan di kelas biasanya apa aja Dek?*
(What kinds of activities were used in the classroom?)

S26 : *Ya kadang cuma diterangin, terus nanti latihan, latihan, latihan terus gitu. Kalau udah jelas, baru ganti bab lain.*

(Sometimes we were only given the explanation and exercises, again and again. After the students understood, the teacher taught another chapter.)

...

R: *Mm... OK... Jika kamu mengalami kesulitan dalam bahasa Inggris biasanya apa yang kamu lakukan?*

(Mm... OK... If you had difficulties in learning English, what would you do?)

S26 : *Tanya temen.*

(Asking my friend.)

R : *Tanya temen. Tanya guru?*

(Asking your friend. How about asking your teacher?)

S26: *Kadang-kadang.*

(Sometimes.)

R: Researcher S26: Student

(Interview 3, Appendix E)

- ...
- R : *Mei, menurut kamu pengajaran bahasa Inggris di kelas itu bagaimana?*
(Mei, what do you think about the English classroom teaching?)
- S5: *Ngebosenin Mbak.*
(It was boring, Miss.)
- R : *Kenapa?*
(Why?)
- S5 : *Gitu-gitu mulu. Cuma diterangin, terus baca LKS, terus ngerjain soal, terus ulangan, terus gitu-gitu.*
(It was monotonous. We got the explanation, and we were asked to read the LKS and do the exercises. After that, we had a test. Those were done repetitively.)
- ...
- R : *Oh gitu. Nah, kalau kesulitan kamu selama ini dalam belajar bahasa Inggris itu apa?*
(OK, I see. Then, what is your difficulty of learning English?)
- S5 : *Banyak Mbak.*
(I have many difficulties, Miss.)
- R : *Contohnya?*
(Can you mention them?)
- S5 : *Nggak tahu artinya, nggak tahu pengucapannya.*
(I got difficulties about the meanings and the pronunciation.)
- R : *Terus kalau tata bahasanya gitu? Grammar-nya gitu?*
(How about the structure and grammar?)
- S5 : *Iya.*
(Yes.)

R: Researcher S5: Student

(Interview 4, Appendix E)

- ...
- R : *... bagaimana pengajaran bahasa Inggris selama ini?*
(...how was the English teaching?)
- S3 : *Kurang efektif dan selalu membosankan.*
(It was not effective and often boring.)
- R : *Kenapa?*
(Why?)
- S3: *Nggak ada selingan, cuma ngerjain soal, ngerjain soal, terus materinya itu ki dipencar-pencar, nggak runtut.*
(There was no variation. **We only did and did the exercises. Furthermore the materials were not taught in order.**)
- R : *O... nggak urut. Kalau di LKS itu ya?*
(O... not in order. Do you mean those in the LKS?)
- S3 : *Ya.*
- ...

R : *Kalau kegiatannya kamu lebih sering, umm... senang sendiri atau kelompok?*

(Which activities did you often, umm... prefer to do, individual or group work?)

S3 : *Kelompok.*

(Group work.)

R : *Kalau biasanya udah sering kegiatan kelompok nggak?*

(Did the learning activity often use group work?)

S3 : *Belum.*

(Not yet.)

R: Researcher S3: Student

(Interview 5, Appendix E)

...

R : *Terus yang kamu lakukan apa saat menemui kesulitan? Misalnya waktu membaca gitu nggak tahu artinya.*

(Then, what did you do when you had any difficulties? For example, when you don't know the meaning of the words.)

S28: *Tanya.*

(Asking.)

R : *Tanya. Sering buka kamus nggak?*

(Asking. Did you often look up in the dictionary?)

S28: *Iya, kadang-kadang.*

(Yes, sometimes.)

R : *Biasanya sering bawa kamus nggak?*

(Did you often bring a dictionary?)

S28: *Nggak.*

(No.)

R: Researcher S28: Student

(Interview 6, Appendix E)

After conducting the classroom observation and interviews, it could be concluded that there were many problems occurring in the field. The field problems are presented in the following table.

Table 11: The Field Problems in Class VIII E of SMPN 1 Seyegan

No.	Problems	Codes
1.	When the teacher came, the students were noisy and some of them were still outside.	S
2.	The learning activities focused on using <i>Lembar Kerja Siswa (LKS)</i> .	TT
3.	The learning materials were mostly taken from <i>LKS</i> or books.	Mt
4.	The students lacked vocabulary.	S
5.	The students had difficulties about English grammar and structure.	S
6.	The students got difficulties in pronouncing the words.	S
7.	Sometimes, the classroom learning activities were not well-planned by the teacher.	T
8.	The teaching and learning process lacked the use of media.	Md
9.	The students never brought dictionaries.	S
10.	The students were reluctant to look up the meanings of the words in the dictionary.	S
11.	The activities were often done individually, rarely in groups.	TT
12.	The students were afraid of asking questions to the teacher. They preferred to ask their friends about their problems.	S
13.	The learning activities still lacked interesting activities, such as games.	TT
14.	The learning activities were still monotonous.	TT
15.	The classroom management was not yet effective.	TT
16.	The students had low motivation of reading.	S
17.	The materials in the <i>LKS</i> were not explained in order.	Mt
18.	The students did not actively participate in the reading activities.	S

S: Students TT: Teaching Techniques T: Teacher Md: Media Mt: Materials

From the table above, it could be identified that the problems of the teaching and learning process of reading came from the students, the teacher, the teaching techniques, the materials, and the use of media. The students' problems were related to their difficulties of reading, their motivation of reading, and their attitudes toward reading activities in the classroom. The problems of the teaching techniques were related to the learning activities which seemed monotonous. The learning activities lacked group activities and other interesting activities, such as games. Next, the problem was related to the materials and media. The materials were mostly based on Student Worksheets or *Lembar Kerja Siswa (LKS)* and books. If the materials were mostly taken from the *LKS* which focused on grammatical and textual aspects, it would reduce the teacher's creativity in developing the learning materials and media. The materials in the *LKS* only developed the students' cognitive domain, whereas the students' affective and psychomotor domains needed to be enhanced as well. It was necessary to use different kinds of learning materials and media to facilitate learning.

b. Weighing the Field Problems

As there were many problems occurring during the process of teaching and learning, it was necessary to determine the urgent and feasible problems which needed to be solved. Then, the researcher and the teacher had a discussion to weigh the problems based on the urgency and feasibility.

Based on the urgency level, the problems were classified into three categories, i.e. very urgent, urgent, and less urgent problems. The very urgent and feasible problems which were taken are presented below.

Table 12: The Field Problems related to the Teaching of Reading at the Eighth Grade Students of SMPN 1 Seyegan which were Urgent and Feasible to be solved

Categorization	Problems	Indicators	Sources
The teaching technique	The learning activities were still monotonous.	a. There was no variation of classroom activities. b. The activities were only teacher's explanation, tasks, and tests. The same cycles were done repetitively.	Interview
	The teaching activities focused on using <i>Lembar Kerja Siswa (LKS)</i> .	The teacher asked the students to open their <i>LKS</i> and read a particular text. Then, they were asked to do the tasks in the <i>LKS</i> .	Observation Interview
	The activities were often done individually, rarely in groups.	The students were often asked to do the tasks individually. There were no group discussion activities.	Observation Interview
The teaching technique	The learning activities still lacked interesting activities, such as games.	a. The learning activities were textbook-based. b. Games were rarely used in the classroom activities.	Observation Interview
The teaching technique	The teaching and learning process lacked the use of media.	The activities only focused on books or <i>LKS</i> , thus other learning media were rarely used in the classroom.	Observation Interview
The students' difficulties	The students lacked vocabulary.	Students got difficulties related to the meaning and pronunciation of words.	Observation Interview
	The students did not actively participate in the reading activities.	a. There were only few students who gave responses to the teacher's questions. b. When the teacher asked the students to voluntarily answer questions, he needed to call on particular students.	Observation Interview

After the field problems were found, the researcher and the teacher analyzed them. They discussed the problems that were related to the teaching and learning process. The problems were related to the teaching effectiveness and students' difficulties in learning English. Therefore, the researcher and the teacher decided to overcome those problems and focus on improving the teaching of reading.

c. Determining Actions to Solve the Problems

After identifying the field problems that were urgent and feasible to be overcome, the researcher and the teacher formulated some action plans to solve the problems. There were some actions which were planned based on the discussion.

- 1) Using Silent Card Shuffle Strategy (SCSS) as the strategy for teaching reading in the classroom.
- 2) Using many varieties of cards containing jumbled words, word definitions, pictures, or paragraphs to build the students' vocabulary inputs.
- 3) Using pictures to give clearer explanation about the texts.
- 4) Using games to gain the students' interests and motivation during the teaching and learning process.
- 5) Giving reading exercises to check the students' comprehension of the materials (narrative texts).

d. The Relationship between the Field Problems and the Actions

In reference to the field problems which were categorized based on the urgency and feasibility, the relationship between the field problems and the actions were drawn to describe the ways in which the problems could be solved.

The following table shows the relationship between the field problems and the actions.

Table 13: **The Relationship between the Field Problems and the Actions**

No.	Problems	Actions
1.	The learning activities were still monotonous.	Using Silent Card Shuffle Strategy (SCSS) as the strategy for teaching reading in the classroom.
2.	The activities were often done individually, rarely in groups.	
3.	The teaching activities focused on using Student Worksheets or <i>Lembar Kerja Siswa (LKS)</i> .	
4.	The learning activities still lacked interesting activities, such as games.	Using games to gain the students' interests and motivation during the teaching and learning process.
5.	The teaching and learning process lacked the use of media.	Using cards to provide vocabulary inputs and pictures as clues for the students.
6.	The students lacked vocabulary.	a. Using cards to provide vocabulary inputs and pictures as clues for the students. b. Giving reading exercises to check the students' comprehension of the materials (narrative texts).
7.	The students did not actively participate in the reading activities.	

2. Research Process

This research consists of two cycles. Each cycle follows some steps namely planning, action and observation, and reflection. The report of each cycle is discussed in the following.

a. The Report of Cycle 1

The teaching and learning process of Cycle 1 was conducted in three meetings. In each meeting Silent Card Shuffle Strategy (SCSS) was implemented

in the activities. This strategy allowed the students to work in groups with the given instruction from the researcher. By following the steps in this strategy, the students experienced different types of activities during the teaching and learning process. The application of Silent Card Shuffle Strategy (SCSS) was accompanied by other activities such as games as the variation of the activities.

Cycle 1 was done following the steps of action research like discussed as follows.

1) Planning

After the researcher and the teacher (as one of the collaborators) had formulated the field problems, a course grid which could be seen in Appendix A was made to be used in Cycle 1. Firstly, the researcher and the teacher discussed the standard of competence and basic competences for the second semester of grade VIII. They chose the standard of competence for reading and basic competence of 11.3. Based on the basic competence, the indicators and the learning purposes were formulated.

Then, the researcher and the teacher discussed the materials that would be taught. They decided to teach narrative texts including the characteristics of narrative texts. The researcher would use different types of narrative texts, such as fables, legends, and fairytales.

After that, the researcher and the teacher discussed the activities used in the teaching and learning process. Silent Card Shuffle Strategy (SCSS) would be implemented in the activities in each meeting. The researcher made a variation in the cards. The cards would be designed with different types of classification for

each meeting. The cards would be designed with different levels of difficulties, from the simple to the more complicated ones. For the first meeting, the cards would only contain words with the definitions. For the second meeting, the cards would contain words, definitions, and pictures. Then, for the third meeting, the cards would contain jumbled paragraphs with the pictures as clues.

Then, the researcher made the lesson plans as the guidance for conducting the actions. The researcher and the teacher decided to use the steps of Silent Card Shuffle Strategy (SCSS) which consisted of *Silent Card Classification*, *Justify and Refine*, *Circulate and Observe*, *Return and Refine*, and *Teacher Debriefing*. The arrangement of the activities would be adjusted with the time allotment. As suggested by Frangenheim (2005), step 3 (*Circulate and Observe*) and step 4 (*Return and Refine*) could be omitted depending on the time limitation. The researcher would use a game as a variation in using this strategy.

The researcher and the collaborator also planned to give exercises about a narrative text to the students. The researcher planned to give some questions and pictures as clues. As the media of presentation, the researcher and the teacher planned to use pictures to present the story to the students.

Table 14: **The Solvable Field Problems and the Solutions**

No.	Problems	Solutions
1.	The learning activities were still monotonous.	a. Using Silent Card Shuffle Strategy(SCSS) as the strategy for teaching reading. b. Using various activities, including group work and individual work.

(continued)

(continued)

No.	Problems	Solutions
2.	The teaching activities focused on using Student Worksheets or <i>Lembar Kerja Siswa (LKS)</i> .	a. Using cards as the variation of learning activities. b. Using other resources of texts.
3.	The activities were often done individually, rarely in groups.	a. Arranging the cards by conducting group work. b. Conducting a group discussion of the texts.
4.	The learning activities still lacked of interesting activities, such as games.	Using games as a variety in teaching and learning process.
5.	The students lacked vocabulary.	a. Using cards to provide vocabulary inputs and pictures as clues for the students. b. Giving reading exercises to check the students' comprehension of the materials (narrative texts).
6.	The teaching and learning process lacked the use of media.	a. Using many varieties of cards which contained jumbled words, word definitions, pictures, or paragraphs to build the students' vocabulary inputs. b. Using pictures to give clearer explanation about the texts.
7.	The students did not actively participate in the reading activities.	Giving reading exercises to check the students' comprehension of the materials (narrative texts).

The actions that would be implemented in each meeting of Cycle 1 were formulated like in the following.

1) Meeting I

In the first meeting, the researcher and the teacher planned to give an example of narrative texts i.e. a fable and explain the characteristics of narrative texts. The following actions would be implemented in the meeting.

- a) Using Silent Card Shuffle Strategy(SCSS) as the learning steps of the lesson.

- b) Using pictures as the media for presentation.
- c) Using cards containing words and definitions as the learning media for the students.
- d) Giving reading comprehension worksheets containing a narrative text and the questions related to the text.

2) Meeting II

In the second meeting, a different kind of narrative texts would be taught. The researcher and the teacher planned to teach a fairytale i.e. *Rapunzel*. These actions were planned to be implemented in the meeting.

- a) Using Silent Card Shuffle Strategy (SCSS) as the learning steps of the lesson.
- b) Using cards containing words, definitions, and pictures.
- c) Using pictures as the media for presentation.
- d) Giving reading comprehension worksheets containing a narrative text and the questions related to the text.

3) Meeting III

In this meeting, the text that would be taught is a fairytale. The researcher and the teacher planned to use a more complicated activity compared with the previous meetings. The students would arrange the cards to create a complete text. The following actions were planned to be applied.

- a) Using Silent Card Shuffle Strategy (SCSS) as the learning steps of the lesson.
- b) Using cards containing pictures and jumbled paragraphs.
- c) Using a game for the learning activities.
- d) Using pictures as the media for presentation.

- e) Giving reading comprehension worksheets containing a narrative text and the questions related to the text.

2) Action and Observation

In implementing the action, the researcher worked collaboratively with the English teacher. The English teacher sat at the back seat and observed how the researcher taught the students. The teacher filled in the observation checklist and took notes about what happened during the implementation of the actions.

Cycle 1 was conducted in three meetings. The implementation of the actions was presented as follows.

1) Meeting I

The first meeting was held on Tuesday, April 17, 2013. In the first meeting, the researcher taught about the general characteristics of a narrative text and gave the example of a narrative text using the story of "*The Vain Little Mouse*". First, the researcher introduced Silent Card Shuffle Strategy (SCSS) to the students. The researcher wrote the steps of Silent Card Shuffle on the whiteboard and explained each of the steps briefly. After that, the researcher divided the students into some groups and began the Silent Card Shuffle steps.

Working in their groups, the students were given a set of cards and they were asked to match the words with the correct definitions. The words used in the cards had been taken from the story of "*The Vain Little Mouse*", hence from the cards the students got vocabulary inputs before reading the text. The following figure showed the students' activity in arranging the cards.



Figure 4: **The students are arranging the cards containing words and definitions**

In the first step of Silent Card Shuffle Strategy (SCSS) i.e. *Silent Card Classification*, the students arranged the cards without talking to their friends. Then, in the next step (*Justify and Refine*), the students were allowed to discuss their card order with their groups. Next, in the third step (*Circulate and Observe*), the students visited other groups and saw the others' card orders. They might ask questions about the card order, but they were not allowed to make any changes. After visiting other groups, they came back to their own group and discussed the card order (*Return and Refine*). Then, they stuck the cards on some sheets of thick paper which were provided by the researcher. The last step of Silent Card Shuffle Strategy (SCSS) was *Teacher Debriefing*. After the students finished sticking the cards on the paper, the researcher together with the students discussed the answers. The researcher gave the explanation about the correct order of the cards.

After the discussion about the cards was finished, the researcher distributed the worksheets to the students. The worksheets contained the tasks about rearranging jumbled pictures of “*The Vain Little Mouse*” story and the questions related to the text. When the researcher discussed the first task together with the students, she gave a description about the correct order of the pictures by showing

large pictures in front of the class. Then, the discussion came to the next task. It was answering questions related to the text. The researcher asked the students who wanted to voluntarily answered. Because there were no students who wanted to try, the researcher called on some students to answer the questions.

2) Meeting II

The second meeting was held on Thursday, April 4th, 2013. The researcher acted as the teacher and the teacher sat in the back and observed the teaching and learning process. In the second meeting, the researcher started the lesson of the day by greeting and checking the students' attendance. Then, the researcher reviewed the material of the previous meeting. The researcher asked preliminary questions to the students about *Rapunzel*. It was the narrative text that was taught this day. The researcher informed the students that they would use the Silent Card Shuffle again. The researcher wrote the steps on the whiteboard. The steps were the same as in the previous meeting, but the difference was the cards. The cards consisted of three parts (words, definitions, and pictures) which were taken from the story of *Rapunzel*.



Figure 5: The students are matching the cards containing words, definitions, and pictures

Then, the researcher asked the students to make some groups consisting of four up to six students. The researcher distributed a set of cards for each group and asked them to arrange the cards following the steps of Silent Card Shuffle Strategy (SCSS). After they finished arranging the cards and sticking the cards on thick paper, the researcher discussed the correct order of the cards with the students. Next, the researcher distributed the worksheets containing the whole story of *Rapunzel* and the tasks. The first task was rearranging jumbled pictures of based on the story of *Rapunzel*. After the students finished completing the task, the researcher and the students discussed the answers together. The next task was true/false type questions. The researcher gave opportunities for the students to voluntarily answer.

3) Meeting III

The third meeting of Cycle 1 was done on Saturday, April 6th, 2013. At this occasion, the researcher conducted a silent card shuffle game. The steps of the activities were quite similar to the previous meeting, but there were two steps omitted i.e. the third step (*Circulate and Observe*) and the fourth step (*Return and Refine*). Because there was a group competition, thus the activities only consisted of three steps namely *Silent Card Classification, Justify and Refine, and Teacher Debriefing*. The researcher asked the students to divide themselves into some groups consisting of four up to six students. Then the explanation about the rules of the game was given. The students must rearrange the cards to make a good story. The winner of this competition was the fastest group to stick their works on the whiteboard and had the most correct arrangement of the cards. After that, the

researcher gave a set of cards to each group. The cards contained jumbled paragraphs of “*The Elves and the Shoemaker*” story and the pictures as clues. The pictures were in the correct order. The students rearranged the cards to be a complete story of “*The Elves and the Shoemaker*”. The figure below showed the student activity in arranging the cards in the third meeting of Cycle 1.



Figure 6: The students are arranging the cards containing pictures and jumbled paragraphs

The researcher walked around the classroom to observe the students’ progress while working in groups. It could be seen from the figure below.



Figure 7: The researcher is observing the students during the group competition

Then, the researcher gave some sheets of thick paper and *blu-tack* for each group to stick their paper on the whiteboard. After all of the groups finished sticking their works on the whiteboard, the researcher checked their works one-

by-one. After examining the students' works, the researcher announced the winner of the game. The rewards were given to the winning group.

After the students did the group competition in arranging the cards, reading worksheets were given to check their understanding related to the text "*The Elves and the Shoemaker*". Because there was a diminution of time, the reading exercises were given and discussed in the next meeting.

3) Reflection

Based on the observation of Cycle 1, the researcher could make some reflection. In the first meeting, the teaching and learning of reading ran well. The activities used Silent Card Shuffle Strategy (SCSS) as the steps of teaching and learning. It was the students' first time hearing this type of the learning strategy, thus in the beginning they were curious about what this method was. Basically, SCSS led the students to work in groups in arranging the cards. The researcher wrote down the steps on the whiteboard so that the students would remember the steps of SCSS. In the first step (*Silent Card Classification*), the students worked silently in their group and arranged the cards without any discussion. The students only needed to match the words with their definitions. In this step, some students still talked to their friends. The researcher reminded them not to talk with their friends, so the students became quiet. On the second step (*Justify and Refine*), the students could work properly. They were allowed to discuss and talk about their card order with their group members. The next step was *Circulate and Observe*. Here, one student stayed in their group as the group representative. As the

students were allowed to visit other groups and see the others' card order, the class atmosphere was a little bit noisy.

In the first meeting, the students were asked to match the words with definitions. Because five students were absent due to a choir competition, the total of the students on this day was 31. The students were divided into six groups consisting of four up to six students. Among the six groups, there were still two groups which had incorrect card order. It was rather difficult for the students to deal with words only. Therefore, they needed learning aids such as pictures to help them understand the material.

It was shown that activities in Silent Card Shuffle gave some positive effects for the teaching and learning process. The cards could be a memory bridge and those made the students easier to understand and memorize the vocabulary taken from the texts.

...

R: ... menurut Bapak dengan metode grup, kemudian diskusi, terus ada kartu juga tadi, apakah membantu pengajaran membaca Pak?

(Did it help us improve the teaching of reading by using group work, discussion, and cards, sir?)

T: Ada. Ya ada proses membantunya itu. Itu jembatan ingatan to? Lebih menarik.

*(Yes, it did. **It was a memory bridge**, wasn't it? **It was more interesting.**)*

R: Researcher

T: Teacher

(Interview 7, Appendix E)

However, there were some aspects to be evaluated from the first meeting. The teacher said that the researcher's voice should be louder. It was related to the way the researcher gave the instructions to the students. The students who sat in

the back could not catch the researcher's instruction so that they did not understand clearly about what they should do in the activities.

...

T: ... *Tadi kurang keras. Jadi ada yang bagian belakang tadi ngomong sendiri jadi tidak tahu apa yang harus mereka lakukan.*

(Your voice was not loud enough. As a result, the students at the back talked with their friends because they did not know what they should do.)

T: Teacher

(Interview 7, Appendix E)

The other weakness of Cycle 1 was the management of the teaching steps. The time allocation for the post-teaching stage should be taken into account. The researcher lacked the time for the post-teaching so that the students did not get the conclusion or review about the materials. It could be seen from the interview transcripts below.

T: *Kurang... kurang komplit. Menyimpulkan, menggarisbawahi.*

(It was not complete. You haven't given the summary or the conclusion.

R: *Iya Pak.*

(Yes, sir.)

T: *Kemudian yang mengelompokkan tadi. Students divide themselves into some groups. Ini gimana? Tadi masih perlu bantuan e.*

(The next aspect was about the grouping. "Students divide themselves into some groups". How about this? They still needed a help.)

R: *Iya Pak, tapi lumayan masih bisa diatur ya Pak.*

(Yes, sir. But the class was still manageable.)

T: Teacher

(Interview 7, Appendix E)

Besides, the students still needed some help from the researcher to divide themselves into some groups. The students tended to be picky in choosing their teammates. For particular students, it was easy to choose their group members,

but for some other students they got difficulties in making groups. Therefore, in the first meeting, the students still needed the help from the researcher in making groups. However, the class was still manageable.

From the interview transcripts below, it could be analyzed that Silent Card Shuffle Strategy (SCSS) gave a different experience for the students in learning English. Silent Card Shuffle Strategy (SCSS) became an innovation in classroom activities. The students considered SCSS as the teaching way that involved playing, learning, and innovating.

...

R : *Ajhi, nah menurutmu gimana penerapan metode kemarin yang Silent Card Shuffle itu.*

(Ajhi, what is your opinion about the implementation of Silent Card Shuffle?)

S2 : *Menurut saya, metode Anda terlalu menekankan untuk bermain.*

(I think that your method emphasized on playing.)

R : *Terus, belajarnya kurang gitu.*

(Then, was it lack of learning?)

S2 : *Ya nggak. Tapi Anda menerapkan sistem 3M, eh 3B.*

(No. But you applied a system named 3M, eh 3B.)

R : *Apa itu?*

(What was that?)

S2 : *Bermain, Belajar, Berinovasi.*

(Playing, Learning, and Innovating).

R: Researcher

S2: Student

(Interview 10, Appendix E)

Besides, the Silent Card Shuffle can be an interesting activity for the students. The lesson became less tense and more relaxing. The students could learn while they were arranging the cards. This activity helped them to learn about vocabulary. Moreover, by using the cards which contained pictures, the students found it more interesting and easier to learn. This was shown by the following interview transcripts.

...

R: ... *Bagaimana penerapan Silent Card Shuffle Strategy kemarin?*

(What do you think about the implementation of Silent Card Shuffle Strategy in the last meeting?)

S3: *Mikirnya itu jadi santé Mbak... nggak terlalu sepaneng gitu, sama disambi bermain kan bisa.*

(It was relaxing. It became less tense and we were learning while playing.)

R: *Apakah kamu terbantu dengan penggunaan Silent Card Shuffle?*

(Did it help you by using Silent Card Shuffle?)

S3: *Ya. Sangat-sangat terbantu.*

(Yes. It was really helpful.)

R: *Apakah cukup menyenangkan?*

(Is it interesting enough?)

S3: *Ya. Menyenangkan sekali.*

(Yes, it was really interesting.)

...

R: ...*apakah kamu terbantu dengan adanya gambar-gambar?*

(Did the pictures help you to learn?)

S3: *Ya, terbantu. Lebih tertarik dengan gambar Mbak kalau belajar.*

(Yes, they did. I was interested more in learning by using pictures.)

R: Researcher S3: Student

(Interview 11, Appendix E)

However, there was a particular aspect about the cards which needed to be considered. In reference to this, the student said that the cards should be colored. It would make the cards more attractive. It could be seen from the data below.

...

R: ... *Kalau misalnya tiap pertemuan kan tetap pakai cards, nah menurutmu sarannya apa, apakah ditambah gambar atau apa lagi?*

(For every meeting, we would use cards, so what is your suggestion? Should the cards contain pictures or anything else?)

S26: *Ya... gambarnya bisa diberi warna gitu lho Mbak. Biar lebih menarik.*

(Yes. The pictures should be colored. It would be more attractive.)

R: Researcher S26: Student

(Interview 12, Appendix E)

From the first meeting, there were some aspects of the teaching and the media which became a consideration for the researcher to be improved in the next meeting. In the second meeting of Cycle 1, the students were taught about a fairy tale. It was about the story of *Rapunzel*. Some students had ever heard about the story, but the others only knew the title and did not know about the story. In this occasion, the students were asked to match the cards which contained words, definitions, and pictures. Based on the interview, the second meeting was more interesting. The cards were more varied. The pictures helped the students to learn. As the vocabulary was introduced in the pre-teaching step, the students got easier in comprehending the text.

...

R: Kalau dibanding yang kemarin Pak, kan yang tadi saya tambah gambar itu apakah menurut Bapak anak-anak lebih terbantu dengan adanya gambar?

(Compared with the previous meeting, I added picture (cards) in this meeting. Could the students understand better by using pictures, sir?)

T: Ya, lebih terbantu. Kemarin itu kan baru pertama. Kalau ini kan sudah hafal. Yang kedua... lebih menarik itu.

(Yes, they could. The last meeting was the first time. In this meeting, they could memorize well. The second meeting was more interesting.)

R: Menurut Bapak bagaimana kemampuan membaca siswa setelah Silent Card Shuffle Strategy itu diterapkan dalam pengajaran membaca di kelas? Apakah ada peningkatan

(What do you think about the students' reading skill after the Silent Card Shuffle Strategy had been applied to the teaching of reading in the classroom? Is there any improvement?)

T: Karena tadi kata-katanya kan sudah dalam pre-teaching sudah dikenalkan yaitu sudah diterjemahkan, atau dijodohkan, dengan adanya gambar, definisi itu untuk memahami teks ya ada peningkatan. Jadi lebih mudah.

(Since the words had been introduced in the pre-teaching step by translating or matching and using pictures and definition, there was an improvement. It became easier.)

R: Researcher

T: Teacher

(Interview 13, Appendix E)

The teaching and learning process of the second meeting was improved, but the time management was still needed to be improved. The researcher ran out of time for the post-teaching stage. This can be seen from the following data.

R: *Kalau untuk proses pembelajarannya hari ini menurut Bapak bagaimana Pak?*

(What is your opinion about the lesson today, Sir?)

T: *Dari yang kemarin lebih baik.*

(It was better than the last meeting.)

R: *Apakah masih ada kekurangan-kekurangannya Pak?*

(Are there any aspects that I missed, sir?)

T: *Kekurangannya tadi itu yang jelas me-manage time itu ya, jadi untuk waktunya post-teaching itu nggak kebagian waktu.*

(You should improve the time management. You ran out of time for the post-teaching step.)

R: Researcher

T: Teacher

(Interview 13, Appendix E)

Since the steps of learning activities in the Silent Card Shuffle used in the second meeting were the same as in the previous meeting, the students were accustomed with the steps. It could be seen from the data below.

R: *Kalau instruksinya? Apakah sudah cukup jelas untuk hari ini Pak? Tadi waktu memberi perintah misalnya tentang kegiatan-kegiatannya. Ini silent classification... gitu... Apakah menurut Bapak sudah jelas?*

(How about the instruction? Was it clear enough, Sir? For example, when I gave the instructions about the teaching steps, like Silent Classification, was it understandable?)

T: *Oh ya...sudah. Anak-anak juga sudah tahu apa yang harus dikerjakan, kan hampir sama dengan yang kemarin, jadi menerima itu saya harus apa itu tinggal meniru yang kemarin, karena di depan kan Mbake sudah bilang seperti yang kemarin itu kan...*

(Yes, it was. The students had understood about what to do because it was the same as the previous meeting. Thus, they only needed to do like what they had done before. Moreover, in the beginning of the lesson you had said that it would be the same steps as the last meeting.)

R: Researcher

T: Teacher

(Interview 13, Appendix E)

The students felt that it was more interesting by including pictures in the cards. They could understand better and memorize well if there were pictures provided as clues. Those pictures gave real images about the words. The pictures helped them to guess the meanings of the words. Therefore, this aspect should be maintained for the next meetings. In reference to this, the following interviews showed that the students could comprehend better by using pictures in the cards.

...

R: *Kalau dari cards-nya, lebih asyik kalau pakai gambar atau cuma kata-kata aja?*

(Which one is the more interesting, the cards contained pictures or only words?)

S31: *Lebih asyik kalau pakai gambar.*

(It was more interesting if the cards containing pictures.)

...

R: Researcher S31: Student

(Interview 14, Appendix E)

...

R: *...dengan gambar itu apakah membantu untuk memahami arti?*

(...did the pictures (cards) help you to understand the meanings?)

S26: *Ya, membantu.*

(Yes, they did.)

...

R: Researcher S26: Student

(Interview 15, Appendix E)

The pictures could be used by the students as the aids of defining the vocabulary in the cards. However, there were some aspects of the pictures which needed to be improved. The pictures should be more attractive so that they could

increase the students' interest toward the learning media and the learning activities as well.

...

R: ...*Jadi menurutmu selanjutnya gimana gambarnya, perlu diperbaiki?* (...so, what do you think about the pictures? Is there any evaluation?)

S26: *Gambarnya perlu diperbaiki, kalau bisa ditambah warna. Terus dikasih kayak tanda-tanda apa gitu lho Mbak.* **(The pictures should be improved. It will be better if the pictures are full-colored, Miss.)**

...

R: *Terus kalau kekurangannya yang lain lagi apa kemarin?* (What aspects did I need to improve?)

S26: *Ya itu, cuma gambarnya itu kurang warna. Terus gambarnya ada yang nggak jelas gitu.* **(That's it. The pictures (cards) only needed to be full-colored and the pictures (cards) were also not quite comprehensible.)**

...

R: Researcher S26: Student

(Interview 15, Appendix E)

The learning activities also needed to be varied. If the Silent Card Shuffle Strategy was applied in every meeting, the researcher should differentiate or vary the activities so that the students would not get bored. As the researcher had planned, a game would also be used as the accompanying action which could make a variety of the learning activities.

Based on the interview, one student proposed a game to be used in the classroom activities. This game had some rules. One student in the front would be blindfolded, while the other students in the back arranged the cards and stuck them on the paper. The more detailed explanation about the game is presented in the following interview.

S26: ... Terus itu kan, pakai Silent Card Shuffle itu harusnya kayak ada permainan. Nanti ada yang di depan, nanti ditutup mata, terus ambil kayak kertasnya itu kasih ke belakangnya, terus belakangnya ngartiin, terus ada yang nempel-nempel, yang depan sendiri baru nyocokin gini gini gini, terus yang terakhir satu kelompok nyocokin. Pakai permainan gitu.

(Then, there should be a game in Silent Card Shuffle. Then, there would be one student who sat in the front and would be blindfolded. Next, s/he must take the card and give it to the other friends in the back. The students in the back must translate it and stick it on the paper and the student in the front matched it. At last, all group members matched them. The game rule was like that.)

R: Gimana.... gimana itu?

(How was that?)

S26: Kan suruh baris, terus yang di depan tutup matanya. Terus ambil kartu, yang kata-katanya itu lho, terus kasih ke belakangnya, terus belakangnya itu dibuka tho matanya, terus kasih gini gini gini tempel-tempelin..

(The students stand in line. The student in the front will be blindfolded. Then, s/he takes the cards contained the words and distributes them to the students behind them who are not blindfolded. Next, they should stick the cards.)

R: Belakangnya yang nempelin? Dikasih definisi atau apa gambar gitu po piye?

(The students in the back stick the cards, don't they? Do the cards contain definitions or pictures?)

S26: He'em.

(Yes, they do.)

....

R: Researcher S26: Student

(Interview 15, Appendix E)

The game that was proposed by the student became one suggestion for the researcher. This could be applied as a variation of the learning activities.

In the third meeting, the material was about a fairytale, namely "*The Elves and the Shoemaker*". The students said that they never heard about this before. In this meeting, the researcher used a group competition of Silent Card Shuffle. The contents of the cards were more complex than those in the previous meeting. The cards that had been used in the previous meetings dealt with words and pictures,

whereas in the third meeting the cards contained paragraphs and pictures. In this meeting, the students were asked to arrange some jumbled paragraphs to make a good story. The pictured cards were provided in a right order to be used as clues for the students to guess the storyline. It was enjoyable for the students to have a game during the lesson. They felt that it was interesting and fun. The following interview transcripts showed that the competition was challenging. It encouraged the students to have a good team-work in solving the mission.

...

R: *Menurutmu bagaimana pelajaran hari ini? Tentang competition?*

(What do you think about the lesson today? What about the competition?)

S31: *Seru. Susah banget kompetisinya.*

(Challenging. The competition is really hard.)

...

R: Researcher S31: Student

(Interview 16, Appendix E)

Based on the interview below, it could be seen that the group competition could encourage the students to think faster. Besides, they could improve their team-work. The rewards were also useful to increase their interests to participate in the activity.

...

R: *Gimana menurutmu tentang aktivitas hari ini?*

(What is your opinion about the activities today?)

S26: *Ya lebih bisa memacu untuk lebih cepat berpikir. Terus... orang itu kan biasanya kalau ada hadiahnya kan terus mikirnya cepet..*

(It can encourage us to think faster. Then, giving rewards can motivate us to think faster.)

...

R: Researcher S26: Student

(Interview 17, Appendix E)

The students thought that the text used in the group competition was difficult. However, by working in groups they found it easier to arrange the jumbled-cards. As soon as they started working together in their group, they were getting curious about the correct arrangement of the text. This is shown in the following data.

...

R: ... *teksnya menurut kamu gimana?*

(How was the text?)

S31: *Bikin penasaran.*

(It made me curious.)

R: *Susah?*

(Was it difficult?)

S31: *Cukup susah. Soalnya belum pernah diajari juga.*

(Yes, it was. Since it had never been taught before.)

....

R: Researcher S31: Student

(Interview 16, Appendix E)

...

R: *Teksnya menurut kamu gimana?*

(What is your opinion about the text?)

S26: *Ya sedikit susah.*

(It was rather difficult.)

R: *Tapi kalau tadi kan bekerjanya dalam kelompok, itu membantu nggak?*

(But, did working in a group help you to understand?)

S26: *Membantu banget.*

(Yes, it did.)

R: *Kalau misalnya sendiri kesulitan ya?*

(If you worked individually, would you get any difficulties?)

S26: *Ah yo... mesti ada kesulitan.*

(Yes, I would.)

...

R: Researcher S26: Student

(Interview 17, Appendix E)

Based on the interviews, the students were interested in doing the game. It was necessary to use a game in the teaching and learning activities to establish a relaxed atmosphere in the classroom. There was also an improvement related the media or cards and the activities. This was shown in the following interview transcripts.

...

R: *Apakah perlu ada games kayak gini lagi?*

(Was it recommended to use such a game?)

S26: *Iya, perlu.*

(Yes, it was.)

R: *Seneng ya ada games?*

(Do you like the game?)

S26: *Seneng Mbak.*

(Yes, I do.)

R: *Oh ya ya. Terus kalau dibandingkan dengan yang kemarin itu apakah ada peningkatan?*

(OK. Compared with the previous meeting, is there any improvement?)

S26: *Ada. Lebih enak yang sekarang.*

(Yes, there is. I like this one.)

R: *Enak yang sekarang. Berarti kamu suka ya kalau pakai gambar, teks dibantu dengan gambar gitu?*

(You prefer this one, so do you mean you like learning using the texts with pictures?)

S26: *Suka.*

(Yes, I do.)

...

R: Researcher S26: Student

(Interview 17, Appendix E)

The classroom atmosphere was conducive enough. When participating in the game, the students worked in their group in arranging the cards.

Then, the students' competed to be the fastest team who stuck their work on the whiteboard. By sticking the works on the board, all of the students could see

each group's work. It also made the researcher easier in checking the students' works and gave scores objectively. It could be seen in the figure below.



Figure 8: **The students' works are stuck on the whiteboard**

The students were enthusiastic in joining the Silent Card Shuffle competition. They arranged the cards seriously. This activity could build the students' cooperation in group-work.

4) Summary of Cycle 1

In reference to the improvement of the teaching of reading, there were some major features of effective reading instructions to be used in this research. Those features became the elements to be considered by the researcher to determine the improvements of the teaching process in Cycle 1.

a) Ongoing diagnosis to determine pupil's progress in relation to the learning tasks

During the teaching and learning process, the teacher monitored the students' progress by paying attention to the whole class and walking around to observe the students' activities during the group activities. Besides, the researcher also helped the students who got difficulties when doing the tasks.

- b) Varied teacher direction and structure to stimulate pupil interaction and discussion

In Cycle 1, the researcher explained the materials using Silent Card Shuffle Strategy (SCSS) followed by other activities such as showing pictures, conducting games, and giving reading exercises for the students. By conducting various activities, the students could get better understanding of the materials. The students could understand clearly by using various kinds of media and conducting various activities.

- c) Larger groups to allow for and guide pupil's exploration and discussion of valued topics

Besides conducting group activities of card arranging, the researcher also provided the students with a group discussion and a whole class discussion. These activities could encourage the students to explore their ideas and share them with others.

- d) Many opportunities for application of reading abilities in a wide range of materials for a variety of purposes

In relation to the teaching process in Cycle 1, various kinds of reading exercises were given to the students so that they could practice their reading skills. The reading tasks included the activities of matching words with the definitions, matching stories with the pictures, answering questions based on the text, identifying true/false statements, and filling the blanks with the correct answers.

- e) Engagement of pupils in learning that enhances active involvement in and reinforces the development of independent reading

When the silent card shuffle activities were conducted, the students actively participated. The students worked in small groups consisting of four up to six students so that all of them were engaged in doing the activities. After that, they did an individual reading practice i.e. reading a narrative text and doing the tasks related to the text. From the reading activities which were conducted in groups and independently, the students were involved in the learning activities. However, in the whole class discussion about the text or questions, there were only few students who voluntarily participated.

Based on the discussion above, it could be concluded that the implementation of the actions gave influences to the teaching and learning process. There were some aspects which were improved, but there were still some particular aspects which needed to be improved. The following table shows the conclusion of the actions that were done in Cycle 1 and some recommendations for Cycle 2.

Table 15: The Conclusion of the Actions that were done in Cycle 1 and the Recommendation for Cycle 2

Actions in Cycle 1	Reflection	Recommendation for Cycle 2
Using Silent Card Shuffle Strategy (SCSS) as the strategy for teaching reading in the classroom.	a. The students experienced a new way of learning activities so that they enjoyed the lesson more by using SCSS. b. In <i>Silent Classification</i> step, the students still talked with their friends.	a. The activities in the Silent Card Shuffle should be varied. b. The classroom management should be improved when doing the activities of Silent Card Shuffle.

(continued)

(continued)

Actions in Cycle 1	Reflection	Recommendation for Cycle 2
Giving reading exercises to check the students' comprehension of the materials.	The students could practice and develop their reading skill by doing the reading tasks.	The reading worksheets should contain different tasks on every meeting.
Using various activities, including group work and individual work.	The activities could develop the students' team-work and individual work.	The time management of the group work and individual work activity should be improved.
Using pictures to give clearer explanation about the texts.	The pictures could help the students to understand the story plot. The pictures which were used to present the story plot were not large enough for the big class.	The text would be simpler to be understood so that the students did not need the help of pictures.

b. The Report of Cycle 2

This cycle also consisted of three meetings. The implementation of the actions in Cycle 2 is presented below.

From the reflection of Cycle 1, it can be inferred that there were some improvements on the teaching technique. Nevertheless, there were still some weaknesses from the implementation of the actions in Cycle 1. Therefore, it was necessary to conduct the next cycle. The actions which were implemented in Cycle 1 were sustained to be used in Cycle 2 with some variation and modification. Those aimed at solving the field problems which existed after the first cycle.

Table 16: The Solvable Field Problems and the Solutions taken from the Implementation of Cycle 1

No.	Problems	Solutions
1.	The teaching activities lacked the post-teaching stage.	The time management still needed to be improved.
2.	The students' participation in the reading activities was still unsatisfactory.	The reading tasks should provide more opportunities for the students to be active.

The research process of Cycle 2 followed the steps of action research, the same as those in Cycle 1. The steps were planning, action and observation, and reflection.

1) Planning

After defining the field problems which emerged after conducting Cycle 1, the researcher and the teacher had a discussion about the materials that would be taught in Cycle 2.

In this cycle, the similar standard of competence and basic competence were used in designing the course grid. The indicators and the learning goals of the lesson were formulated from those basic competences. Then, the researcher and the teacher decided the materials that would be used. The researcher made lesson plans to guide the teaching and learning process. The main strategy i.e. Silent Card Shuffle Strategy (SCSS) was still used.

To improve the students' participation, the researcher would use a game in Cycle 2. The researcher would create different types of games but it still involved Silent Card Shuffle activity in it. The researcher considered about the idea of the game proposed by one of the students and it would be applied in the activities.

Then, the cards would be varied and the instruction of the activities would be adjusted to it.

In the planning stage of Cycle 2, the researcher and the teacher decided the actions that would be implemented in Cycle 2. The actions were formulated below.

1) Meeting I

In the first meeting of Cycle 2, the researcher and the teacher planned to teach about a fable. The actions that would be implemented were presented as follows.

- a) Using Silent Card Shuffle Strategy (SCSS) as the learning steps of the lesson.
- b) Using cards containing characteristics of the two main characters in the story and the students would be asked to differentiate them according to each character's description.
- c) Giving reading comprehension worksheets containing a narrative text and the questions related to the text.

2) Meeting II

In the second meeting, the researcher and the teacher planned to teach a different kind of narrative texts i.e. a legend. The actions that would be implemented in the second meeting were presented in the following.

- a) Using Silent Card Shuffle Strategy (SCSS) as the learning steps of the lesson.
- b) Using a game in the teaching and learning process.
- c) Using cards containing words and pictures as clues. The words would be taken from the text.

3) Meeting III

In the third meeting, the researcher and the teacher planned to give reading exercises for the students related to the material that had been learnt before. The actions that would be implemented were presented below.

- a) Giving reading comprehension worksheets containing a narrative text and the questions related to the text.
- b) Conducting a whole class discussion about the text and the tasks.

2) Action and Observation

Cycle 2 was also held in three meetings. The first meeting was conducted on April 11th, 2013, the second meeting was on April 13th, 2013, and the third meeting was on April 16th, 2013. The researcher taught the materials during the implementation of the actions and the teacher became the observer. The researcher taught about different kinds of narrative texts in each meeting. The teacher observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was described as follows.

1) Meeting I

The first meeting of Cycle 2 was conducted on Thursday, April 11th, 2013. It began at 8.20 a.m. and finished at 10 a.m. In this meeting, the researcher taught about a fable. The text which was mainly used in this meeting was "*The Hare and the Tortoise*".

First, the researcher began the lesson by greeting the students, asking the students' condition, and checking the student's attendance. After that, the researcher continued the last material which had not been finished yet due to the

diminution of time in the previous meeting. The reading worksheets containing the whole story of “*The Elves and the Shoemaker*” and the questions related to the text, were distributed to the students. The researcher asked the students to do the tasks in the worksheets. After that, the researcher discussed the tasks with the whole class and reviewed the story of “*The Elves and the Shoemaker*”.

After dealing with the last material, the researcher distributed the next worksheets to the students containing the fable that was mainly discussed in this meeting i.e. *The Hare and the Tortoise*. This meeting was a little bit different from the previous meetings. In the previous meetings, the students conducted the Silent Card Shuffle activities first and then they were given the whole narrative text. In this meeting, the students were given the text first and asked to classify the cards. The more complete description about the activities is described below.

R asked Ss to read the text first and let them ask her if they found some difficult words. Some Ss asked about the words *darted*, *plodded on*, and *boasting*.

After they had finished reading the passage, R informed them that the next activity was Silent Card Shuffle. R reminded Ss about the steps of Silent Card Shuffle. Then, as usual, R asked Ss to make some groups consisting of 4-6 Ss.

After that, T gave Ss an envelope containing some cards about the characteristics of the hare and the tortoise. They were asked to classify and differentiate between the characteristics of the hare and the tortoise according to the text.

R gave a command to start the first step (*Silent Classification*). Then, Ss moved to the next step (*Justify and Refine*). Many of the groups had already finished arranging their cards. After that, R gave chances for Ss to visit other groups and see the others' card order (*Circulate and Observe*). The next step was *Return and Refine*. Ss came back to their own groups. The last step was *Teacher Debriefing*. R discussed the correct classification with Ss. R asked Ss to correct the other groups' works.

R: Researcher

S: Student

(Field Notes 8, Appendix E)

The students read the narrative text entitled “*The Hare and the Tortoise*” first and after that they did the card arranging activities in groups to classify the characteristics of the characters in the story. The activity is shown in the figure below.



Figure 9: The students are classifying the characteristics of the characters in the story

After the researcher and the students finished discussing the correct classification of the cards, the researcher reviewed the lesson. The researcher asked the characteristics of the hare and the tortoise and reviewed the story of “*The Hare and the Tortoise*” with the whole class. Then, the researcher ended the lesson by greeting the students and saying goodbye.

2) Meeting II

The second meeting of Cycle 2 was held on Saturday, April 13th, 2013. It started from 9.15 a.m. to 10 a.m. The researcher opened the lesson by greeting the students and checking the students’ attendance. After that, she reviewed the materials in the last meeting. The students were given the opportunity to answer the questions related to the text “*The Hare and the Tortoise*”.

After the discussion of last materials had finished, the researcher told the students that they would learn a narrative text entitled “*The Legend of Dewi Sri*”.

The researcher asked the students whether they have heard about this story before or not. Next, the researcher told the students that there would be a silent card shuffle game. The game was the one proposed by the student. The detailed explanation about the activity was described in the following.

...

Then, R told more details about the rule of the game. The game was a group competition among 4 rows. Each row consisted of 8-10 Ss. Each group chose one of their members to sit in the front chair on each row. She/he would be blindfolded. This student's duty was to pick one by one cards, which contained pictures as clues, and passed them to his/her friends in the back. The other Ss must match the pictures with the cards.

R wrote the steps of the Silent Card Shuffle Strategy in the whiteboard. There were only two steps used, namely *Silent Classification* and *Justify and Refine*. First, R gave 100 points for each group as the starting points. If there was a group whose students were found cheating or talking during *Silent Classification* step, their score would be reduced.

After Ss were ready in their positions, R gave a command to start the game. The first is *Silent Classification* step. R together with T observed Ss while they were working together in their groups. Ss really obeyed the rule of the game. They worked silently in their groups. This condition seemed very different with the beginning of the lesson. Their behavior was more controlled.

After all the cards (which contained pictures) were all distributed, the students who sat in the front chairs could open their blindfolding and join their friends in the back to classify the cards. Then, R gave the third paper and *blu-tack* for each group to stick the cards.

R gave a command to continue to the second step i.e. *Justify and Refine*. Ss might discuss with their friends about the card order. After that, Ss competed to be the fastest group in sticking their paper on the whiteboard.

After all groups had stuck their works on the board, R checked the card one by one. The result showed that the fastest group was not the winner. The second group to stick their work on the board had the most correct answers. Group 2 became the winner of the game. Then, R gave the rewards to this group.

...

R: Researcher T: Teacher S: Student

(Field Notes 9, Appendix E)

3) Meeting III

The third meeting was conducted on Tuesday, April 16th, 2013. This meeting was the part of “*The Legend of Dewi Sri*” activity. In the second meeting, a game was conducted. Meanwhile, for this meeting the activity focused more on the reading comprehension. The researcher and the students discussed the whole text of “*The Legend of Dewi Sri*” and the questions related to the text.

...

R distributed the worksheets to Ss. The worksheets contained the whole text of “*The Legend of Dewi Sri*” with the questions related to the text.

The first task was filling the missing words by using the words in the box. Because of the limited time, R discussed the answers together with Ss. R let Ss ask her if they had any difficult words from the text. Many Ss asked about the meaning of some words, such as *sought*, *hatched*, and *demand*. R helped Ss deal with the difficult words. For other difficult words, R opened the opportunities for the whole class to answer. Many of Ss knew the meanings of those words. Many Ss actively answered.

...

R: Researcher S: Student

(Field Notes 10, Appendix E)

After having a discussion about the reading exercises with the students, the researcher summarized the lesson. Then, the researcher greeted the students and said goodbye.

3) Reflection

In Cycle 2, Silent Card Shuffle Strategy (SCSS) was also implemented in the classroom activities. The researcher applied a different step order of SCSS when the game was used in the learning activities. Because the activity was a competition, the researcher omitted the third step (*Circulate and Observe*) and the fourth step (*Return and Refine*), just the same as the Silent Card Shuffle

competition in the third meeting of Cycle 1. There was an improvement related to the students' behaviors in the activities. The students' results of card arrangement were also improved.

In relation to the activities in the first meeting of Cycle 2, the students found it easier than the activities in the third meeting of Cycle 1. In reference to this, the following interview transcripts showed the students' comments about the first meeting of Cycle 2.

...

R: *Aku mau tanya-tanya sebentar tentang pelajaran hari ini, menurutmu gimana?*

(I want to ask you something. What do you think about the lesson today?)

S31: *Asyik.*

(Enjoyable.)

R: *Kalau dari teksnya tadi "The Hare and the Tortoise", kamu menemukan kesulitan nggak?*

(Did you get any difficulties from the text "The Hare and the Tortoise"?)

S31: *Nggak sih, sudah sering denger.*

(No. I have often heard about it.)

R: *Kalau dibandingkan dengan "The Elves and the Shoemaker" menurutmu lebih gampang atau lebih susah?*

(What if you compared to "The Elves and the Shoemaker", was it easier or more difficult?)

S31: *Lebih gampang.*

(Easier.)

R: *Kalau activity-nya perlu ada tambahan nggak?*

(Is there any addition to the activities?)

S31: *... mungkin saran pakai game lain. Mungkin mencongak.*

(...maybe there should be other games, for example dictation.)

R: *...Kalau untuk kartu sendiri perlu ada tambahan lagi nggak?*

(... What about the cards, do we need to add something?)

S31: *Nggak. Itu aja udah asyik.*

(No, it was fun enough.)

...

R: Researcher S31: Student

(Interview 20, Appendix E)

Many students enjoyed the card arranging activities done in the Silent Card Shuffle Strategy (SCSS). However some students seemed like getting bored because they felt that the activities were only arranging cards. Therefore, it was necessary to have a variation of activities in the teaching and learning process. Then, one student suggested a game to be used in the learning activities. It could be seen from the following data.

...
 R: *Menurutmu gimana pelajaran hari ini?*
 (What is your opinion about the lesson today?)
 S26: *Ah ya.... Sedikit penak sedikit ora.*
 (There was something I liked and I did not like.)
 R: *Kenapa nggak enaknya?*
 (Why did you dislike it?)
 S26: *Ming ngono-ngono kuwi wae e Mbak.*
(It was monotonous, Miss.)
 R: *Oh ya... perlu games baru lagi ya?*
 (Oh... do we need a different game?)
 S26: *Ya yang kemarin itu Mbak. Satu orang di depan terus...*
 (Yes, like what I have told you before, Miss. One student is in the front, then...)
 R: *Oh ya yang game kemarin itu? Oh ya, soalnya kan tadi waktunya agak mepet. Kemarin kan cuma satu jam nah itu makanya meneruskan yang kemarin...*
 (Uh, the game that you told me before. I am sorry because today's meeting had a limited time and the last meeting was only done in one session, so I used today's meeting to continue the previous material...)

R: Researcher S26: Student

(Interview 21, Appendix E)

The students got some improvements related to their reading skills. The different types of activities and reading tasks could develop the students' reading skills because they needed to apply different reading strategies for each activity. Furthermore, the students could increase their vocabulary.

It was helpful for the students to study the texts by using cards and pictures. They preferred the cards which contained pictures to the cards which contained words only. They could understand better from the pictures that were included in the cards. It was shown from the interview transcripts below.

- ...
- R: *Menurutmu gimana pelajaran hari ini?*
(What do you think about the lesson today?)
- S28: *Menyenangkan.*
(**Fun.**)
- R: *Kalau dibanding yang kemarin lebih susah apa lebih mudah?*
(What if you compared with the previous meeting, was it more difficult or easier?)
- S28: *Lebih mudah.*
(**Easier.**)
- R: *Kalau untuk teksnya? Menambah ini nggak? Kan tadi ada fairy tale, ada fable. Menambah wawasan kamu nggak?*
(What about the text? Did it... We had learnt about a fairy tale and a fable, did they broaden your knowledge?)
- S28: *Kosakata.*
(**Vocabulary.**)
- ...
- R: *Menurutmu dengan aktivitas kayak tadi membantu kemampuanmu membaca nggak?*
(Did the activities this day help you to improve your reading skill?)
- S28: *Membantu.*
(Yes, they did.)
- ...

R: Researcher S28: Student

(Interview 22, Appendix E)

The students were engaged in the activities of arranging the cards. However the students still got difficulties to do the reading tasks. They found it difficult to deal with *Simple Past Tense*. The materials about *Simple Past Tense* had been taught by their teacher in the previous material, yet they still got confused to deal with it. Many students still asked the researcher about the task instruction,

whereas it had been clearly written in the worksheets. This problem could be seen in the following field notes.

...
Ss did the task seriously, but there were some students who were a little bit noisy during the activity. Some other Ss asked R about the task. Although *simple past tense* had been taught by their T, there were some Ss who got difficulties in doing the task. R gave some examples about the use of *simple past tense* in a sentence. After they finished doing the task, R discussed the answers together with Ss. All of them got good marks in this task because many of them worked together with their classmates.

...

(Field Notes 8, Appendix D)

In the second meeting, the researcher used a silent card shuffle competition. This game was proposed by one of the students after having the interview with her. From the implementation of the actions in the second meeting, there was an improvement related to the students' engagement in the teaching and learning process. In relation to this, it could be seen from the following interview transcripts.

R: *Menurutmu gimana aktivitas hari ini?*

(What do you think about the activities this day?)

S26: *Lebih... lebih... ya bisa mengurangi kebosenan Mbak.*

(It could reduce boredom, Miss.)

R: *Terus kalau dibanding yang kemarin gimana?*

(Compared with the last meeting, what do you think?)

S26: *Ah yo mending sing iki.*

(I prefer this one.)

R: *Kayak gini?*

(Like this?)

S26: *Tapi kelompok kakean ketoke mau.*

(But, I think the groups were too large.)

...

R: Researcher S26: Student

(Interview 23, Appendix E)

...

R: *Menurutmu gimana aktivitas tadi?*
(What is your comment about the activity this day?)

S28: *Ada peningkatan.*
(**There was an improvement.**)

R: *Lebih menyenangkan nggak dari yang kemarin?*
(Was it more enjoyable than the last meeting?)

S28: *Iya. Lebih menyenangkan.*
(Yes, it was.)

R: *Terus ada saran untuk ke depannya?*
(Do you have any suggestion?)

S28: *Ya yang penting tuh beda dari hari ini. Gitu aja.*
(**It was important to have different activities in every meeting. That's it.**)

R: *Pake game lagi tapi kalau bisa beda gitu ya. Oke oke. Menurutmu tentang Silent Card Shuffle gimana?*
(Therefore, there should be a different game. OK. What is your opinion about Silent Card Shuffle?)

S28: *Asyik.*
(**Fun.**)

R: *Jadi ini ya, bisa jadi inovasi dalam pengajaran?*
(Could it be an innovation of teaching?)

S28: *Ya.*
(Yes.)

...

R: Researcher S28: Student

(Interview 25, Appendix E)

In the third meeting, the English lesson was only conducted in one session because the school committee was doing the preparation for National Examination. In this meeting, the teaching and learning process focused on discussing the text about “*The Legend of Dewi Sri*”. The following field notes showed the teaching and learning process of the third meeting.

...

The first task was filling the missing words by using the words in the box. Because of the limited time, R discussed the answers together with Ss. R let Ss ask her if they had any difficult words from the text. Many Ss asked about the meaning of some words, such as *sought*, *hatched*, and *demand*. R helped Ss deal with the difficult words. For other difficult words, R opened the opportunities for the whole class to answer. **Many of Ss knew the meanings of those words. Many Ss actively answered.**

...

(Field Notes 10, Appendix D)

The researcher provided more opportunities for the students to be actively involved in the discussion. When they found some difficult words in the text and they asked the meanings of those words to the researcher, she gave chances back to the students who wanted to answer. Many students seemed to be more active.

Based on the interviews done to some students, there were some improvements of the teaching process. The cards which were designed in various types and contents became a variation of learning media. The students like learning using various kinds of activities and media.

The use of games in the form of a group competition of Silent Card Shuffle was also effective to build the students' interests to the lesson. It could be seen from the following interview transcripts.

R: ... Menurutmu bagaimana penerapan *Silent Card Shuffle* kemarin?
(What do you think about the implementation of *Silent Card Shuffle* in the last meeting?)

S28: Kalau yang ada warnanya itu agak menyenangkan, kalau yang cepet-cepetan itu juga, tapi kalau yang pertama atau yang kedua itu agak ngebosenin.

(The cards which were full-colored were attractive, the competition was also interesting, but the first meeting and the second meeting were boring.)

R: Jadi kamu suka ya kalau pakai games terus kegiatannya itu ada kompetisi? Kegiatannya itu bervariasi gitu ya.

(So it means that you like the activity with a competition, don't you? Then, you like varied activities, don't you?)

S28: Iya.

(Yes.)

R: Ada lagi masukan atau mungkin ada yang masih perlu ditambahkan dari yang kemarin? Jadi kamu suka ya kalau pengajarannya pakai *Silent Card Shuffle* kayak kemarin?

(Do you have any comments about the previous meeting? So, do you like learning using *Silent Card Shuffle* like in the last meeting?)

S28: Suka.

(Yes, I do.)

R: Oke. Kalau untuk pembelajarannya ada yang masih perlu ditambah nggak? Mungkin kegiatan-kegiatannya? Atau cukup yang kemarin itu aja?

(OK. Is there any evaluation of the learning process, for example the activities? Do you think it was enough to apply like what we had done before?)

S28: Cukup yang kemarin itu aja.

(I think it was enough.)

...

R: Researcher S28: Student

(Interview 27, Appendix E)

The students thought that the most interesting activity was arranging the cards which contained pictures. Furthermore, it was also enjoyable for them to learn by using games. The learning activities were comprehensive enough for them.

4) Summary of Cycle 2

After Cycle 2 had been implemented, the researcher and the teacher analyzed the improvement about the process of teaching reading. The main features of effective reading instruction were used to determine the improvement of the teaching of reading.

a) Ongoing diagnosis to determine pupil's progress in relation to the learning tasks

In Cycle 2, various activities were conducted in groups and individually. Those activities included arranging cards, conducting games, and doing reading tasks. During the activities, the researcher monitored the students' progress by walking around the class to provide help for the students who had difficulties and conducted a whole class discussion to provide opportunities for the students to be more actively involved in the learning activities.

b) Varied teacher direction and structure to stimulate pupil interaction and discussion

In the teaching and learning process of Cycle 2, the researcher used various modes of presentation such as asking questions to the students, providing semi-guided reading practices, and providing independent reading practices for the students. Meanwhile, various reading practices were given to develop the students' reading ability. Rewards were also given to the groups who became the winner of the group competition in the second meeting of Cycle 2. This could motivate the students to be more active during the activities. Besides, the teacher also gave verbal praises to the students who could do the task or answer the questions.

- c) Larger groups to allow for and guide pupil's exploration and discussion of valued topics

The game which was conducted in the second meeting of Cycle 2 was done in groups which were larger than those in the previous meetings. The groups consisted of 9-10 students. It could develop the students' cooperation and teamwork. Besides, a whole class discussion was also conducted. It gave the students the chances to explore their ideas and share their knowledge to others.

- d) Many opportunities for application of reading abilities in a wide range of materials for a variety of purposes

In Cycle 2, the materials were explained by using Silent Card Shuffle Strategy (SCSS) followed by other activities such as conducting games and giving reading exercises for the students. Various kinds of reading exercises were given to improve the students' reading skill. In the first meeting of Cycle 2, the students were asked to classify the characteristics of the characters in the story. The goal was that they could differentiate between the characteristics of the two characters in the story. In the second meeting of Cycle 2, the students did a silent card shuffle of matching words and pictures. By conducting the activities of arranging the cards – classifying and matching, the students could understand the materials clearly. They could get the vocabulary inputs from the cards.

- e) Engagement of pupils in learning that enhances active involvement in and reinforces the development of independent reading

It could be seen that in Cycle 2 the students were engaged more in the teaching and learning activities. The students participated actively and followed

the steps in Silent Card Shuffle better than in Cycle 1. In the *Silent Classification* step, there were no students who talked and discussed with their friends like what could be observed in Cycle 1. In the second meeting of Cycle 2, the researcher used a game in the classroom activities. Here, the researcher applied the use of a penalty point for the groups who cheated and talked during the *Silent Classification* step. In addition, the students' participation increased on the discussion in the last meeting. The students became more active to participate voluntarily in answering the questions given by the researcher.

3. The Result of the Pre-test and the Post-test

To support the results of the observation and interviews, a pre-test was done to gain the students' scores of reading comprehension. The pre-test had been designed involving some topic areas of reading comprehension namely determining the topic of the text or paragraph (topic), determining synonyms or antonyms (vocabulary), finding reference, determining detail information from the text, making inferences, and understanding moral values from the text. Those aspects were taken from the micro skills proposed by Brown (2001: 307).

Table 17: **The Blueprint of Reading Comprehension Test**

No.	Topic Areas	Item Numbers	Total
1.	Topic	21, 27	2
2.	Vocabulary	3, 9, 13, 24,28	5
3.	Finding Reference	8, 14, 18, 23, 29	5
4.	Detail Information	1, 2, 4, 7, 11, 12, 16, 17, 19, 20, 22, 26	12
5.	Inferences	6, 15	2
6.	Moral Values	5, 10, 25, 30	4
			30

The mean score of the pre-test was compared with the mean score of the post-test. This aimed to find out if there was an improvement after implementing the actions. This quantitative data were used to support the qualitative data of the research. The students' mean scores of the pre-test and the post-testate presented in the following table.

Table 18: The Mean Scores of the Reading Comprehension Pre-test and Post-test

No.	Tests	The Mean Scores
1.	Pre-test	65.54
2.	Post-test	73.97

There was an improvement of the mean score of the pre-test and the post-test. The mean score increased 8.43. In percentage terms it increased 12.86 %. This improvement showed the influence of Silent Card Shuffle Strategy (SCSS) to the teaching of learning process.

As the final reflection, the researcher and the English teacher discussed the result of the research. Both of them agreed that the actions which had been implemented were successful to improve the teaching of reading. In other words, the objective of the research was achieved. Therefore, after the result of the last cycle had shown a good improvement related to teaching of reading, they decided to stop the cycle.

Table 19: The Changes that Existed After the Implementation

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
The learning activities were still monotonous. The activities were only teacher's explanation, tasks, and tests. The same activities were done repetitively.	The learning activities were more various. Silent Card Shuffle Strategy (SCSS) provided different steps of learning activities.	The learning activities were more student-centered. The researcher played a role as a facilitator.

(continued)

(continued)

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
The teaching activities focused on using Student Worksheets or <i>Lembar Kerja Siswa(LKS)</i> .	The teaching activities were based on the steps of Silent Card Shuffle Strategy(SCSS)with some accompanying actions, such as using pictures and games.	The teaching activities were based on the steps of Silent Card Shuffle Strategy (SCSS). A game was also conducted as the variation of activities.
The activities were often done individually, rarely in groups.	The activities were done in groups in arranging the cards, and conducting a group discussion and a group competition. Then, the students also did an individual work in doing the reading exercises.	The same activities as in Cycle 1 were used in Cycle 2. There was also a whole class discussion.
The learning activities still lacked interesting activities, such as games.	A game of Silent Card Shuffle was used. The students were asked to arrange the jumbled-paragraphs to create a	A different game was used in Cycle 2. The game was matching the words with the pictures. It was done

	good story.	in a large group consisted of nine until ten students.
The teaching and learning process lacked the use of media.	There were various media used in the teaching and learning process, such as cards and pictures.	The media used in Cycle 2 were cards.
The students lacked vocabulary.	The students still had some mistakes related to vocabulary. They got difficulties in building their ideas in English.	The students' vocabulary was increased in Cycle 2.
The students did not actively participate in the reading activities.	There were few students who voluntarily answered the questions from the researcher.	There were more students who actively participated in the discussion. There were more students who voluntarily answered questions.

B. Research Discussion

According to observation and interviews done at the reconnaissance stage, it could be identified that there were many problems occurring in the teaching and learning process related to the teaching of reading. The activities were monotonous. The same stages of activities were done repetitively – explanation, exercises, and tests. The classroom activities also lacked the use of media and games. The materials were mostly taken from books or Student Worksheets or *Lembar Kerja Siswa (LKS)*. The *LKS* only focused on grammatical and textual aspects, whereas the students also needed the more complete explanation and different kinds of materials to help them understand the lesson. Besides there were some problems related to the students' reading skills.

To overcome the problems related to the teaching of reading, some actions were implemented. The main action was implementing Silent Card Shuffle

Strategy (SCSS) as the main activity. SCSS was chosen because it could provide more opportunities for the students to work in groups. Furthermore, it could provide the students with vocabulary inputs for the texts. This strategy consists of five steps of learning, namely *Silent Card Classification, Justify and Refine, Circulate and Observe, Return and Refine, and Teacher Debriefing*. Those steps could be adjusted to the time allocation of the lesson. If there was limited time, the “*Circulate and Observe*” and “*Return and Refine*” steps could be omitted. The steps should be adjusted to the activities as well.

The implementation of Silent Card Shuffle Strategy (SCSS) was combined with other actions i.e. using various media (cards and pictures), using games, and giving reading exercises. This aimed at improving the students’ reading skills. From the reading exercises, the students could practice their reading ability and they could improve their vocabulary as well.

The actions were conducted in two cycles consisted of three meetings for each cycle. Based on the reflection of Cycle 1, the problems related to the teaching of reading could be overcome. The learning activities were more enjoyable. The students were interested in doing the Silent Card Shuffle activity in the class. The cards were designed differently in every meeting. The cards were used for the activities such as matching words and definitions; matching words, definitions, and pictures; and arranging jumbled paragraphs into a good story. The researcher used pictures to present the story plot. Besides, a silent card shuffle game was also used in Cycle 1. The students joined the game enthusiastically. Rewards were used to maintain the students’ interest of the learning activity. After

doing the Silent Card Shuffle activities, the students were given the reading exercises to develop their reading skills.

Cycle 2 was conducted to solve the problems which emerged in Cycle 1 and to improve the students' participation and vocabulary as well. The Silent Card Shuffle Strategy (SCSS) was also implemented in Cycle 2. The cards were more varied and were adjusted to the learning activities. The cards were used for the activities such as classifying the characteristics of the main characters of the story and matching words and pictures. A game was also used in Cycle 2. It was a silent card shuffle competition, but was conducted in larger groups than in Cycle 1. The students enjoyed learning using a group competition. After that, the reading exercises were given to the students.

The reflection showed that the implementation of the Silent Card Shuffle Strategy (SCSS) and the accompanying actions were successful to improve the teaching of reading. The following discussion showed how the Silent Card Shuffle Strategy (SCSS) improved the teaching of reading.

1. The Silent Card Shuffle Strategy (SCSS) was useful to improve the teaching and learning process of reading. This learning strategy became one variation of learning activities. When the students did the Silent Card Shuffle activities, they enjoyed working in groups. Moreover, from those activities they gained vocabulary inputs for the whole texts. It was helpful for the students to learn using cards which contained pictures rather than words only.
2. The materials that were used in the teaching and learning activities before were mostly taken from *Lembar Kerja Siswa (LKS)* so the learning activities

mostly depended on books. By applying SCSS, the researcher could make the learning activities less monotonous.

3. The use of pictures both in the presentation stage and reading worksheets made the students understand the texts easily. It facilitated the students to understand the story plot of the narrative texts.
4. From the finding, it could be inferred that the use of games made the students think faster. They became more challenged. The games could increase their interests in learning. They were more engaged in the learning activities if the games were applied. The competition among the groups made the classroom atmosphere more enjoyable. The rewards also motivated them to have a good team-work during the game.
5. The reading exercises gave the students chances to practice their reading skills. The reading exercises were designed using different kinds of reading tasks such as answering questions related to the texts, multiple choices, and filling the blanks with suitable words. By completing the reading tasks, the students could develop their micro-skills of reading.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research was aimed at improving the teaching of reading by using the Silent Card Shuffle Strategy (SCSS) to the eighth grade students in SMPN 1 Seyegan. In this research, SCSS was implemented in two cycles. This strategy consists of five steps, namely *Silent Card Classification*, *Justify and Refine*, *Circulate and Observe*, *Return and Refine*, and *Teacher Debriefing*. Besides the main activities i.e. card arranging activities, the researcher also implemented some additional actions such as using pictures, applying games, and giving various reading exercises.

In relation to the discussion in the previous chapter, it can be concluded that the implementation of SCSS and the supporting actions could improve the teaching of reading. To support the result of the research, there were two kinds of data used in this research i.e. qualitative data and quantitative data. Both data were described as follows.

The qualitative data were obtained from the field notes and interview transcripts. From the qualitative data, the results show that the implementation of SCSS could make the teaching and learning process more effective. The teaching activities become more well-planned and structured. Besides, SCSS provided the opportunities for the students to work in groups. From the group work activities, the students could build their cooperation and participation in the learning activities. They enjoyed learning more by working in groups. Furthermore, the use

of cards could facilitate the students to understand the texts. The students also got easier to understand the texts by using the pictures which were used in the cards and in the reading exercises. They could get visual images about the story plot of the texts. The students were more engaged when they were joining the games. Silent card shuffle games were done in the form of group competition. The students could actively participate in those activities. In addition, various reading exercises were given to the students. It could give opportunities for the students to develop their reading skills.

In terms of quantitative data, the improvement of the teaching of reading could be seen from the result of the pre-test and the post-test. Based on the results of the pre-test and the post-test, the mean score of the post-test was higher than the mean score of the pre-test. The mean scores increased from 65.54 to 73.97. It increased 8.43. The improvement on the students' mean scores showed that the improvement of the teaching of reading gave impacts to the students' achievement.

B. Implications

Based on the discussions in chapter IV and the conclusion which is stated in the previous subchapter, the implementations of the actions during the research have some implications. The implications of the research are presented below.

1. The results of the research indicate that the Silent Card Shuffle Strategy can be a variation of techniques for teaching reading. This learning strategy promotes group-work activities for learning. Besides, the students are also given an opportunity to work individually. It implies that this strategy

provides different kinds of activities which can enhance the students' participation on the learning activities.

2. The Silent Cards Shuffle Strategy also promotes the use of cards in the learning activities. Using cards as the learning media makes the teaching and learning process more enjoyable. The cards provide the students with the language inputs which are learnt in a group activity. The students can learn unconsciously through a fun activity. It implies that interesting learning media such as cards should be provided in order to create a relaxing atmosphere during the teaching and learning process.
3. Other learning media used in the research are pictures. The pictures are useful for the students to make a prediction about the meanings of particular words or the story plot of the text. It implies that pictures can help the students to understand better.
4. The implementation of games can improve the students' participation in the classroom learning activities. It implies that challenging activities have positive contribution to the teaching and learning process.
5. The implementation of giving various reading exercises helps the students to explore their reading skills and to apply some reading strategies. The materials are adjusted with the learning activities. It implies that the selection of the materials will influence the learning activities.

C. Suggestions

After conducting this research, the researcher proposes some suggestions for the English teacher and other researchers like in the following.

1. For the English teacher

There should be a variation of the classroom learning activities. The use of media and the selection of the materials are very important. Besides, a good preparation for the teaching activities is needed as well. The activities which are well-designed will influence the teaching and learning process. It is necessary for the English teacher in SMPN 1 Seyegan to improve the teaching of reading. Therefore, it is recommended for the English teacher to apply the Silent Card Shuffle Strategy as the teaching technique. The result of this research shows that this learning strategy could improve the teaching of reading.

However, to implement the Silent Card Shuffle Strategy the teacher needs a proper preparation. The teacher needs to design the cards and adjust them to the material. For that reason, this learning strategy can be used as a variation of learning activities.

2. For future researchers

This research only focuses on the improving the teaching of reading especially narrative texts. Therefore, other researchers may conduct research on other text genres or other language skills.

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APPENDIX A

COURSE GRID

Course Grid of Teaching and Learning Process of Reading Skills for the Eighth Grade Students of SMPN 1 Seyegan

Siklus	Standar Kompetensi	Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Waktu	Sumber dan Media Pembelajaran
Siklus 1, Pertemuan I	11. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar	11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>narrative</i> . 2. Siswa dapat merespon makna dalam teks <i>narrative</i> . 3. Siswa dapat memaknai kata-kata sulit dalam teks <i>narrative</i> . 4. Siswa dapat mengidentifikasi informasi rinci dalam teks <i>narrative</i> .	1. The language features of a narrative text <ul style="list-style-type: none"> Specific participants or characters The setting of the story (time and place) The use of past tense Problems to be solved by the characters. 2. Vocabulary <ol style="list-style-type: none"> a coin (n) a bow (n) pretty (adj.) brayed (v) barked (v) frightened (adj.) marry (v) a wedding (n) ate (v) vain (adj.) 	1. Silent Card Classification <ol style="list-style-type: none"> Menunjukkan beberapa paket kartu yang berisi 10 kata beserta definisinya. Kata-kata tersebut diambil dari teks narrative <i>The Vain Little Mouse</i>. Membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak). Membagikan satu paket kartu untuk masing-masing kelompok. Memberi instruksi pada siswa untuk memasang kata-kata tersebut dengan definisinya, namun dilarang berdiskusi atau 	2 x 40'	-LKS: Haejanti, A.N., dkk. <i>Pioneer: berdasarkan Pendekatan Berbasis Text (Genre Based Approach)</i> . - Kartu -Lembar Kerja Siswa - Gambar (<i>The Vain Little Mouse</i>)

				<p>3. An narrative text (The Vain Little Mouse)</p> <p>Little Mouse lived in a beautiful little house. One day, when she was sweeping the floor, she found a coin.</p> <p>She said, "With this coin, I'm going to buy a nice red bow for my hair. I'll look beautiful!" She was really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her.</p> <p>"Little mouse, you do look pretty," said the donkey. "Will you marry me?"</p> <p>Then, she asked, "What will you do at night?" "I'll bray like this," said the donkey, and he brayed. Oh, no, I'll get frightened," said the mouse.</p> <p>Then, the dog asked her, "Little mouse, you do look beautiful. Why don't you marry me?"</p> <p>"What will you do at</p>	<p>berbicara dengan siswa lain.</p> <p>2. Justify and Refine</p> <p>a. Setelah selesai mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.</p> <p>b. Siswa diperbolehkan untuk mengganti susunan kartu mereka.</p> <p>3. Circulate and Observe</p> <p>a. Memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.</p> <p>b. Siswa diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.</p>		
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				<p>night?” asked the mouse. “I’ll bark like this,” said the dog, and he barked. “Oh, no, I’ll get frightened,” said the mouse.</p> <p>Finally, the cat asked her. “Beautiful little mouse, will you marry me?”</p> <p>“What will you do at night?” asked the mouse. “I’ll sing like this,” said the cat. Then, he sang a beautiful song. “Yes, I’ll marry you,” said the mouse.</p> <p>Finally, they got married. However, on their wedding night, the cat did not sing his beautiful song. He ate the vain little mouse instead.</p> <p>4. Soal Latihan</p> <ol style="list-style-type: none"> 1. Who are the characters of the story? 2. Where did the mouse live? 3. When did the little mouse find the coin? 4. What was she going to buy? 	<p>4. Return and Refine</p> <ol style="list-style-type: none"> a. Siswa kembali ke kelompok mereka masing-masing. b. Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak. <p>5. Teacher Debriefing</p> <ol style="list-style-type: none"> a. Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka. b. Guru memberikan soal latihan tentang teks <i>The Vain Little Mouse</i>. c. Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa. d. Guru menjelaskan isi dari teks narrative tersebut dan mendiskusikannya bersama siswa. 	
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				5. Who asked her to marry? 6. What would the donkey do at night? 7. What would the dog do at night? 8. What did the cat do on their wedding night? 9. Did the mouse get frightened by the dog? 10. What can we learn from this story?			
Siklus 1, Pertemuan II	11. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar	11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>narrative</i> . 2. Siswa dapat merespon makna dalam teks <i>narrative</i> . 3. Siswa dapat memaknai kata-kata sulit dalam teks <i>narrative</i> . 4. Siswa dapat mengidentifikasi informasi rinci dalam teks <i>narrative</i> .	1. The language features of a narrative text <ul style="list-style-type: none"> Specific participants or characters The setting of the story (time and place) The use of past tense Problems to be solved by the characters. 2. Vocabulary <ol style="list-style-type: none"> lettuces (n) to steal (v) a witch (n) a tower (n) a forest (n) a prince (n) tricked (v) thorns (n) blind (adj.) 	1. Silent Card Classification <ol style="list-style-type: none"> Menunjukkan beberapa paket kartu yang berisi 10 kata beserta definisinya. Kata-kata tersebut diambil dari teks <i>narrative Rapunzel</i>. Membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak) Membagikan satu paket kartu untuk masing-masing kelompok Memberi instruksi pada siswa untuk memasang kata-kata tersebut dengan 	2 x 40'	- Kartu -Lembar Kerja Siswa -Gambar (<i>Rapunzel</i>)

				<p>j. tears (n)</p> <p>3. An narrative text (Rapunzel)</p> <p>Once upon a time, a couple lived in a house next door to a witch. The wife was pregnant and longed to eat the lettuces in the witch's beautiful garden.</p> <p>The wife wanted the lettuces so much that her husband decided to steal them but he was caught by the witch. "Have the lettuces but soon you will have a baby and you must give me your child when she is born," she said.</p> <p>The man was so scared that he agreed to everything she asked. When the little girl was born, the witch took her away and named her Rapunzel.</p> <p>When Rapunzel grew up the witch locked her away in a tower in the middle of a forest with one window right at the top. Whilst Rapunzel</p>	<p>definisinya, namun dilarang berdiskusi atau berbicara dengan siswa lain.</p> <p>2. Justify and Refine</p> <p>a. Setelah selesai mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.</p> <p>b. Siswa diperbolehkan untuk mengganti susunan kartu mereka.</p> <p>3. Circulate and Observe</p> <p>a. Memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.</p> <p>b. Siswa diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan</p>		
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				<p>lived in the tower, her golden hair grew longer and longer.</p> <p>When the witch visited she would call, “Rapunzel! Rapunzel! Let down your long hair”. Rapunzel let down her hair and the witch climbed up.</p> <p>One day, a handsome prince rode through the wood and found the tower. He heard singing and saw Rapunzel at the window. He watched the witch come to the tower and climb up Rapunzel’s hair and decided to do the same.</p> <p>The prince visited Rapunzel every day but when the witch found out she tricked the prince and threw him out the tower. He fell on some thorns and scratched his eyes.</p> <p>The prince was blind for a long time until one day he heard Rapunzel. When she saw it was her prince, she cried with happiness. Her tears touched his eyes and he</p>	<p>kartu mereka.</p> <p>4. Return and Refine</p> <p>a. Siswa kembali ke kelompok mereka masing-masing.</p> <p>b. Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.</p> <p>5. Teacher Debriefing</p> <p>a. Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka.</p> <p>b. Guru memberikan soal latihan tentang teks <i>Rapunzel</i>.</p> <p>c. Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.</p> <p>d. Guru menjelaskan isi dari teks narrative tersebut dan mendiskusikannya bersama siswa.</p>		
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				<p>could see again! They lived happily ever after in his kingdom.</p> <p>4. Soal (True/False)</p> <ol style="list-style-type: none"> 1. The couple named her daughter Rapunzel 2. The witch locked away Rapunzel in a castle. 3. The prince imitated what the witch had done and climbed up the tower. 4. The witch tricked the prince. 5. The story of Rapunzel has a sad ending. 			
Siklus 1, Pertemuan III	11. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar	11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk	<ol style="list-style-type: none"> 1. Siswa dapat mengurutkan bagian-bagian teks <i>narrative</i> sehingga menjadi sebuah teks yang utuh. 2. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>narrative</i>. 3. Siswa dapat menggunakan <i>simple past tense</i> 	<p>1. A narrative text</p> <p>The Elves and the Shoemaker</p> <p>Once upon a time lived a very poor shoemaker. He only had enough leather left to make one pair of shoes. He cut out the shoes and left them on the table. The next morning, the shoemaker was surprised. There was a beautiful pair of shoes on</p>	<p>1. Silent Card Classification</p> <ol style="list-style-type: none"> a. Menunjukkan beberapa paket kartu yang berisi bagian-bagian narrative text yang sudah diacak. b. Membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-6 anak) c. Membagikan satu paket kartu untuk masing-masing kelompok, kertas tebal sebagai papan untuk menempel 	2 x 40'	<p>-Kartu</p> <p>-Lembar Kerja Siswa</p> <p>- Gambar (<i>The Elves and the Shoemaker</i>)</p>

		<i>recount</i> dan <i>narrative</i>	<p>dalam kalimat.</p> <p>4. Siswa dapat mengidentifikasi informasi rinci dalam bacaan.</p>	<p>the table. The shoes were so beautiful that the woman bought them and paid the shoemaker a lot of money.</p> <p>Now, he could buy leather for two more shoes. Before he went to bed, he laid the leather on the table. Again he was surprised. When he woke up the next morning, he found two beautiful shoes on the table.</p> <p>Soon, the shoemaker became a rich man. One night, he decided to hide to know who crept in to make beautiful shoes. At midnight, two elves came to the shop and stitched the shoes together very carefully. Yet, there was something strange about them. They wore strange and dirty clothes. The shoemaker's wife, then, made them clothes because she wanted to thank them. After she finished sewing the clothes, she left them on the table. The elves</p>	<p>kartu, dan <i>blu-tack</i> untuk menempel kertas tersebut di papan tulis.</p> <p>d. Memberi instruksi pada siswa untuk menyusun kartu-kartu tersebut sehingga menjadi sebuah teks yang utuh, tetapi dilarang berdiskusi atau berbicara dengan siswa lain.</p> <p>2. Justify and Refine</p> <p>a. Setelah selesai mengurutkan kartu-kartu tersebut menjadi sebuah teks yang utuh, kemudian siswa diperbolehkan untuk berbicara dan berdiskusi dalam satu kelompok.</p> <p>b. Siswa diperbolehkan untuk mengganti susunan kartu mereka.</p> <p>c. Setelah selesai berdiskusi, mereka diharuskan menempel kartu-kartu mereka di kertas yang telah disediakan.</p> <p>d. Kelompok yang telah selesai menempelkan kartunya di kertas harus</p>		
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				<p>were very happy to see all the clothes. They put them on, sang and leapt about happily.</p> <p>The shoemaker and his wife never saw the elves again. But, they would never forget them. The elves had showed them how to make beautiful shoes.</p> <p>2. Latihan soal</p> <p><i>Answer the following questions.</i></p> <ol style="list-style-type: none"> 1. How many characters are there in the text? Who are they? 2. Why did the woman buy the shoes and paid a lot of money? 3. What was strange about the elves? 4. Why did the shoemaker's wife make the clothes for the elves? 5. What had the elves showed to the shoemaker and his wife? 	<p>berlomba menjadi yang tercepat menempelkan pekerjaannya di papan tulis.</p> <p>3. Teacher Debriefing</p> <ol style="list-style-type: none"> a. Guru menunjukkan urutan yang benar dari teks <i>narrative</i> yang telah diacak sebelumnya sambil mengoreksi susunan kartu dari tiap kelompok yang telah ditempel di papan tulis. b. Guru menentukan kelompok mana yang merupakan pemenang dari permainan tersebut. c. Guru memberikan hadiah untuk kelompok yang keluar sebagai pemenang. d. Guru memberikan lembar kerja yang berkaitan dengan teks "The Elves and the Shoemaker". e. Guru menginstruksikan siswa untuk membaca teks tersebut dan 		
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				<p><i>Change the verbs into past tense forms.</i></p> <ol style="list-style-type: none"> 1. The shoes (are) _____ made of leather. 2. The shoemaker (wake) _____ up in the morning and got surprised. 3. He (find) _____ a pair of beautiful shoes on the table. 4. The elves (come) _____ at midnight to make a pair of shoes. 5. He (lay) _____ the leather on the table. 6. A woman (buy) _____ the beautiful shoes. 7. The elves (wear) _____ strange and dirty clothes. 8. The shoemaker's wife. (make) _____ a pair of clothes for the elves. 9. The elves (put) _____ on the clothes and sang happily. 10. They never (see) _____ the elves again. 	<p>mengerjakan soal latihan.</p> <p>f. Guru menjelaskan isi dari teks <i>narrative</i> tersebut dan mendiskusikannya bersama siswa.</p> <p>g. Guru memberikan beberapa pertanyaan terkait teks tersebut dan membahasnya bersama-sama dengan siswa.</p> <p>h. Guru memberi penjelasan tentang penggunaan <i>simple past tense</i> dalam teks <i>narrative</i>.</p>		
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Siklus	Standar Kompetensi	Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Waktu	Sumber dan Media Pembelajaran
Siklus 2, Pertemuan I	11. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar	11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	1. Siswa dapat menjawab pertanyaan terkait bacaan. 2. Siswa dapat membedakan karakteristik dari tokoh dalam bacaan. 3. Siswa dapat mengidentifikasi informasi rinci dalam bacaan.	1. A narrarive text The Hare and the Tortoise The hare was once boasting of his speed before the other animals. "I have never yet been beaten when I put forth my full speed," said him. "I challenge anyone here to race with me." The tortoise said quietly, "I accept your challenge." "That is a joke, said the hare. "I could dance round you all the way." "Keep your boasting till you've won," answered the tortoise. "Shall we race?" So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and to show his mock for the tortoise, he laid down	1. Silent Card Classification a. Menunjukkan beberapa paket kartu yang berisi kata-kata (karakteristik dari tokoh yang terdapat dalam teks "The Hare and the Tortoise") yang telah diacak. b. Membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak) c. Membagikan satu paket kartu untuk masing-masing kelompok d. Memberi instruksi pada siswa untuk mengklasifikasikan kartu-kartu tersebut namun dilarang berdiskusi atau berbicara dengan siswa lain. 2. Justify and Refine a. Setelah selesai	2x40'	- Kartu - Lembar kerja

				<p>to take a nap.</p> <p>The tortoise plodded on and plodded on, and when the hare woke from his nap, he saw the tortoise just near the winning-post and could not run up in time to save the race.</p> <p>Then, the tortoise said, "Slow but steady progress wins the race."</p> <p>2. <i>Read text carefully. Choose the correct answer by crossing a, b, c, or d.</i></p> <p>1. The hare was boasting of his speed because...</p> <p>a. he could beat the tortoise on the race.</p> <p>b. no other animals had ever beaten him on a race.</p> <p>c. the tortoise accepted the challenge.</p> <p>d. the tortoise could beat him on a race.</p> <p>2. What did the hare do after he had stopped during the race?</p> <p>a. He ate some carrots.</p> <p>b. He sang a song.</p>	<p>mengklasifikasikan kartu-kartu tersebut, kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.</p> <p>b. Siswa diperbolehkan untuk mengganti susunan kartu mereka.</p> <p>3. Circulate and Observe</p> <p>a. Memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.</p> <p>b. Siswa diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.</p> <p>4. Return and Refine</p> <p>a. Siswa kembali ke kelompok mereka masing-masing.</p>		
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				<p>c. He called his friends.</p> <p>d. He took a nap.</p> <p>3. "Then, the tortoise said, "Slow but <u>steady</u> progress wins the race." (last sentence). The underlined word means....</p> <p>a. constant</p> <p>b. quick</p> <p>c. certain</p> <p>d. strong</p> <p>4. The tortoise had these characteristics, <i>except</i>....</p> <p>a. humble</p> <p>b. modest</p> <p>c. arrogant</p> <p>d. hard-working</p> <p>5. What can we learn from this story?</p> <p>a. We should do everything diligently.</p> <p>b. We should not underestimate others.</p> <p>c. We should not accept any challenges.</p> <p>d. We should not take a nap.</p>	<p>b. Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.</p> <p>5. Teacher Debriefing</p> <p>a. Guru menjelaskan tentang klasifikasi yang benar dari kata-kata tersebut.</p> <p>b. Guru menjelaskan isi dari teks narrative tersebut dan mendiskusikannya bersama siswa.</p> <p>c. Guru memberikan beberapa pertanyaan terkait teks tersebut dan membahasnya bersama-sama dengan siswa.</p> <p>d. Guru memberikan soal latihan pada siswa.</p>		
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Siklus 2, Pertemuan II dan III	11. Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar	11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	1. Siswa dapat menjawab pertanyaan terkait bacaan. 2. Siswa dapat mengidentifikasi makna dari kata- kata sulit dalam bacaan. 3. Siswa dapat mengidentifikasi informasi rinci dalam bacaan.	1. Vocabulary - <i>bushes</i> - <i>luck</i> - <i>snake</i> - <i>sad</i> - <i>rice</i> - <i>arms</i> - <i>palace</i> - <i>furios</i> - <i>legs</i> - <i>power</i> - <i>eggs</i> - <i>judgment</i> 2. A Narrative Text THE LEGEND OF DEWI SRI a. <i>answer</i> b. <i>princess</i> c. <i>fair</i> d. <i>teardrops</i> e. <i>heaven</i> f. <i>hatched</i> g. <i>attack</i> h. <i>sad</i> i. <i>arrived</i> j. <i>egg</i>	1. Silent Card Classification a. Menunjukkan beberapa paket kartu yang berisi kata-kata dan gambar yang diambil dari cerita “The Legend of Dewi Sri” yang telah diacak. b. Menginstruksikan siswa bahwa akan diadakan permainan. c. Memberi petunjuk tentang permainan. d. Membagi siswa menjadi 4 kelompok (tiap kelompok terdiri dari 9 anak). e. Membagikan satu paket kartu untuk masing- masing kelompok f. Satu orang siswa berada di depan dan ditutup matanya, sementara siswa lain di belakang yang akan mencocokkan kata sesuai gambar yang diambil oleh siswa yang ditutup matanya. g. Memberi instruksi pada siswa untuk menyusun kartu-kartu tersebut sesuai pasangannya	2x40'	- Kartu - Lembar kerja
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				<p>Once upon a time, in (1)_____, Batara Guru asked all gods and goddesses to contribute their power in building a new palace.</p> <p>Upon hearing the Batara Guru's demand, one of the gods, Anta, was (2)_____. He did not have arms or legs, and he was not sure how he could possibly do the job. Anta was in the form of a snake and he could not work. He sought advice from one of his friends, but unfortunately his friend was also confused by Anta's bad luck. Anta became very sad and he cried. As he was crying, three (3)_____ fell to the ground. Amazingly, after touching the ground those teardrops became three eggs. His friend advised him to offer those eggs to Batara Guru, hoping that he would give a (4)_____ judgment.</p> <p>With the three eggs</p>	<p>(kata dan gambar), tetapi dilarang berdiskusi atau berbicara dengan siswa lain.</p> <p>2. Justify and Refine (5')</p> <p>a. Setelah selesai mengklasifikasikan kartu-kartu tersebut, kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.</p> <p>b. Siswa diperbolehkan untuk mengganti susunan kartu mereka.</p> <p>c. Kelompok yang telah selesai menyusun dan menempel kartu-kartu mereka harus berlomba menjadi yang tercepat untuk menempelkan pekerjaannya di papan tulis.</p> <p>3. Teacher Debriefing</p> <p>a. Guru menjelaskan tentang klasifikasi yang benar dari kartu-kartu tersebut.</p> <p>b. Guru memberikan</p>		
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				<p>in his mouth, Anta went to Batara Guru's palace. On the way there, he was approached by a black bird who asked him a question. He could not (5)_____ because of the eggs in his mouth, but the bird thought that Anta was arrogant. It became furious and began to (6)_____ Anta, and as a result one egg was shattered. Anta quickly tried to hide in the bushes, but the bird was waiting for him. The second attack left Anta with only one egg to offer to Batara Guru.</p> <p>Finally, he (7)_____ at the palace and offered his teardrop (in the shape of an egg) to Batara Guru. The offer was accepted and Batara Guru asked him to wait for the (8)_____ until it hatched. Miraculously, the egg (9)_____ into a very beautiful girl. He gave the baby girl to Batara Guru and his</p>	<p>lembar kerja yang berisi teks "The Legend of Dewi Sri" dan pertanyaan terkait bacaan.</p> <p>c. Guru menjelaskan isi dari teks tersebut dan mendiskusikannya bersama siswa.</p> <p>d. Guru memberikan beberapa pertanyaan terkait teks tersebut dan membahasnya bersama-sama dengan siswa.</p> <p>e. Guru memberikan soal latihan pada siswa.</p>		
--	--	--	--	--	--	--	--

				<p>wife.</p> <p>Nyi Pahi Sanghian Sri was her name. She grew up into a beautiful (10)_____, becoming more and more beautiful as the days passed by. The princess was usually called Dewi Sri, the goddess of rice.</p> <p>3. Latihan Soal <i>Answer the questions based on the text.</i></p> <ol style="list-style-type: none"> 1. What did Batara Guru ask gods and goddesses to do? 2. Why could not Anta help the gods building a new palace? 3. Who attacked Anta and made his two eggs shatter? 4. What did Batara Guru ask Anta to do to the egg? 5. "It became furious and..." (3rd paragraph) The word "furious" has the similar meaning to... 			
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APPENDIX B

LESSON PLANS

**RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS
KELAS VIII SEMESTER 2**

Nama Sekolah : SMPN 1 Seyegan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Pertemuan Ke : 1
Aspek/Skill : Membaca (*Reading*)
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator :

1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks *narrative*.
2. Siswa dapat merespon makna dalam teks *narrative*.
3. Siswa dapat memaknai kata-kata sulit dalam teks *narrative*.
4. Siswa dapat mengidentifikasi informasi rinci dalam teks *narrative*.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengidentifikasi informasi dalam teks *narrative* sederhana.

2. Materi Pembelajaran

1) A narrative text

A narrative text tells a story. Its purpose is to entertain the readers with our stories. In a narrative text, you will find:

- Specific participants or characters
e.g. the little mouse, the donkey, the dog, and the cat.
- The setting of the story (time and place)
e.g. in a beautiful little house
- The use of past tense
e.g. Little Mouse lived in a beautiful little house.
- Problems to be solved by the characters.

2) Vocabulary

- | | |
|----------------------|---|
| a. a coin (n) | : a small round piece of metal used as money |
| b. a bow (n) | : a knot with two curved parts used as a decoration |
| c. pretty (adj.) | : beautiful |
| d. brayed (v) | : made noise like a donkey |
| e. barked (v) | : made noise like a dog |
| f. frightened (adj.) | : feeling scared |
| g. marry (v) | : become a husband and a wife |
| h. a wedding (n) | : a marriage ceremony |
| i. ate (v) | : put the food into the mouth |
| j. vain (adj.) | : too interested in your own appearance |

3) An example of narrative text

The Vain Little Mouse

Little Mouse lived in a beautiful little house. One day, when she was sweeping the floor, she found a coin.

She said, “With this coin, I’m going to buy a nice red bow for my hair. I’ll look beautiful!” She was really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her.

“Little mouse, you do look pretty,” said the donkey. “Will you marry me?”

Then, she asked, “What will you do at night?” “I’ll bray like this,” said the donkey, and he brayed. Oh, no, I’ll get frightened,” said the mouse.

Then, the dog asked her, “Little mouse, you do look beautiful. Why don’t you marry me?”

“What will you do at night?” asked the mouse. “I’ll bark like this,” said the dog, and he barked. “Oh, no, I’ll get frightened,” said the mouse.

Finally, the cat asked her. “Beautiful little mouse, will you marry me?”

“What will you do at night?” asked the mouse. “I’ll sing like this,” said the cat. Then, he sang a beautiful song. “Yes, I’ll marry you,” said the mouse.

Finally, they got married. However, on their wedding night, the cat did not sing his beautiful song. He ate the vain little mouse instead.

3. Metode Pembelajaran: Silent Card Shuffle Strategy

4. Kegiatan

Langkah-langkah Kegiatan

a. Kegiatan Awal (5’)

- *Greeting and Prayers*
- *Checking attendance*
- *Addressing the topic*
 1. Menjelaskan tentang *silent card shuffle strategy*.
 2. Tanya jawab singkat tentang *narrative text*.

b. Kegiatan Inti (Silent Card Shuffle) (60’)

1) Silent Card Classification (10’)

- a) Guru menunjukkan beberapa paket kartu yang berisi 10 kata beserta definisinya. Kata-kata tersebut diambil dari teks *narrative “The Vain Little Mouse”*.
- b) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).
- c) Guru membagikan satu paket kartu untuk masing-masing kelompok.

- d) Guru memberi instruksi pada siswa untuk memasang kata-kata tersebut dengan definisinya, namun dilarang berdiskusi atau berbicara dengan siswa lain.

2) Justify and Refine (5')

- a) Setelah selesai mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
- b) Siswa diperbolehkan untuk mengganti susunan kartu mereka.

3) Circulate and Observe (5')

- a) Memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
- b) Siswa diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.

4) Return and Refine (5')

- a) Siswa kembali ke kelompok mereka masing-masing.
- b) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.

5) Teacher Debriefing (35')

- a) Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka.
- b) Guru memberikan soal latihan tentang teks *The Vain Little Mouse*.
- c) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
- d) Guru menjelaskan isi dari teks *narrative* tersebut dan mendiskusikannya bersama siswa.

c. Kegiatan Penutup (5')

1. Guru menyimpulkan materi pelajaran.
2. Guru menyampaikan materi yang akan dipelajari selanjutnya.
3. Guru menutup pelajaran dengan berdoa dan salam.

5. Sumber belajar

LKS: Haejanti, A.N., dkk. *Pioneer: berdasarkan Pendekatan Berbasis Text* (Genre Based Approach).

6. Media Pembelajaran

Kartu, Gambar, dan Lembar Kerja. *[terlampir]*

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa dapat mengidentifikasi informasi rinci dalam teks <i>narrative</i> .	Tes tulis	Soal uraian	<i>Answer the following questions.</i>

Instrumen Penilaian/ Soal:

Read the text carefully. Then, answer the following questions.

1. Who are the characters of the story?
2. Where did the mouse live?
3. When did the little mouse find the coin?
4. What was she going to buy?
5. Who asked her to marry?
6. What would the donkey do at night?
7. What would the dog do at night?
8. What did the cat do on their wedding night?
9. Did the mouse get frightened by the dog?
10. What can we learn from this story?

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor = 2
2. Nilai maksimal = jumlah skor maksimal x 5 = 100
3. Nilai siswa = Skor Perolehan x 5

Rubrik Penilaian

Uraian	Skor
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Yogyakarta, 02 April 2013

Menyetujui,
Guru Pembimbing,

Mahasiswa,

Kabul Triyatno, S. Pd.
NIP: 19701206 199512 1 002

Ika Fathin Resti Martanti
NIM: 08202241059

Lampiran

1. Cards











1) A COIN	a small round piece of metal used as money
2) A BOW	a knot with two curved parts used as a decoration
3) PRETTY	beautiful
4) BRAYED	made noise like a donkey
5) BARKED	made noise like a dog
6) FRIGHTENED	feeling scared
7) MARRY	become a husband and a wife
8) A WEDDING	a marriage ceremony
9) ATE	put the food into the mouth
10) VAIN	too interested in your own appearance

2. Lembar Kerja



Task 1 Read the text carefully. Then, arrange the pictures into the correct order.

The Vain Little Mouse

A.		<input type="checkbox"/>	B.		<input type="checkbox"/>	C.		<input type="checkbox"/>
D.		<input type="checkbox"/>	E.		<input type="checkbox"/>	F.		<input type="checkbox"/>
G.		<input type="checkbox"/>	H.		<input type="checkbox"/>	I.		<input type="checkbox"/>
			J.		<input type="checkbox"/>			

Little Mouse lived in a beautiful little house. One day, when she was sweeping the floor, she found a coin.

She said, "With this coin, I'm going to buy a nice red bow for my hair. I'll look beautiful!" She was really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her.

"Little mouse, you do look pretty," said the donkey. "Will you marry me?"

Then, she asked, "What will you do at night?" "I'll bray like this," said the donkey, and he brayed. Oh, no, I'll get frightened," said the mouse.

Then, the dog asked her, "Little mouse, you do look beautiful. Why don't you marry me?"

"What will you do at night?" asked the mouse. "I'll bark like this," said the dog, and he barked. "Oh, no, I'll get frightened," said the mouse.

Finally, the cat asked her. "Beautiful little mouse, will you marry me?"

"What will you do at night?" asked the mouse. "I'll sing like this," said the cat. Then, he sang a beautiful song. "Yes, I'll marry you," said the mouse.

Finally, they got married. However, on their wedding night, the cat did not sing his beautiful song. He ate the vain little mouse instead.



The Vain Little Mouse

Task 2

Read the text carefully. Then, answer the following questions.

1. Who are the characters of the story?

.....

2. Where did the mouse live?

.....

3. When did the little mouse find the coin?

.....

4. What was she going to buy?

.....

5. Who asked her to marry?

.....

6. What would the donkey do at night?

.....

7. What would the dog do at night?

.....

8. What did the cat do on their wedding night?

.....

9. Did the mouse get frightened by the dog?

.....

10. What can we learn from this story?

.....

RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS KELAS VIII SEMESTER 2

Nama Sekolah : SMPN 1 Seyegan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Pertemuan Ke : 2
Aspek/Skill : Membaca (*Reading*)
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator :

1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks *narrative*.
2. Siswa dapat merespon makna dalam teks *narrative*.
3. Siswa dapat memaknai kata-kata sulit dalam teks *narrative*.
4. Siswa dapat mengidentifikasi informasi rinci dalam teks *narrative*.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengidentifikasi informasi dalam teks *narrative* sederhana.

2. Materi Pembelajaran

1) A narrative text

A narrative text tells a story. Its purpose is to entertain the readers with our stories. In a narrative text, you will find:

- Specific participants or characters
e.g. The wife, the husband, Rapunzel, The witch, the prince
- The setting of the story (time and place)
e.g. in a house next door to a witch.
- The use of past tense
e.g. They lived happily ever after in his kingdom.
- Problems to be solved by the characters.

2) Vocabulary

- a. lettuces (n) : a kind of vegetable with large green leaves
- b. to steal (v) : to take something without the permission of the owner
- c. a witch (n) : a woman who has magical powers and uses them to do bad things
- d. a tower (n) : a tall narrow building, often square or circular
- e. a forest (n) : a large area of land covered with trees and plants
- f. a prince (n) : a son of the king or the queen
- g. tricked (v) : deceived someone
- h. thorns (n) : small sharp pointed parts grown on a plant
- i. blind (adj.) : unable to see
- j. tears (n) : drops of liquid from the eye

3) An example of narrative text

RAPUNZEL

Once upon a time, a couple lived in a house next door to a witch. The wife was pregnant and longed to eat the lettuces in the witch's beautiful garden.

The wife wanted the lettuces so much that her husband decided to steal them but he was caught by the witch. "Have the lettuces but soon you will have a baby and you must give me your child when she is born," she said.

The man was so scared that he agreed to everything she asked. When the little girl was born, the witch took her away and named her Rapunzel.

When Rapunzel grew up the witch locked her away in a tower in the middle of a forest with one window right at the top. Whilst Rapunzel lived in the tower, her golden hair grew longer and longer.

When the witch visited she would call, “Rapunzel! Rapunzel! Let down your long hair”. Rapunzel let down her hair and the witch climbed up.

One day, a handsome prince rode through the wood and found the tower. He heard singing and saw Rapunzel at the window. He watched the witch come to the tower and climb up Rapunzel’s hair and decided to do the same.

The prince visited Rapunzel every day but when the witch found out she tricked the prince and threw him out the tower. He fell on some thorns and scratched his eyes.

The prince was blind for a long time until one day he heard Rapunzel. When she saw it was her prince, she cried with happiness. Her tears touched his eyes and he could see again! They lived happily ever after in his kingdom.

3. Metode Pembelajaran: Silent Card Shuffle Strategy

4. Kegiatan

Langkah-langkah Kegiatan

a. Kegiatan Awal (5’)

- *Greeting and Prayers*
- *Checking attendance*
- *Addressing the topic*
- 3. Menjelaskan tentang *silent card shuffle strategy*.
- 4. Tanya jawab singkat tentang *narrative text*.

b. Kegiatan Inti (Silent Card Shuffle) (60’)

1) Silent Card Classification (10’)

- a) Menunjukkan beberapa paket kartu yang berisi 10 kata beserta definisinya. Kata-kata tersebut diambil dari teks *narrative “Rapunzel”*.
- b) Membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak)

- c) Membagikan satu paket kartu untuk masing-masing kelompok
- d) Memberi instruksi pada siswa untuk memasangkan kata-kata tersebut dengan definisinya, namun dilarang berdiskusi atau berbicara dengan siswa lain.

2) Justify and Refine (5')

- a) Setelah selesai mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
- b) Siswa diperbolehkan untuk mengganti susunan kartu mereka.

3) Circulate and Observe (5')

- a) Memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
- b) Siswa diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.

4) Return and Refine (5')

- a) Siswa kembali ke kelompok mereka masing-masing.
- b) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.

5) Teacher Debriefing (35')

- a) Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka.
- b) Guru memberikan soal latihan tentang teks *Rapunzel*.
- c) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
- d) Guru menjelaskan isi dari teks *narrative* tersebut dan mendiskusikannya bersama siswa.

c. Kegiatan Penutup (5')

1. Guru menyimpulkan materi pelajaran.
2. Guru menyampaikan materi yang akan dipelajari selanjutnya.
3. Guru menutup pelajaran dengan berdoa dan salam.

5. Sumber belajar

www.bbc.co.uk/cbeebies

6. Media Pembelajaran

Kartu, Gambar, dan Lembar Kerja. *[terlampir]*

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa dapat mengidentifikasi informasi rinci dalam teks <i>narrative</i> .	Tes tulis	True/False	<i>Read the story carefully. Write T if the statement is true and F if it is false.</i>

Instrumen Penilaian/ Soal:

TRUE/FALSE

Read the story carefully. Write T if the statement is true and F if it is false.

No.	Statements	T/F
1.	The wife wanted to eat the lettuces in the witch's garden.	
2.	The husband agreed to give his baby to the witch.	
3.	The couple named her daughter Rapunzel.	
4.	The witch locked away Rapunzel in a castle in the middle of a forest.	
5.	Rapunzel had a long golden hair.	
6.	The witch climbed up the tower using a ladder.	
7.	The prince imitated what the witch had done and climbed up the tower.	

8.	The witch tricked the prince and threw him out of the tower.	
9.	The prince fell on some thorns and hurt his eyes.	
10.	The story of Rapunzel has a sad ending.	

Rubrik Penilaian:

No.	Uraian	Skor
1.	Jawaban benar	2
2.	Jawaban salah	0

Nilai : jumlah score x 10 : 100

Skor maksimal: 100

Yogyakarta, 04 April 2013

Menyetujui,
Guru Pembimbing,





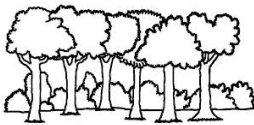





Mahasiswa,

Kabul Triyatno, S. Pd.
NIP: 19701206 199512 1 002

Ika Fathin Resti Martanti
NIM: 08202241059

Lampiran

➤ **Kartu**

(1) LETTUCES	a kind of vegetable with large green leaves	
(2) TO STEAL	to take something without the permission of the owner	
(3) A WITCH	a woman who has magical powers and uses them to do bad things	
(4) A TOWER	a tall narrow building, often square or circular	
(5) A FOREST	a large area of land covered with trees and plants	
(6) A PRINCE	a son of the king or the queen	
(7) TRICKED	deceived someone	
(8) THORNS	small sharp pointed parts grown on a plant	
(9) BLIND	unable to see	
(10) TEARS	drops of liquid from the eye	

➤ **Lembar Kerja**

Task 1

Rearrange the pictures into correct order according to the story.

RAPUNZEL

(.....) Once upon a time, a couple lived in a house next door to a witch. The wife was pregnant and she longed to eat the lettuces in the witch's beautiful garden.

(.....) The wife wanted the lettuces so much that her husband decided to steal them but he was caught by the witch. "Have the lettuces but soon you will have a baby and you must give me your child when she is born," she said.

(.....) The man was so scared that he agreed to everything she asked. When the little girl was born, the witch took her away and named her Rapunzel.

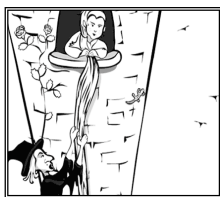
(.....) When Rapunzel grew up the witch locked her away in a tower in the middle of a forest with one window right at the top. Whilst Rapunzel lived in the tower, her golden hair grew longer and longer.

(.....) When the witch visited she would call, "Rapunzel! Rapunzel! Let down your long hair". Rapunzel let down her hair and the witch climbed up.

(.....) One day, a handsome prince rode through the wood and found the tower. He heard singing and saw Rapunzel at the window. He watched the witch come to the tower and climb up Rapunzel's hair and decided to do the same.

(.....) The prince visited Rapunzel every day but when the witch found out she tricked the prince and threw him out the tower. He fell on some thorns and scratched his eyes.

(.....) The prince was blind for a long time until one day he heard Rapunzel. When she saw it was her prince, she cried with happiness. Her tears touched his eyes and he could see again! They lived happily ever after in his kingdom.



1.



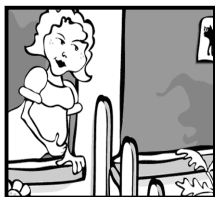
2.



3.



4.



5.



6.



7.



8.



TRUE/FALSE

Read the story carefully. Write T if the statement is true and F if it is false.

No.	Statements	T/F
1.	The wife wanted to eat the lettuces in the witch's garden.	
2.	The husband agreed to give his baby to the witch.	
3.	The couple named her daughter Rapunzel.	
4.	The witch locked away Rapunzel in a castle in the middle of a forest.	
5.	Rapunzel had long golden hair.	
6.	The witch climbed up the tower using a ladder.	
7.	The prince imitated what the witch had done and climbed up the tower.	
8.	The witch tricked the prince and threw him out of the tower.	
9.	The prince fell on some thorns and hurt his eyes.	
10.	The story of Rapunzel has a sad ending.	

**RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS
KELAS VIII SEMESTER 2**

Nama Sekolah : SMPN 1 Seyegan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Pertemuan Ke : 3
Aspek/Skill : Membaca (*Reading*)
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator :

1. Siswa dapat mengurutkan bagian-bagian teks *narrative* sehingga menjadi sebuah teks yang utuh.
2. Siswa dapat mengidentifikasi ciri kebahasaan dari teks *narrative*.
3. Siswa dapat menggunakan *simple past tense* dalam kalimat.
4. Siswa dapat mengidentifikasi informasi rinci dalam bacaan.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengidentifikasi informasi dalam teks *narrative* sederhana.

2. Materi Pembelajaran

1) A Narrative Text (The Elves and the Shoemaker)

THE ELVES AND THE SHOEMAKER

Once upon a time, there was a very poor shoemaker who lived in a small city. He only had enough leather left to make one pair of shoes. He cut out the shoes and left them on the table. The next morning, the shoemaker was surprised. There was a beautiful pair of shoes on the table. The shoes were so beautiful that the woman bought them and paid the shoemaker a lot of money.

Now, he could buy leather for two more shoes. Before he went to bed, he laid the leather on the table. Again he was surprised. When he woke up the next morning, he found two beautiful shoes on the table.

Soon, the shoemaker became a rich man. One night, he decided to hide to know who crept in to make beautiful shoes. At midnight, two elves came to the shop and stitched the shoes together very carefully. Yet, there was something strange about them. They wore strange and dirty clothes. The shoemaker's wife, then, made them clothes because she wanted to thank them. After she finished sewing the clothes, she left them on the table. The elves were very happy to see all the clothes. They put them on, sang and leapt about happily.

The shoemaker and his wife never saw the elves again. But, they would never forget them. The elves had showed them how to make beautiful shoes.

2) Latihan soal

Change the verbs into past tense forms.

1. The shoes (are) _____ made of leather.
2. The shoemaker (wake) _____ up in the morning and got surprised.
3. He (find) _____ a pair of beautiful shoes on the table.
4. The elves (come) _____ at midnight to make a pair of shoes.
5. He (lay) _____ the leather on the table.
6. A woman (buy) _____ the beautiful shoes.
7. The elves (wear) _____ strange and dirty clothes.

8. The shoemaker's wife (make) _____ a pair of clothes for the elves.
9. The elves (put) _____ on the clothes and sang happily.
10. They never (see) _____ the elves again.

3. Metode Pembelajaran: Silent Cards Shuffle Strategy

4. Kegiatan

Langkah-langkah Kegiatan

a. Kegiatan Awal (5')

- *Greeting and Prayers*
- *Checking attendance*
- *Reviewing the previous material*
- *Addressing the topic*
 1. Tanya jawab singkat tentang *narrative text* "The Elves and the Shoemaker"
 2. Memberitahu siswa bahwa akan diadakan permainan
 3. Menjelaskan tentang peraturan permainan
 4. Menjelaskan tahapan-tahapan *Silent Card Shuffle Strategy* yang akan dipakai dalam permainan

b. Kegiatan Inti (60')

1. Silent Card Classification (10')

- a. Menunjukkan beberapa paket kartu yang berisi bagian-bagian narrative text yang sudah diacak.
- b. Membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-6 anak)
- c. Membagikan satu paket kartu untuk masing-masing kelompok, kertas tebal sebagai papan untuk menempel kartu, dan *blu-tack* untuk menempel kertas tersebut di papan tulis.
- d. Memberi instruksi pada siswa untuk menyusun kartu-kartu tersebut sehingga menjadi sebuah teks yang utuh, tetapi dilarang berdiskusi atau berbicara dengan siswa lain.

2. Justify and Refine (5')

- a. Setelah selesai mengurutkan kartu-kartu tersebut menjadi sebuah teks yang utuh, kemudian siswa diperbolehkan untuk berbicara dan berdiskusi dalam satu kelompok.
- b. Siswa diperbolehkan untuk mengganti susunan kartu mereka.
- c. Setelah selesai berdiskusi, mereka diharuskan menempel kartu-kartu mereka di kertas yang telah disediakan.
- d. Kelompok yang telah selesai menempelkan kartunya di kertas harus berlomba menjadi yang tercepat menempelkan pekerjaannya di papan tulis.

3. Teacher Debriefing (45')

- a. Guru menunjukkan urutan yang benar dari teks *narrative* yang telah diacak sebelumnya sambil mengoreksi susunan kartu dari tiap kelompok yang telah ditempel di papan tulis.
- b. Guru menentukan kelompok mana yang merupakan pemenang dari permainan tersebut.
- c. Guru memberikan hadiah untuk kelompok yang keluar sebagai pemenang.
- d. Guru memberikan lembar kerja yang berkaitan dengan teks "The Elves and the Shoemaker".
- e. Guru menginstruksikan siswa untuk membaca teks tersebut dan mengerjakan soal latihan.
- f. Guru menjelaskan isi dari teks *narrative* tersebut dan mendiskusikannya bersama siswa.
- g. Guru memberikan beberapa pertanyaan terkait teks tersebut dan membahasnya bersama-sama dengan siswa.
- h. Guru memberi penjelasan tentang penggunaan *simple past tense* dalam teks *narrative*.

c. Kegiatan Penutup (5')

1. Guru menyimpulkan materi pelajaran.
2. Guru menyampaikan materi yang akan dipelajari selanjutnya.
3. Guru menutup pelajaran dengan berdoa dan salam.

5. Sumber belajar

- Mukarto, dkk. 2007. English on Sky 2: for Junior High School Students Year VIII. Jakarta: Erlangga.
- www.bbc.co.uk/cbeebies

6. Media Pembelajaran

Kartu, Gambar, Lembar Kerja. *[terlampir]*

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa dapat mengidentifikasi informasi rinci dalam bacaan.	Tes tulis	Menjawab pertanyaan	➤ <i>Answer the following questions.</i>

Instrumen Penilaian/ Soal:

Read text carefully. Then, answer the following questions.

1. How many characters are there in the text? Who are they?
2. Why did the woman buy the shoes and paid a lot of money?
3. What was strange about the elves?
4. Why did the shoemaker's wife make the clothes for the elves?
5. What had the elves showed to the shoemaker and his wife?

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor = 2
2. Nilai maksimal = jumlah skor maksimal x 10 = 100
3. Nilai siswa = Skor Perolehan x 10

Rubrik Penilaian

Uraian	Skor
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Yogyakarta, 06 April 2013

Menyetujui,
Guru Pembimbing,







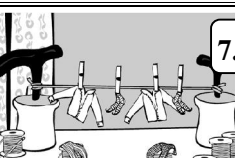


Mahasiswa,

Kabul Triyatno, S. Pd.
NIP: 19701206 199512 1 002

Ika Fathin Resti Martanti
NIM: 08202241059

Lampiran

1. Kartu

	<p>A. The shoes were so beautiful that the woman bought them and paid the shoemaker a lot of money. Now, he could buy leather for two more shoes.</p>
	<p>B. At midnight, two elves came to the shop and stitched the shoes together very carefully. Yet, there was something strange about them. They wore strange and dirty clothes.</p>
	<p>C. The elves were very happy to see all the clothes. They put them on, sang and leapt about happily.</p>
	<p>D. The next morning, the shoemaker was surprised. There was a beautiful pair of shoes on the table.</p>
	<p>E. Before he went to bed, he laid the leather on the table. Again he was surprised. When he woke up the next morning, he found two beautiful shoes on the table.</p>
	<p>F. The shoemaker and his wife never saw the elves again. But, they would never forget them. The elves had showed them how to make beautiful shoes.</p>
	<p>G. Soon, the shoemaker became a rich man. One night, he decided to hide to know who crept in to make beautiful shoes.</p>
	<p>H. Once upon a time lived a very poor shoemaker. He only had enough leather left to make one pair of shoes. He cut out the shoes and left them on the table.</p>
	<p>I. The shoemaker's wife, then, made them clothes because she wanted to thank them. After she finished sewing the clothes, she left them on the table.</p>

**Task 1**

Read the text carefully and answer the following questions.

THE ELVES AND THE SHOEMAKER

Once upon a time, there was a very poor shoemaker who lived in a small city. He only had enough leather left to make one pair of shoes. He cut out the shoes and left them on the table. The next morning, the shoemaker was surprised. There was a beautiful pair of shoes on the table. The shoes were so beautiful that the woman bought them and paid the shoemaker a lot of money.

Now, he could buy leather for two more shoes. Before he went to bed, he laid the leather on the table. Again he was surprised. When he woke up the next morning, he found two beautiful shoes on the table.

Soon, the shoemaker became a rich man. One night, he decided to hide to know who crept in to make beautiful shoes. At midnight, two elves came to the shop and stitched the shoes together very carefully. Yet, there was something strange about them. They wore strange and dirty clothes. The shoemaker's wife, then, made them clothes because she wanted to thank them. After she finished sewing the clothes, she left them on the table. The elves were very happy to see all the clothes. They put them on, sang and leapt about happily.

The shoemaker and his wife never saw the elves again. But, they would never forget them. The elves had showed them how to make beautiful shoes.

1. How many characters are there in the text? Who are they?

2. Why did the woman buy the shoes and paid a lot of money?

3. What was strange about the elves?

4. Why did the shoemaker's wife make the clothes for the elves?

5. What had the elves showed to the shoemaker and his wife?

Task 2

Read the clues below and find the correct words in the text.

It has the similar meaning to...

For example: It has the similar meaning to Pretty → Beautiful

No.	Clues	Words
1.	<u>astonished</u>	S _____
2.	<u>weird</u>	S _____
3.	<u>express gratitude</u>	T _____
4.	<u>created</u>	M _____
5.	<u>sewed</u>	S _____



The Elves and The Shoemaker

Task 3

Change the verbs into past tense forms.

1. The shoes (**are**) _____ made of leather.
2. The shoemaker (**wake**) _____ up in the morning and got surprised.
3. He (**find**) _____ a pair of beautiful shoes on the table.
4. The elves (**come**) _____ at midnight to make a pair of shoes.
5. He (**lay**) _____ the leather on the table.
6. A woman (**buy**) _____ the beautiful shoes.
7. The elves (**wear**) _____ strange and dirty clothes.
8. The shoemaker's wife (**make**) _____ a pair of clothes for the elves.
9. The elves (**put**) _____ on the clothes and sang happily.
10. They never (**see**) _____ the elves again.

RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS KELAS VIII SEMESTER 2

Nama Sekolah : SMPN 1 Seyegan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Pertemuan Ke : 4
Aspek/Skill : Membaca (*Reading*)
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator :

1. Siswa dapat menjawab pertanyaan terkait bacaan.
2. Siswa dapat membedakan karakteristik dari tokoh dalam bacaan.
3. Siswa dapat mengidentifikasi informasi rinci dalam bacaan.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengidentifikasi informasi dalam teks *narrative* sederhana.

3. Metode Pembelajaran: Silent Card Shuffle Strategy

4. Kegiatan

Langkah-langkah Kegiatan

a. Kegiatan Awal (5')

- *Greeting and Prayers*
- *Checking attendance*
- *Addressing the topic*
 1. Menjelaskan tentang *silent card shuffle strategy*.
 2. Tanya jawab singkat tentang *narrative text*.
 3. Menanyakan pada siswa apa yang mereka ketahui tentang cerita "The Hare and the Tortoise"
 4. Menginstruksikan siswa untuk membaca teks "The Hare and the Tortoise"

b. Kegiatan Inti (60')

1) Silent Card Classification (10')

- a) Menunjukkan beberapa paket kartu yang berisi kata-kata (karakteristik dari tokoh yang terdapat dalam teks "The Hare and the Tortoise") yang telah diacak.
- b) Membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak)
- c) Membagikan satu paket kartu untuk masing-masing kelompok
- d) Memberi instruksi pada siswa untuk mengklasifikasikan kartu-kartu tersebut namun dilarang berdiskusi atau berbicara dengan siswa lain.

2) Justify and Refine (5')

- a) Setelah selesai mengklasifikasikan kartu-kartu tersebut, kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
- b) Siswa diperbolehkan untuk mengganti susunan kartu mereka.

3) Circulate and Observe (5')

- a) Memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
- b) Siswa diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.

4) Return and Refine (5')

- a) Siswa kembali ke kelompok mereka masing-masing.
- b) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.

5) Teacher Debriefing (35')

- a) Guru menjelaskan tentang klasifikasi yang benar dari kata-kata tersebut.
- b) Guru menjelaskan isi dari teks narrative tersebut dan mendiskusikannya bersama siswa.
- c) Guru memberikan beberapa pertanyaan terkait teks tersebut dan membahasnya bersama-sama dengan siswa.
- d) Guru memberikan soal latihan pada siswa.

c. Kegiatan Penutup (5')

- 1. Guru menyimpulkan materi pelajaran.
- 2. Guru menyampaikan materi yang akan dipelajari selanjutnya.
- 3. Guru menutup pelajaran dengan berdoa dan salam.

5. Sumber belajar

www.eastoftheweb.com/shortstories/UBooks/TorHar.html

6. Media Pembelajaran

Kartu dan Lembar Kerja (*Lampiran*)

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa dapat mengidentifikasi informasi rinci dalam bacaan.	Tes tulis	Multiple choice	➤ Choose the correct answer by crossing a, b, c, or d.

Instrumen Penilaian/ Soal:

Read text carefully. Choose the correct answer by crossing a, b, c, or d.

- The hare was boasting of his speed because...
 - he could beat the tortoise on the race
 - no other animals had ever beaten him on a race
 - the tortoise accepted the challenge
 - the tortoise could beat him on a race
- What did the hare do after he had stopped during the race?
 - He ate some carrots.
 - He sang a song.
 - He called his friends.
 - He took a nap.
- “Then, the tortoise said, “Slow but steady progress wins the race.” (last sentence). The underlined word means....
 - constant
 - quick
 - certain
 - strong
- The tortoise had these characteristics, *except*....
 - humble
 - modest
 - arrogant
 - hard-working
- What can we learn from this story?
 - We should do everything diligently.
 - We should not underestimate others.
 - We should not accept any challenges.
 - We should not take a nap.

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor = 2
2. Nilai maksimal = jumlah skor maksimal x 10 = 100
3. Nilai siswa = Skor Perolehan x 10

Rubrik Penilaian

Uraian	Skor
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Yogyakarta, 11 April 2013

Menyetujui,
Guru Pembimbing,

Mahasiswa,

Kabul Triyatno, S. Pd.
NIP: 19701206 199512 1 002

Ika Fathin Resti Martanti
NIM: 08202241059

(LAMPIRAN)

- Kartu

	
Fast	Slow
Darted	Plodded on
Talkative	Quiet
Took a nap	Walked steadily
Arrogant	Modest
	



Read the text carefully and answer following questions.

The Hare and the Tortoise

The hare was once boasting of his speed before the other animals. "I have never yet been beaten when I put forth my full speed," said him. "I challenge anyone here to race with me."

The tortoise said quietly, "I accept your challenge."

"That is a joke, said the hare. "I could dance round you all the way."

"Keep your boasting till you've won," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and to show his mock for the tortoise, he laid down to take a nap.

The tortoise plodded on and plodded on, and when the hare woke from his nap, he saw the tortoise just near the winning-post and could not run up in time to save the race.

Then, the tortoise said, "Slow but steady progress wins the race."

(adapted from www.eastoftheweb.com/shortstories/UBooks/TorHar.html)

1. The hare was boasting of his speed because...
 - a. He could beat the tortoise on the race
 - b. No other animals had ever beaten him on a race
 - c. The tortoise accepted the challenge
 - d. The tortoise could beat him on a race

2. What did the hare do after he had stopped during the race?
 - a. He ate some carrots.
 - b. He sang a song.
 - c. He called his friends.
 - d. He took a nap.
3. "Then, the tortoise said, "Slow but steady progress wins the race."
(last sentence)
The underlined word means....
 - a. constant
 - b. quick
 - c. certain
 - d. strong
4. The tortoise had these characteristics, *except*....
 - a. humble
 - b. modest
 - c. arrogant
 - d. hard-working
5. What can we learn from this story?
 - a. We should do everything diligently.
 - b. We should not underestimate others.
 - c. We should not accept any challenges.
 - d. We should not take a nap.

RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS KELAS VIII SEMESTER 2

Nama Sekolah : SMPN 1 Seyegan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Pertemuan Ke : 5-6
Aspek/Skill : Membaca (*Reading*)
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator :

1. Siswa dapat menjawab pertanyaan terkait bacaan.
2. Siswa dapat mengidentifikasi makna dari kata-kata sulit dalam bacaan.
3. Siswa dapat mengidentifikasi informasi rinci dalam bacaan.

3. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengidentifikasi informasi dalam teks *narrative* sederhana

4. Materi Pembelajaran

1) A Narrative Text

THE LEGEND OF DEWI SRI

<i>a. answer</i>	<i>c. fair</i>	<i>e. heaven</i>	<i>g. attack</i>	<i>i. arrived</i>
<i>b. princess</i>	<i>d. teardrops</i>	<i>f. hatched</i>	<i>h. sad</i>	<i>j. egg</i>

Once upon a time, in (1)_____, Batara Guru asked all gods and goddesses to contribute their power in building a new palace.

Upon hearing the Batara Guru's demand, one of the gods, Anta, was (2)_____. He did not have arms or legs, and he was not sure how he could possibly do the job. Anta was in the form of a snake and he could not work. He sought advice from one of his friends, but unfortunately his friend was also confused by Anta's bad luck. Anta became very sad and he cried. As he was crying, three (3)_____ fell to the ground. Amazingly, after touching the ground those teardrops became three eggs. His friend advised him to offer those eggs to Batara Guru, hoping that he would give a (4)_____ judgment.

With the three eggs in his mouth, Anta went to Batara Guru's palace. On the way there, he was approached by a black bird who asked him a question. He could not (5)_____ because of the eggs in his mouth, but the bird thought that Anta was arrogant. It became furious and began to (6)_____ Anta, and as a result one egg was shattered. Anta quickly tried to hide in the bushes, but the bird was waiting for him. The second attack left Anta with only one egg to offer to Batara Guru.

Finally, he (7)_____ at the palace and offered his teardrop (in the shape of an egg) to Batara Guru. The offer was accepted and Batara Guru asked him to wait for the (8)_____ until it hatched. Miraculously, the egg (9)_____ into a very beautiful girl. He gave the baby girl to Batara Guru and his wife.

Nyi Pahi Sanghian Sri was her name. She grew up into a beautiful (10)_____, becoming more and more beautiful as the days passed by. The princess was usually called Dewi Sri, the goddess of rice.

5. Metode Pembelajaran: Silent Card Shuffle Strategy

6. Kegiatan

Langkah-langkah Kegiatan

a. Kegiatan Awal (5')

- *Greeting and Prayers*
- *Checking attendance*
- *Addressing the topic*
 1. Menjelaskan tentang *silent card shuffle strategy*.
 2. Tanya jawab singkat tentang *narrative text*.
 3. Menanyakan pada siswa apa yang mereka ketahui tentang cerita "The Legend of Dewi Sri".

b. Kegiatan Inti (60')

1) Silent Card Classification (10')

- a) Menunjukkan beberapa paket kartu yang berisi kata-kata dan gambar yang diambil dari cerita "The Legend of Dewi Sri" yang telah diacak.
- b) Menginstruksikan siswa bahwa akan diadakan permainan.
- c) Memberi petunjuk tentang permainan.
- d) Membagi siswa menjadi 4 kelompok (tiap kelompok terdiri dari 9 anak).
- e) Membagikan satu paket kartu untuk masing-masing kelompok
- f) Satu orang siswa berada di depan dan ditutup matanya, sementara siswa lain di belakang yang akan mencocokkan kata sesuai gambar yang diambil oleh siswa yang ditutup matanya.
- g) Memberi instruksi pada siswa untuk menyusun kartu-kartu tersebut sesuai pasangannya (kata dan gambar), tetapi dilarang berdiskusi atau berbicara dengan siswa lain.

2) Justify and Refine (5')

- a) Setelah selesai mengklasifikasikan kartu-kartu tersebut, siswa yang ditutup matanya tadi diperbolehkan membuka penutup

matanya dan bergabung bersama teman lain untuk mendiskusikan susunan kartu mereka.

- b) menjadi sebuah teks yang utuh, kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
- c) Siswa diperbolehkan untuk mengganti susunan kartu mereka.
- d) Grup yang sudah selesai menyusun dan menempel kartu-kartu mereka segera menempelnya di papan tulis.

3) Teacher Debriefing (45')

- a) Guru menjelaskan tentang klasifikasi yang benar dari kartu-kartu tersebut.
- b) Guru memberikan lembar kerja yang berisi teks “The Legend of Dewi Sri” dan pertanyaan terkait bacaan.
- c) Guru menjelaskan isi dari teks tersebut dan mendiskusikannya bersama siswa.
- d) Guru memberikan beberapa pertanyaan terkait teks tersebut dan membahasnya bersama-sama dengan siswa.
- e) Guru memberikan soal latihan pada siswa.

c. Kegiatan Penutup (5')

- 1. Guru menanyakan pada siswa tentang kesulitan selama pembelajaran.
- 2. Guru menyimpulkan materi pelajaran.
- 3. Guru menutup pelajaran dengan berdoa dan salam.

7. Sumber belajar

Buku (Bima M., Bachtiar. dan Yuliani, Marta. 2011. *Bahasa Inggris untuk SMP/MTs Kelas VIII Semester 2*. Klaten: Intan Pariwara)

8. Media Pembelajaran

Kartu dan Lembar Kerja [terlampir]

9. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa dapat mengidentifikasi informasi rinci dalam bacaan.	Tes tulis	Uraian	<i>Answer the questions based on the text “The Legend of Dewi Sri”.</i>

Instrumen Penilaian/ Soal:

1. Latihan soal

Answer the questions based on the text “The Legend of Dewi Sri”.

1. What did Batara Guru ask gods and goddesses to do?	
2. Why couldn't Anta help the gods building a new palace?	
3. Who attacked Anta and made his two eggs shatter?	
4. What did Batara Guru ask Anta to do to the egg?	
5. “It became <u>furious</u> and...” (3 rd paragraph). The word “furious” has the similar meaning to....	

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor = 2
2. Nilai maksimal = jumlah skor maksimal x 10 = 100
3. Nilai siswa = Skor Perolehan x 10

Rubrik Penilaian

Uraian	Skor
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Yogyakarta, 13 April 2013

Menyetujui,
Guru Pembimbing,

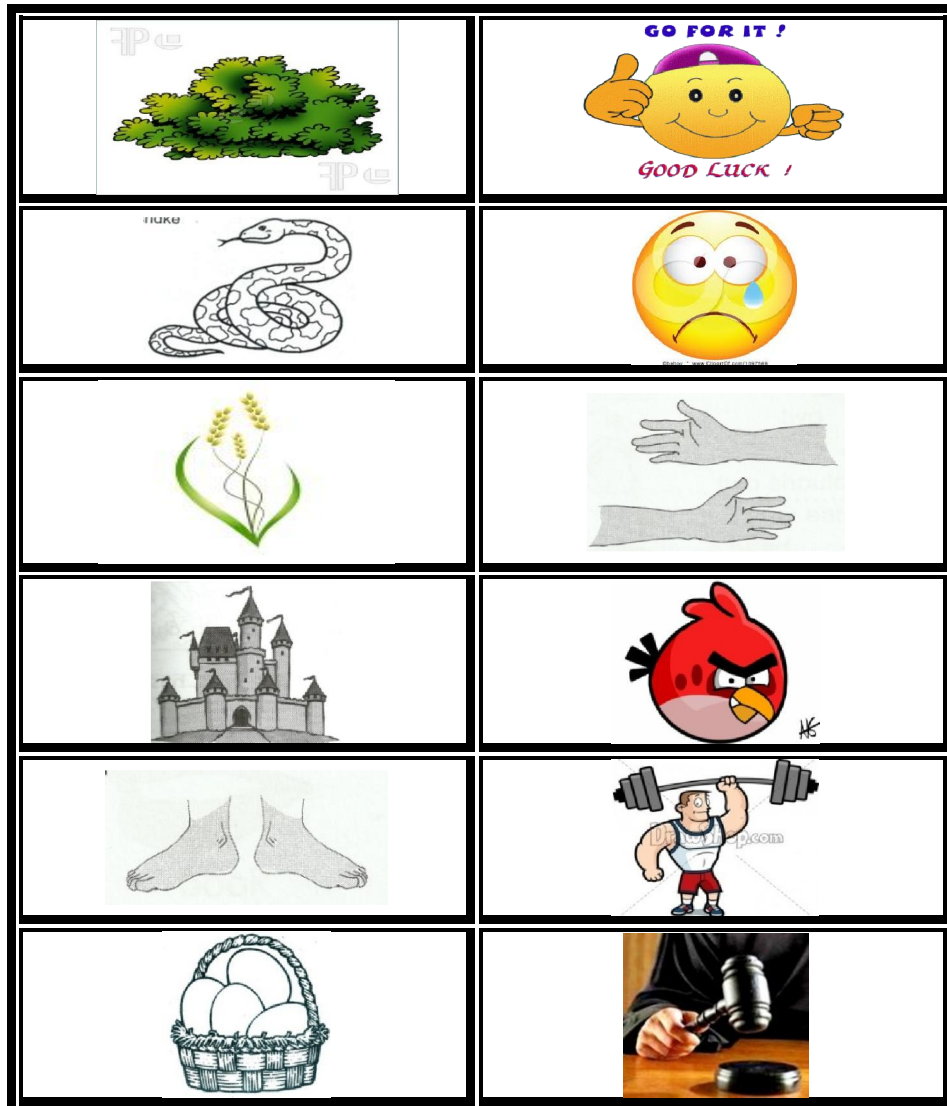
Mahasiswa,

Kabul Triyatno, S. Pd.
NIP: 19701206 199512 1 002

Ika Fathin Resti Martanti
NIM: 08202241059

(LAMPIRAN)

- Kartu



<i>bushes</i>	<i>rice</i>	<i>legs</i>
<i>luck</i>	<i>arms</i>	<i>power</i>
<i>snake</i>	<i>palace</i>	<i>eggs</i>
<i>sad</i>	<i>furios</i>	<i>judgment</i>
<i>weakness</i>	<i>tower</i>	<i>glad</i>



Complete the following story by using the correct words in the box.

THE LEGEND OF DEWI SRI

c. answer	c. fair	e. heaven	g. attack	i. arrived
d. princess	d. teardrops	f. hatched	h. sad	j. egg

Once upon a time, in (1)_____, Batara Guru asked all gods and goddesses to contribute their power in building a new palace.

Upon hearing the Batara Guru's demand, one of the gods, Anta, was (2)_____. He did not have arms or legs, and he was not sure how he could possibly do the job. Anta was in the form of a snake and he could not work. He sought advice from one of his friends, but unfortunately his friend was also confused by Anta's bad luck. Anta became very sad and he cried. As he was crying, three (3)_____ fell to the ground. Amazingly, after touching the ground those teardrops became three eggs. His friend advised him to offer those eggs to Batara Guru, hoping that he would give a (4)_____ judgment.

With the three eggs in his mouth, Anta went to Batara Guru's palace. On the way there, he was approached by a black bird who asked him a question. He could not (5)_____ because of the eggs in his mouth, but the bird thought that Anta was arrogant. It became furious and began to (6)_____ Anta, and as a result one egg was shattered. Anta quickly tried to hide in the bushes, but the bird was waiting for him. The second attack left Anta with only one egg to offer to Batara Guru.

Finally, he (7)_____ at the palace and offered his teardrop (in the shape of an egg) to Batara Guru. The offer was accepted and Batara Guru asked him to wait for the (8)_____ until it hatched. Miraculously, the egg (9)_____ into a very beautiful girl. He gave the baby girl to Batara Guru and his wife.

Nyi Pahi Sanghian Sri was her name. She grew up into a beautiful (10)_____, becoming more and more beautiful as the days passed by. The princess was usually called Dewi Sri, the goddess of rice.

(adopted from the book: Bahasa Inggris untuk SMP/MTs)



Task 2

Answer the questions based on the text *“The Legend of Dewi Sri”*.

1. What did Batara Guru ask gods and goddesses do?	
2. Why couldn't Anta help the gods building a new palace?	
3. Who attacked Anta and made his two eggs shatter?	
4. What did Batara Guru ask Anta to do to the egg?	
5. “It became <u>furious</u> and...” (3 rd paragraph) The word “furious” has the similar meaning to....	

APPENDIX C INSTRUMENTS

INTERVIEW GUIDELINES

A. Before Implementation

❖ For the Teacher

1. Menurut Bapak, bagaimana pengajaran bahasa Inggris di kelas VIII selama ini?
2. Bagaimana penyampaian materi dan penggunaan media untuk pembelajaran bahasa Inggris? Media apa saja yang digunakan?
3. Teknik-teknik apa saja yang digunakan dalam pengajaran bahasa Inggris?
4. Kendala apa saja yang dihadapi dalam mengajar bahasa Inggris?
5. Teknik atau kegiatan apa saja yang digunakan untuk mengajarkan kompetensi membaca?
6. Sumber belajar atau teks-teks bahasa Inggris yang digunakan berasal darimana saja?
7. Kendala apa saja yang dihadapi dalam mengajarkan kompetensi membaca?

❖ For the Students

1. Menurut kamu, bagaimana pengajaran bahasa Inggris di kelas selama ini?
2. Kesulitan apa saja yang kamu hadapi dalam belajar bahasa Inggris, terutama saat membaca teks berbahasa Inggris? (tata bahasa, kosakata, cara pengucapan, atau jenis-jenis teks?)
3. Untuk teknik pengajaran membaca di kelas, aktivitas apa saja yang biasanya dilakukan?
4. Sumber belajarnya apa saja? Buku, LKS, atau lembar kerja dari guru?
5. Apa yang kamu lakukan jika mengalami kesulitan untuk memahami teks-teks berbahasa Inggris?
6. Apakah kamu suka membaca, baik bacaan berbahasa Indonesia maupun yang berbahasa Inggris?

B. After Implementation

❖ For the teacher

1. Bagaimanakah penerapan *action* yang telah dilakukan?
2. Bagaimana penerapan *silent card shuffle strategy* untuk membantu meningkatkan pengajaran membaca di kelas?
3. Bagaimana kemampuan membaca siswa setelah *silent card shuffle strategy* diimplementasikan dalam pengajaran membaca di kelas?
4. Aspek apa saja yang perlu untuk diperbaiki atau ditingkatkan?

❖ For the Students

1. Apakah kamu suka jika pengajaran membaca menggunakan *silent card shuffle strategy*?
2. Bagaimana pendapatmu tentang penerapan *silent card shuffle strategy*?
3. Apakah kamu menggunakan bahasa Inggris untuk berkomunikasi dalam grup?
4. Apakah kamu merasa terbantu dengan penerapan *silent card shuffle strategy*?
5. Kesulitan-kesulitan apa saja yang kamu hadapi selama penerapan *silent card shuffle strategy* di kelas?

OBSERVATION CHECKLIST Teaching and Learning Activities

Date : _____

Class : _____

Time : _____

Observer: _____

NO	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The researcher greets the students.			
2	The researcher checks the students' attendance.			
3	The researcher outlines the lesson.			
4	The researcher explains the goal of the lesson.			
5	The researcher explains the steps of the lesson.			
	B. Whilst-teaching			
	Silent Card Classification			
6	The researcher shows some sets of cards.			
7	The researcher divides the students into some groups (each group consists of 4-5 students).			
8	The researcher distributes a set of cards for each group.			
9	The researcher asks the students to match the cards without talking to each other.			
	Challenge, Justify, and Refine			
10	The researcher asks the students to discuss their card orders.			
11	The researcher lets the students to change their card orders.			
	Circle and Observe			
12	The researcher asks the students to visit other groups.			
13	The researcher asks one student to stay in his/her group as the representative.			
14	The researcher lets the students to discuss and ask questions but without any changes to their card orders.			
	Return and Refine			
15	The researcher asks the students to come back to their groups.			

16	The researcher lets the students to make changes to their card orders.			
17	The researcher monitors the students during the activities.			
	Teacher Debriefing			
18	The researcher explains the correct orders of the cards.			
19	The researcher gives a whole narrative text.			
20	The researcher gives exercises related to the text.			
21	The researcher discusses the answers with the students.			
	C. Post-teaching			
22	The researcher summarizes the lesson.			
23	The researcher gives reward and motivation.			
24	The researcher says goodbye.			

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The students respond to the greeting.			
2	The students pay attention on the explanation.			
	B. Whilst-teaching			
	Silent Card Classification			
3	The students divide themselves into some groups.			
4	Each group gets a set of cards.			
5	The students match the cards into the correct orders.			
6	The students work silently without talking.			
	Challenge, Justify, and Refine			
7	The students discuss their card orders with the other students in their group.			
8	The students change their card orders.			
	Circle and Observe			
9	The students visit other groups.			

10	The students observe the other groups.			
11	One student stays in his/her own group as the group representative.			
12	The students ask question to the other groups about their card orders.			
13	The students may not change their card orders.			
	Return and Refine			
14	The students come back to their groups.			
15	The students change their card orders.			
	Teacher Debriefing			
16	The students pay attention to the teacher's explanation.			
17	The students read the narrative text carefully.			
18	The students do the exercises.			
19	The students discuss the answers with the teacher.			
20	The students ask questions if they do not understand.			
	C. Post-teaching			
21	The students reflect the learning.			

BLUEPRINT OF READING COMPREHENSION PRETEST

No.	Topic Areas	Item Numbers	Total
1.	Topic	21, 27	2
2.	Vocabulary	3, 9, 13, 24,28	5
3.	Finding Reference	8, 14, 18, 23, 29	5
4.	Detail Information	1, 2, 4, 7, 11, 12, 16, 17, 19, 20, 22, 26	12
5.	Inferences	6, 15	2
6.	Moral Values	5, 10, 25, 30	4
			30

ANSWER KEY FOR PRE-TEST

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

Total answers:

A = 7

B = 8

C = 7

D = 8

Total questions: 30 items

READING COMPREHENSION PRE-TEST AND POST-TEST

Choose the correct answers by crossing(x) a, b, c, or d.

Text 1 (for questions 1 - 5)

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are storing away food for the winter," they explained. "You should do the same." The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." Then he hopped away to look for someone to play with.

However, when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I am cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" they told him. "It's time for you to work for your dinner."

1. Why did the grasshopper laugh at the ants? It was because...
 - a. the ants were very funny.
 - b. the ants made some jokes.
 - c. he thought the ants were dull.
 - d. the ants danced and sang songs.
2. What did the ants want the grasshopper to do for his dinner?

a. To hop away.	c. To collect the food.
b. To sing and dance.	d. To knock at the door.
3. "How dull!"...(paragraph 1)
 The antonym of the underlined word is...

a. stupid	c. foolish
b. clever	d. boring
4. What happened when the winter came?
 - a. It was hard for the grasshopper to find food.
 - b. It was a beautiful season for the grasshopper.
 - c. It was not easy for the grasshopper to find the shelter.
 - d. It was hard for the grasshopper to find someone to play with.

5. What is the moral value of the story?
- Eating seeds is very important.
 - We must sing and dance a lot.
 - We must be greedy to save our lives.
 - It is wise to plan ahead for hard times.

Text 2 (for questions 6-10)

The Three Fishes

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning and catch these fishes!'

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fisherman will return tomorrow and kill us all!'

The second of the three fishes agreed. "You are right", he said. "We must leave the pond." But the youngest fish laughed. "You are worrying without reason," he said. "We have lived in this pond all of our lives and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe."

The eldest of the fishes left the pond that evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he too was caught and killed.

The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died. It happened in life as well.

(adapted from http://www.longlongtimeago.com/Ita_fables_fishes.html)

6. From this story, we know that...
- the three fishes were safe.
 - the fishermen did not return to the pond.
 - the fisherman caught the eldest fish.
 - the second fish left the pond with all his family.
7. At last, what happened with the youngest fish?
- He was safe.
 - He left the pond with his entire family.
 - He was caught and killed.
 - He had a good luck.

8. He called the other fishes together..." (paragraph 2)

The word "he" refers to.....

- a. the fisherman c. the second fish
b. the eldest fish d. the youngest fish

9. "...my luck will keep me safe." (par. 3)

The underlined word has the similar meaning to...

- a. fortune c. destiny
b. fate d. food

- ### 10. What can we learn from the story?

- We should depend on our luck.
- We should not leave our home with our family.
- We do not need other's help to survive.
- We must do an action when the problem comes.

Text 3 (for questions 11–15)

The Legend of Banyuwangi

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

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However, he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he killed her and threw her into the river, she said that her innocence would be proven.

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

(adopted from the book "Scaffolding English for Junior High School Students Grade VIII")

- ### 11. Who was Raden Sidopekso?

- a. the king c. the prime minister
b. the king's son d. the prime minister's wife

12. Why did the King want Sri Tanjung to be his wife? It was because...

- a. she was unfaithful.
- b. she was so beautiful.
- c. Sidopekso did not like her.
- d. Sidopekso went for a long mission.

13. "The river immediately became clean...." (last paragraph)

The underlined word has the same meaning as...

- a. instantly
- b. endlessly
- c. slowly
- d. totally

14. "However, he failed." (paragraph 2)

The word "he" refers to...

- a. Raden Sidopekso
- b. The Prime Minister
- c. Sri Tanjung
- d. King Sulahkromo

15. What was finally proved in this story?

- a. The king was right.
- b. The wife was innocent.
- c. The wife was unfaithful.
- d. The husband was angry.

Text 4 (for questions 16-20)

The Legend of Nyi Roro Kidul (The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means "the goddess of sun". Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feelings about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

(adopted from the book "Scaffolding English for Junior High School Students Grade VIII")

16. Why was Kadita called Dewi Srengenge?
- Because she looked like the sun.
 - Because she shone like the sun.
 - Because of her beauty.
 - Because she had a power.
17. Who was Kadita's stepmother?
- Dewi Mutiara
 - Dewi Srengenge
 - King Munding Wangi
 - Nyi Roro Kidul
18. "She asked the King to send...."
- (paragraph 2). The word "she" refers to....
- Dewi Mutiara
 - the King
 - Kadita
 - the son
19. What did the black magician do to Kadita?
- He helped Kadita.
 - He sent her away.
 - He cured Kadita's illness.
 - He cursed her body full of ulcer.
20. What was the miracle that happened to Kadita?
- The ocean was clear.
 - Her illness was cured.
 - Her body was full of ulcer.
 - Her body was ill.

Text 5 (for questions 21–25)

One day, while a mouse deer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now," said the mouse deer. "I have something important to do."

"Look," said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" he asked the mouse deer.

"Oh, all right," said the mouse deer. So he picked up the snake and winded it around the tiger. Then, the snake woke up and saw the tiger. The snake twisted itself tighter and tighter until the tiger could not breathe. The tiger asked the mouse deer to help him, but the mouse deer turned and ran away into the forest.

21. What does the text tell us about?
- a. the mouse deer and the tiger
 - b. the mouse deer and the snake
 - c. the mouse deer and the king
 - d. the mouse deer and the belt
22. What happened to the mouse deer when he wanted to run away from the snake?
- a. He watched the king's belt.
 - b. He felt on top of a sleeping tiger.
 - c. The tiger ate him.
 - d. The snake twisted itself to him.
23. "...and winded it around the tiger. (last paragraph).
The word "it" refers to...
- a. the snake
 - b. the mouse deer
 - c. the tiger
 - d. the belt
24. When he saw the snake, the mouse deer was frightened. (paragraph 1)
The underlined word is best replaced by the word...
- a. astonished
 - b. amazed
 - c. terrified
 - d. shocked
25. After reading this story, we can learn that...
- a. we have to behave like a mouse deer.
 - b. a sleeping black snake can be dangerous.
 - c. we have to be careful with the mouse deer.
 - d. we have to find a way to save ourselves from danger.

Text 6 (for questions 26–30)

A milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her head.



She thought, "I will make cream and butter out of this milk. Then, after selling them I will buy eggs. and when they hatch, I shall have a good poultry farm."

She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away."

Lost on daydreaming, she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk spilt.

"Dear O dear !" she cried, "I have lost mine all."

(adapted from: http://www.kidsqen.com/moral_stories/dreamy_milkmaid.htm)

26. What did the milkmaid carry on her head?

- | | |
|-----------------|--------------------|
| a. Some cream. | c. A pail of milk. |
| b. Some butter. | d. A pail of eggs. |

27. What does the text tell us about?

- | | |
|--------------------|------------------------|
| a. Spilt milk. | c. A hardworking girl. |
| b. A pail of milk. | d. A dreamy milkmaid. |

28. "But, I will turn them away." (paragraph 3). The phrase "turn away" means...

- | | |
|-----------|-----------|
| a. call | c. accept |
| b. refuse | d. admire |

29. "Then, after selling them...." (paragraph 2).

The word "them" here refers to...

- | | |
|-------------|-------------------------|
| a. the eggs | c. the cream and butter |
| b. the cows | d. the milk and butter |

30. What can we learn from this story?

- Don't cry over the spilt milk.
- Don't put all of your eggs in one basket.
- Don't dream when you are sleeping.
- Don't count your chicken before they are hatched.

APPENDIX D

FIELD NOTES

FIELD NOTES

Field Notes 1

Classroom Observation

Place : Class VIII E

Day : Thursday

Date : March 28th, 2013

Time : 8.20 – 9.00 a.m.

R: Researcher

T: Teacher

S: Student

It was 8.30 a.m. when T and R entered the classroom. Some Ss were noisy and there were some Ss outside the classroom. After T and R entering the class, those students came after.

When T wanted to start the lesson, some students were talking to their friends. Thus T needed to wait for awhile until the students were ready to start the lesson.

T greeted Ss and opened the lesson. “Good morning, everybody. Ss answered, “Good morning, sir”. T asked, “How are you today?” Ss answered, “I am fine. Thank you. And you?” T said, “I’m fine too. Thank you. Nice to meet you again.” Ss answered, “Nice to meet you too.” Then, T checked the Ss’ attendance by asking, “Who is absent today?” Ss answered, “Nihil, Sir.”

Then, T introduced R who sat in the back seat to the Ss. T explained that R would conduct a research in class VIII E. T said that the more complete introduction of R was in the next meeting.

T asked the Ss if they were ready to start the lesson. Ss responded T’s answer. T gave the topic of the material that they would learnt by giving some direct questions to the students about “New Year”. T said, “Talking about New Year. New Year’s Eve, what is it?” Some Ss answered using Indonesian. Then, T gave explanation about New Year’s Eve using English. T explained, “New Year’s Eve is the night before New Year.”

T asked Ss what they did in the New Year’s Eve. T asked, “In New Year’s Eve, what did you do?” Some Ss answered using Javanese. Some other Ss said, “Walking-walking.” Other Ss answered, “I am sleeping at home.” T corrected the student’s mistake, “I slept at home.” Another S answered using Indonesian, “*Nonton TV*.” T corrected again, “Watched TV.” T gave another example, “Played game.” T said, “You may have many activities, but how do you feel?” Some Ss said, “*Biasa wae*.” T asked, “Do you have anything special?” Many Ss answered, “No.”

After that, T asked Ss to open the student worksheets or LKS (*Lembar Kerja Siswa*) on page 36. Some minutes later, the lesson paused because T, R, and Ss had to listen to the announcement from the loudspeaker in the classroom. Some Ss must go and they could not join the class because they must join the school choir. One S must join a sport competition.

Then, T asked Ss to read the text carefully. T went out for awhile and Ss were noisy. After T came back to the class, Ss began to do the task in *LKS* seriously.

T went around and observed Ss. T asked Ss, “Any difficult words? Any question? If there is no question, we can come to the questions below. Please answer with a complete sentence.” T mentioned the number of the question and then pointed students one-by-one to answer the questions.

T corrected Ss’ mistakes in pronunciation directly. When Ss answered the question, the T came toward him/her.

T gave explanation about some difficult words in the text. T explained using both English and Indonesian language. T asked Ss to guess of the synonym of a word. T wrote that word on the white board and omitted some letters of that word. Then, he asked Ss to guess what the word was. T explained the difference between antonym and synonym and gave the examples. T wrote the examples on the board.

At 9 a.m. the bell rang. T ended the lesson because Ss would have a break. R and T came out from the class.

Field Notes 2

Pre-test

Place : Class VIII E

Day : Saturday

Date : March 30th, 2013

Time : 8.20 – 9.10 a.m.

R: Researcher

T: Teacher

S: Student

At 9.15 T and R entered class VIII E. T gave the opportunities for R to lead the class. R came forth and introduced herself to Ss. R wrote her complete name in the white board so that Ss could know her. Then, R informed Ss that at this day there would be a pre-test. Ss grumbled and complained to R because they were not ready with a test. However, R with the help of T directly distributed the question and answer sheets to Ss. The questions are in the form of multiple choices.

First R gave 30 minutes to do the questions. The test started at 9.30 a.m. and would end at 10.00 a.m. Yet, some students did not finish yet thus R gave an additional time about 10 minutes.

The total of the students who joined the pre-test was 35 students. One student (Muhammad Fauzan Hidayatulloh) was absent due to a football competition.

In the beginning of the test Ss were noisy. It was difficult for them dealing with unfamiliar vocabulary. Yet, gradually many Ss were quiet and did the task seriously.

After the time was over, R asked Ss to submit their question and answer sheets. R informed that the result would be given in the next meeting. R said thanks to Ss for their cooperation. R greeted Ss and said goodbye. The next session would be taught by T.

Field Notes 3

The Discussion before conducting Cycle I

Place : Teacher room

Day : Tuesday

Date : March 30th, 2013

Time : 9.10 – 9.15 a.m.

R: Researcher

T: Teacher

R and T discussed about the pre-test. R asked T's opinions about the pre-test. T said that Ss still got difficulties with new words. They still lacked of vocabulary. T suggested R to inform the results of pre-test to Ss. If they knew their scores and R motivated them, their scores in post-test would be improved.

T asked R about the first meeting and Cycle I. T told R that T had taught about recount text so narrative texts would be taught by R.

R discussed with T about the problems during the teaching and learning process. R proposed the Silent Card Shuffle Strategy to be used in teaching. R explained briefly about this strategy to T. Then after the discussion, T agreed with R to use the Silent Card Shuffle Strategy to teach reading, especially narrative texts.

R showed T the lesson plans and course grid for Cycle I. R showed the examples of cards that would be used for the learning activities. Then, R and T discussed about the days of English lesson that would be used to conduct the research. T explained that English lesson is conducted three times in a week. It was held on Tuesday (started at 11.30 a.m.), Thursday (started at 8.20 a.m.), and

Saturday (started at 9.15). T gave chances for R to use those three days. T informed that because of the preparation before the National Examination for Class IX, there will be days off for class VII and VIII. The R should be prepared for that. T would inform R about the details of the off-days later.

Field Notes 4

The First Meeting (Cycle I)

Place : Class VIII E

Day : Tuesday

Date : April 2nd, 2013

Time : 11.30 a.m. – 1 p.m.

R: Researcher

T: Teacher

S: Student

At 11.30 a.m., R entered the classroom together with T. Some Ss were still outside after they got a break. R with the help of T tried to manage the classroom.

Then, R opened the lesson by greeting. “Good morning, class? How are you today?” Ss answered together, “Good morning Miss. I’m fine, thank you. And you?” R answered, I’m fine too, thank you. Nice to see you again.” Ss responded, “Nice to see you too.”

R informed that for the next meetings, R would teach English to Ss of class VIII E. Then, for the reading pre-test scores would be informed in the end of the lesson this day.

R checked the students’ attendance, “Who is absent today?” Then, Ss mentioned five names who were absent because they joined a choir. R wrote the name of those Ss namely Tika, Yhora, Yonanda, Nafa, and Pisca.

After that, R brought Ss to the material. That was about narrative texts. R reminded Ss about the teaching strategy used by R i.e. Silent card shuffle strategy. R wrote Silent card shuffle and its steps in the whiteboard. Silent card shuffle consisted of four steps namely (1) *Silent Card Classification*, (2) *Justify and Refine*, (3) *Circulate and Observe*, (4) *Return and Refine*. Actually there were five steps in this strategy, including (5) *Teacher Debriefing*, but R only told the four steps to Ss.

Then, R explained the details of each step to Ss. “In *Silent Classification*, no talking allowed. You may not talk to your friends. Second, in *Justify and Refine*, you may discuss with your friends in your group. In *Circulate and Observe*, you may visit other groups. You can ask questions to them. Then, in *Return and Refine*, you go back to your group. You may change your card order.”

R gave the instruction about the activities using English, but she also used Indonesian to make it clearer. After that, R asked Ss to make a group consisted of four up to five Ss. Initially, R got difficulties in dividing Ss into groups because the total of Ss this day was 31 Ss consisted of 6 boys and 25 girls.

Some Ss could quickly make a group, but some of them did not know whose groups they should join. Finally, seven groups were formed. The boys became one group and there were five groups consisted of four girls and one group consisted of five girls. Thus Ss' groups consisted of four up to six Ss.

After Ss had sat with their groups, R gave the instruction to start the first step i.e. *Silent Card Classification*. R distributed one envelope (with the jumbled cards in it) for each group. After having a command from R, Ss opened the envelope and arranged the cards (matching the words with their definitions).

R reminded Ss not to talk with their friends. Although some Ss still talks or whispered with their friends. However, overall Ss could still be managed.

After that, R gave a command to continue to the next step i.e. *Justify and Refine*. Ss were allowed to discuss and make changes to their card order. Ss were happy when R let them talk with their friends. They felt freer in this step.

The next step was *Circulate and Observe*. R instructed Ss to visit other groups and look at the others' card orders. They may ask questions, but they were not allowed to change the card order. One student stayed in his/her group as the group representative. After that, they came back to their own group. They were allowed to discuss and make changes to their card order (*Return and Refine*).

R distributed a thick paper for each group which functioned as a place to stick the cards. Then, Ss stuck the cards according to the table provided. After they finished sticking the cards, R gave the explanation related to the correct order of the cards (*Teacher Debriefing*).

R gave an individual worksheet for each student which containing the story of "*The Vain Little Mouse*" and some questions related to the text.

Ss did the first task. It was rearranging the pictures according to the text. After that, R and Ss discussed the answers together. R showed the correct arrangement of the pictures using big pictures as the media of presentation. Then, Ss did the second task. It was answering some questions related to the text. After Ss finished doing the task 2, R and Ss discussed the answers together. R gave opportunities for Ss to answer. "Who wants to answer question number one (etc), raise your hand please." Some students volunteered answering the questions.

Before the lesson ended, R asked Ss to submit their works (the thick paper in which the cards stuck) and asked Ss to write down the members of the group.

As being promised before, R announced the results of the pre-test to Ss. R motivated Ss to do the best in their post-test so that they would have a better score.

Before finishing the announcement of Ss' pre-test score, the bell rang. R ended the lesson by saying a prayer and goodbye.

Field Notes 5

The Second Meeting (Cycle 1)

Place : Class VIII E

Day : Thursday

Date : April 4th, 2013

Time : 8.20 – 10 a.m.

R: Researcher

T: Teacher

S: Student

R and T entered the class at 8.25 a.m. Some Ss were still outside so that R needed to wait for awhile to start the lesson. R opened the lesson by asking for the students' readiness, "Are you ready?" After the students said that they were ready, R opened the lesson by greeting Ss. Then, R checked the students' attendance. All Ss were present.

R reminded Ss about the materials which had been learnt in the previous meeting. R asked about the features of a narrative text. R discussed the story of "*The Vain Little Mouse*" briefly. Ss gave responses to R's questions.

R told Ss that this day they would use the same techniques again (Silent Card Shuffle). Then, R wrote the steps of Silent Card Shuffle in the whiteboard because some students had been absent in the last meeting.

R gave instruction to Ss to make groups. In this time, there was 8 groups (7 groups consisted of the girls and one group consisted of the boys).

After that, R distributed one envelope for each group. This envelope contained the cards about ten words with their definitions and pictures. After R gave a command for Ss, they began to arrange the cards. In the first step (*Silent Classification*), there were some Ss who still talked with their friends. In the second step (*Justify and Refine*), some groups had already finished arranging the cards. The other groups still worked and discussed the card order. In the third step (*Circulate and Observe*), Ss visited other groups and saw the other groups' card orders. In this time, Ss were a little bit noisy. The next step was *Return and Refine*. Ss came back to their own group and decided whether there would be changes or not.

R distributed a thick paper for each group to stick their cards. Ss stuck the cards on it. After Ss had finished sticking the cards, R discussed the correct arrangement together with the Ss.

Then, R distributed the worksheets to Ss. Ss did the tasks related to the story of “*Rapunzel*”. The first task was arranging the pictures based on the story. The second task was answering questions related to the text. R gave opportunities for Ss to answer voluntarily. Some students raised their hands and answered the questions.

R gave the conclusion of the lesson this day by asking directly to Ss. R ended the lesson by saying greeting and goodbye.

Field Notes 6

The Third Meeting (Cycle 1)

Place : Class VIII E

Day : Saturday

Date : April 6th, 2013

Time : 9.15 – 10 a.m.

R: Researcher

T: Teacher

S: Student

C: Collaborator

The clock showed 9.15 when R and C entered class VIII E. This day T's duty was replaced by C. C helped R to observe the teaching and learning process and take photographs during the learning activities.

When R and C were entering the class, the condition was still noisy. Some Ss still talked with their friends loudly. At 9.20, R started the lesson. She greeted Ss and checked for the Ss' attendance. All Ss were present.

After that, R checked Ss' understanding about the materials in the previous meeting. R asked Ss what they had learnt before. Ss answered R's questions about the story of *Rapunzel*.

Then, R informed Ss that there would be a game this day. The game was a group competition. Ss must rearrange the cards which consisted of jumbled paragraphs of the story of “The Elves and the Shoemaker”. They must create a whole story of the jumbled paragraphs.

R informed Ss that the learning technique used in this activity was still same –Silent Card Shuffle. Yet, since there was a group competition, step 3 (*Circulate and Observe*) and step 4 (*Return and Refine*) were omitted.

R wrote the criteria of the group winner in the whiteboard. The winner was the fastest and had the most correct arrangement. The winner would get a reward from R. Then, R gave instruction for Ss to make groups. Ss were divided into 8 groups. R wrote number 1-8 in the board. Ss should compete to be the fastest to stick their work in the white board. R gave each group a thick paper to stick their cards and *blu-tack* to stick the paper on the white board. After that, R asked Ss to write their group member in the front part of the thick paper so that it could directly be seen.

R distributed an envelope for each group. R gave an instruction to start the game. Ss arranged their cards. Each group chose one S as the leader and he/she must stick their work in the white board.

Ss did the task seriously. Some Ss were not sure about their card order. They were still hesitant when they was about to stick the paper in the white board. Then, they corrected and checked it again. After they finished, one by one group came to the front and stuck their works in the white board. They participated enthusiastically in the game.

When all groups had stuck their works, R checked their works one-by-one. While R was checking, she also asked Ss about the possible arrangement. She asked for Ss confirmation about the order of the cards.

R decided the fastest group with the most correct arrangement. Finally, there was one group as the winner. This group consisted of Putri, Anjar, Risang, and Kusmaninda. Then, R gave rewards for this group for their good cooperation.

The lesson stopped for a moment because there was an announcement. The announcement said that the next hour would be used to clean the classroom for the preparation test of Class IX. Therefore the English lesson was one session only. The complete explanation about the story of "*The Elves and the Shoemaker*" would be given in the next meeting. R ended the lesson by saying a prayer and saying goodbye.

Field Notes 7

After the Third Meeting of Cycle 1

Place : Teacher Room

Day : Saturday

Date : April 6th, 2013

Time : 10.15 a.m.

R: Researcher

T: Teacher

While the students of Class VIII E were cleaning their classroom, R had a discussion with T. After the third meeting of Cycle 1 had done, R and T discussed

the implementation of The Silent Card Shuffle Strategy conducted in Cycle 1. T informed R that this day was used as the preparation for the examination practice for Class IX so the lesson ended on the fourth session. T told R that all students of Class VIII would have off-days, thus R could not conduct the next meeting on that day. The first meeting of Cycle 2 were planned to be done on Thursday.

Next, R and T discussed about the aspects that were improved in Cycle 1 and the aspects that still needed to be improved. On Cycle 1, the students' participation was improved, but the time allotment for the teaching process needed to be evaluated. R had taught about some types of narrative texts, such as fairytale and fable. Therefore, R and T decided to make variation of the material. R and T decided to teach different types of narrative texts for the next cycle i.e. legend. R would design a different activity with the previous ones. R would use a different game for Cycle 2.

Field Notes 8

The First Meeting (Cycle 2)

Place : Class VIII E

Day : Thursday

Date : April 11th, 2013

Time : 8.20 – 10.00 a.m.

R: Researcher

T: Teacher

S: Student

R and C entered the class VIII E at 8.25. C sat in the back seat. R opened the lesson by greeting and checking Ss' attendance. "Good morning, everyone. How are you getting on?" Ss answered, "I am fine, thank you, and you?" R said, "I am very well, thank you. Is everyone here? Who is absent today?" Ss said, "Nihil, Miss." Then, R distributed the student worksheets containing the whole story of "The Elves and the Shoemaker" and the questions related to the text. This was the continuation of the activity in the previous meeting. R informed Ss that the third part would be marked. Task three was about *simple past tense*.

Ss did the task seriously, but there were some students who were a little bit noisy during the activity. Some other Ss asked R about the task. Although *simple past tense* had been taught by their T, there were some Ss who got difficulties in doing the task. R gave some examples about the use of *simple past tense* in a sentence. After they finished doing the task, R discussed the answers together with Ss. All of them got good marks in this task because many of them worked together with their classmates.

Before continuing to the next activity, R asked again about the story of "The Elves and the Shoemaker". Then, R gave Ss the next worksheets. It was about a narrative text i.e. The Hare and the Tortoise. R asked Ss to read the text first and

let them ask her if they found some difficult words. Some Ss asked about the words *darted*, *plodded on*, and *boasting*.

After they had finished reading the passage, R informed them that the next activity was Silent Card Shuffle. R reminded Ss about the steps of Silent Card Shuffle. Then, as usual, R asked Ss to make some groups consisted of 4-6 Ss. After that, T gave Ss an envelope containing some cards about the characteristics of the hare and the tortoise. They were asked to classify and differentiate between the characteristics of the hare and the tortoise according to the text.

R gave a command to start the first step (*Silent Classification*). The Ss classified the cards silently. There was only a little noise heard. Then, Ss moved to the next step (*Justify and Refine*). Many of the groups had already finished arranging their cards. After that, R gave chances for Ss to visit other groups and see the others' card order (*Circulate and Observe*). In this step, many of Ss were reluctant to visit and observe other groups. They preferred staying in their groups. Yet, some other Ss were still going to the other groups and seeing their works. The next step was *Return and Refine*. Ss came back to their own groups. The last step was *Teacher Debriefing*. R discussed the correct classification with Ss. R asked Ss to correct the other groups' works. Most of the groups had all correct answers, though there was still one group had wrong answers.

Then, R asked Ss to submit their works. R ended the lesson by greeting and saying goodbye.

Field Notes 9

The Second Meeting (Cycle 2)

Place : Class VIII E

Day : Saturday

Date : April 13th, 2013

Time : 9.15 – 10 a.m.

R: Researcher

T: Teacher

S: Student

At 8.20, R and T entered the classroom. Some Ss were still outside the classroom. Other Ss who were in the classroom were still noisy. R needed to wait for a moment until Ss were ready to start the lesson.

R greeted Ss and checked Ss' attendance. R said, "Good morning, everybody. How are you today?" Ss answered, "Good morning, Miss. I'm fine, thank you, and you?" I'm very well, thank you." R said, "I'm glad to see you again." Ss answered, "I'm glad to see you too." R asked, "Who is absent today?" Ss answered, "Fauzan, Miss. *Ikut pertandingan sepakbola*". On the attendance board, it was written "Nihil", but in fact there was a student who was absent. He

was Fauzan. He joined a football competition. While R was checking Ss attendance, there were two students who came in to the class.

Then, R reviewed the materials in the previous meeting. “What have we learnt in the last meeting?” Ss answered, “The Elves and the Shoemaker”. R asked, “After the Elves and the Shoemaker?” Ss answered together, “The Hare and the Tortoise”.

R said, “Yes, good. Do you still remember the story? Do you bring this?” R showed the student worksheet containing the story about *The Hare and the Tortoise* and the questions related to the text which R had given in the previous meeting. R discussed the questions with Ss. R gave opportunity for Ss who want to volunteer answering the questions. There were five Ss who raised their hands answered those five questions. R allowed Ss who had difficulties about the vocabulary to ask to R.

After the discussion finished, R informed Ss that there would be a game again this day. The game was a group competition of Silent Card Shuffle. At that time, Ss were noisy and many of them were talking loudly.

Then, R told more details about the rule of the game. The game was a group competition among 4 rows. Each row consisted of 8-10 Ss. Each group chose one of their members to sit in the front chair on each row. She/he would be blindfolded. This student’s duty was to pick one by one cards, which contained pictures as clues, and passed them to his/her friends in the back. The other Ss must match the pictures with the cards.

R wrote the steps of The Silent Card Shuffle Strategy in the whiteboard. There were only two steps used, namely *Silent Classification* and *Justify and Refine*. R gave modal scores for each group 100 points. If there was a group whose students were found cheating or talking during Silent Classification step, their score would be reduced.

After Ss were ready in their positions, R gave a command to start the game. The first is Silent Classification step. R together with T observed Ss while they were working together in their groups. Ss really obeyed the rule of the game. They worked silently in their groups. This condition seemed very different with the beginning of the lesson. Their behavior was more controlled.

After all the cards (which contained pictures) were all distributed, the students who sat in the front chairs could open their blindfolding and join their friends in the back to classify the cards. Then, R gave the third paper and blu-tack for each group to stick the cards.

R gave a command to continue to the second step i.e. *Justify and Refine*. Ss might discuss with their friends about the card order. After that, Ss competed to be the fastest group in sticking their paper in the whiteboard.

After all groups had stuck their works in the board, R checked the card one by one. The result showed that the fastest group was not the winner. The second group to stick their work in the board had the most correct answers. Group 2 became the winner of the game. Then, R gave the rewards to this group.

The class paused for a moment. R, T, and Ss must listen to the announcement. The announcement said that the next hour would be used for cleaning the classroom because it would be used by Class IX for exam. Therefore, the class should be ended here.

R informed Ss that the words before were parts of the story of “The Legend of Dewi Sri”. The complete story would be given in the next meeting. R ended the lesson by saying a prayer and greeting.

Field Notes 10

The Third Meeting (Cycle 2)

Place : Class VIII E

Day : Tuesday

Date : April 16th, 2013

Time : 11.30 – 12 a.m.

R: Researcher

T: Teacher

S: Student

It was 11.00 when R arrived at the school. R waited for awhile because the English lesson in class VIII E was scheduled to be started after the break. Because the class was used by Class IX to do the preparation for the National Examination, Ss of class VIII E moved to the other classroom in the second floor. After the break, R together with T came to the class. Many Ss were still outside and some of them were playing with their friends from other class. R and T asked Ss to come into the class and start the English lesson. Then, the Ss followed R and T’s instruction. They came into the classroom.

After all of Ss were in the classroom, R started the lesson. R opened the lesson by greeting. R reminded Ss with the material which had been taught in the previous meeting. “Do you still remember what have we learnt before? We did silent card shuffle, but do you know what story it was?” Ss mentioned the narrative texts that had been taught before but no one answered “The Legend of Dewi Sri”. Then, R said that the cards they had arranged in the last meeting were related to the story of Dewi Sri. R distributed the worksheets to Ss. The worksheets containing the whole text of “The Legend of Dewi Sri” with the questions related to the text.

The first task was filling the missing words by using the words in the box. Because of the limited time, R discussed the answers together with Ss. R let Ss

ask her if they had any difficult words from the text. Many Ss asked about the meaning of some words, such as *sought*, *hatched*, and *demand*. R helped Ss deal with the difficult words. For other difficult words, R opened the opportunities for the whole Ss in the class to answer. Many of Ss knew the meanings of those words. Many Ss actively answered.

The bell rang. Then, R and Ss finished discussing the text. R asked Ss to continue the next task at home.

Before R ended the lesson, R informed Ss that there would be a post-test on Thursday, April 16th 2013. R advised them to study and to be ready with the test. R asked them to prepare the test so that they would get a better score than the pre-test.

R ended the lesson by asking one the leader of the class to lead the prayer. After saying a prayer, R greeted Ss and said goodbye.

Field Notes 11

Post-test

Place : Class VIII E

Day : Tuesday

Date : April 16th, 2013

Time : 11.30 – 12 a.m.

R: Researcher

T: Teacher

S: Student

At 9.20, R entered the classroom. T opened the lesson by greeting and checking Ss' attendance. T reminded them that there would be a post-test this day.

Then, T came in to the class. T helped R to distribute the answer and question sheets to the Ss. R informed the time limitation of the test. Ss were given 40 minutes to complete the test.

After Ss had finished doing the test, R allowed Ss to take the break. R ended the post-test this day by greeting and saying goodbye. R expressed her gratitude to all of Ss who had participated in the research.

APPENDIX E

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview 1 (with the English teacher before implementation)

Day : Thursday

Date : March 28th, 2013

Time : 9.05 a.m.

R: Researcher

T: English Teacher

R	:	Sebelumnya saya mau tanya-tanya sebentar Pak tentang pengajaran bahasa Inggris.
T	:	Ya, nggak apa-apa.
R	:	Menurut Bapak bagaimana pengajaran bahasa Inggris di kelas 8 selama ini? Mungkin permasalahan-permasalahan yang ada atau kendala-kendalanya? Dari segi anak-anaknya, motivasinya mungkin?
T	:	Menurut saya, motivasinya ya kurang. Tapi untuk kelas 8E itu motivasinya tinggi, tapi untuk kelas F itu masih kurang. Waktu les itu banyak yang nggak datang.
R	:	Ooo... kelas 8 itu juga ada les ya Pak?
T	:	Ya ada, tapi nggak begitu banyak. Nek kelas 8E ini kan kelas pilihan, dadi rodo...mereka udah sadar...
R	:	Jadi motivasinya udah lumayan ya Pak? Kalau di kelas sendiri Pak, kesulitannya? Mungkin classroom management-nya Pak? Anak-anaknya gampang diatur nggak Pak?
T	:	Susah.
R	:	Lumayan susah?
T	:	Yo nggak susah-susah banget.
R	:	Untuk penyampaian materi, biasanya media apa yang digunakan Pak?
T	:	Buku atau mungkin benda-benda yang cocok di situ.
R	:	Kalau misalnya di sini LCD gitu ada nggak Pak?
T	:	LCD. Ada, tapi harus pindah kelas. Ada, tapi di ruang Lab.
R	:	Teknik-teknik yang digunakan apa Pak? Step-stepnya? Mungkin PPP, Bapak biasanya memakai itu?
T	:	Ya. Tapi nggak selalu. Kadang kalau nggak persiapan ya langsung.
R	:	Kalau teks-teks bahasa Inggris biasanya darimana Pak?
T	:	Dari LKS atau buku. LKSnya Pioneer.
R	:	Mungkin seperti itu saja Pak, terimakasih.

Interview 2 (with the student before implementation)

Day : Thursday

Date : March 28th, 2013

Time : 9.30 a.m.

R : Researcher

S31: Setya Ridho Archamta

R	:	Sebelumnya kenalan dulu. What's your name?
S31	:	My name is Setya Ridho Archamta.
R	:	Ridho? OK. Dek Ridho, menurut kamu bagaimana pengajaran bahasa Inggris di kelas selama ini? Asyik? Menyenangkan? Atau...?
S31	:	Ya ada suka-dukannya Mbak. Ada asyiknya, ada bosennya.
R	:	Bosennya kenapa?
S31	:	Bosennya ya... nggak ada games.
R	:	O... nggak ada games.
S31	:	Belajar terus...
R	:	Biasanya kegiatannya apa kalau di kelas? Kegiatan membaca terutama?
S31	:	Nerangin, terus ngerjain soal.
R	:	Sumbernya dari?
S31	:	Bisa dari LKS, terus dari buku.
R	:	Ada media lain nggak yang dipakai?
S31	:	Nggak tahu... Kalau di rumah sih kadang buka-buka internet.
R	:	O... kamu suka buka-buka internet juga? Berarti jika kamu mengalami kesulitan dalam bahasa Inggris biasanya yang kamu lakukan itu ya... belajar sendiri... terus...?
S31	:	Belajar sendiri, kalau kesulitan di rumah tanya sama mbak.
R	:	Tanya sama mbak? Mbaknya jurusan bahasa Inggris ya?
S31	:	Iya.
R	:	O... yaya. OK. Kalau kebiasaan membaca, kamu suka membaca nggak?
S31	:	Suka sih, tapi bacanya komik.
R	:	Kalau bahasa Indonesia gitu?
S31	:	Ya mungkin baca cerita gitu.
R	:	Kalau membaca dalam bahasa Inggris kamu kesulitannya apa biasanya?
S31	:	Nggak tahu artinya.
R	:	Terus apalagi? Kalau grammar gitu kamu mengalami kesulitan nggak, misalnya yang membedakan present tense dan past tense?
S31	:	Ya... biasa aja sih Mbak...
R	:	O... terus kalau pengajaran bahasa Inggris sendiri kamu penginnya yang seperti apa?
S31	:	Ya... pakai games. Terus kadang itu serius, tapi kadang juga bercanda.

R	:	Kalau aktivitasnya gitu kamu lebih suka ngerjain sendiri atau dalam grup, kelompok?
S31	:	Ya semuanya OK lah Mbak. Sendiri OK, dalam grup juga.
R	:	OK. Thank you.

Interview 3 (with the student before implementation)

Day : Thursday

Date : March 28th, 2013

Time : 9.33 a.m.

R : Researcher

S26 : Putri Nur Cahyani

R	:	Kenalan dulu, namanya siapa?
S26	:	Putri Nur Cahyani.
R	:	Nah gini, aku mau tanya Dek, menurutmu bagaimana pengajaran bahasa Inggris selama ini?
S26	:	Ah ya... kurang efektif, soalnya gurunya itu kadang marah Kak, soalnya murid-muridnya itu pada sering rame.
R	:	O... sering rame. Kalau kamu suka bahasa Inggris nggak?
S26	:	Sedikit.
R	:	Menurutmu susah nggak bahasa Inggris?
S26	:	Mm... ya rata-rata.
R	:	Biasanya kesulitannya apa? Misalnya waktu membaca teks bahasa Inggris?
S26	:	Artinya.
R	:	Kalau kegiatan-kegiatan yang dilakukan di kelas biasanya apa aja Dek?
S26	:	Ya kadang cuma diterangin, terus nanti latihan, latihan, latihan terus gitu. Kalau udah jelas, baru ganti bab lain.
R	:	Materinya dari?
S26	:	LKS.
R	:	Kalau buku?
S26	:	Kalau buku cuma gurunya kadang kasih dari buku lain.
R	:	Mm... OK... Jika kamu mengalami kesulitan dalam bahasa Inggris biasanya apa yang kamu lakukan?
S26	:	Tanya temen.
R	:	Tanya temen. Tanya guru?
S26	:	Kadang-kadang.
R	:	Kalau belajar sendiri dirumah? Cari-cari gitu?
S26	:	Ya kadang sama temen di rumah.
R	:	Kalau kamu mengalami kesulitan masalah arti gitu, misalnya kamu nggak tau artinya gitu, kamu? Pertama yang kamu lakukan itu tanya ke temen atau kamu cari-cari sendiri gitu di kamus?

S26	:	Tanya ke temen. Tanya ke temen dulu, hehee... Sampai di rumah baru cari di buku.
R	:	Kalau kebiasaan membaca, kamu suka nggak, dalam bahasa Indonesia?
S26	:	Novel-novel horror.
R	:	Haduh.... Kalau bahasa Inggris? Jarang?
S26	:	Komik.
R	:	Komik bahasa Inggris. Wow, apa?
S26	:	Ah... ya aku yo rodo lali e Mbak judule.
R	:	Dapat darimana kamu?
S26	:	Kakak.
R	:	Kakak bahasa Inggris juga?
S26	:	Nggak, bukan kakak kandung. Kakak keponakan kan sukanya novel-novel horror, baca komik-komik bahasa Inggris.
R	:	Kamu terinspirasi ya, ngikut-ngikut gitu? Kalau kesulitan yang lain misalnya pengucapan gitu, kamu mengalami kesulitan nggak?
S26	:	Kadang-kadang.
R	:	Apa yang kamu lakukan? Tanya ke temen juga?
S26	:	Ya kadang tanya ke temen.
R	:	Kalau di kelas gitu, kalau kamu mengalami kesulitan kamu langsung tanya ke guru nggak? Atau tanya ke teman lain dulu?
S26	:	Tanya ke guru.
R	:	OK, thank you.

Interview 4 (with the student before implementation)

Day : Thursday

Date : March 28th, 2013

Time : 9.35 a.m.

R : Researcher

S5 : Anjar Mei Anggoro Wati

R	:	Hello. What's your name?
S5	:	Anjar Mei Anggoro Wati.
R	:	Anjar?
S5	:	Mei.
R	:	Oh Mei. Sorry. Mei, menurut kamu pengajaran bahasa Inggris di kelas itu bagaimana?
S5	:	Ngebosenin Mbak.
R	:	Kenapa?
S5	:	Gitu-gitu mulu. Cuma diterangin, terus baca LKS, terus ngerjain soal, terus ulangan, terus gitu-gitu.
R	:	Nah, yang kamu pengen kayak gimana?

S5	:	Ya ada selingannya. Maksute... bisa keluar kelas, atau nggak, ada games-games gitu.
R	:	Oh gitu. Nah, kalau kesulitan kamu selama ini dalam belajar bahasa Inggris itu apa?
S5	:	Banyak Mbak.
R	:	Contohnya?
S5	:	Nggak tahu artinya, nggak tahu pengucapannya.
R	:	Terus kalau tata bahasanya gitu? Grammar-nya gitu?
S5	:	Iya.
R	:	Mm...sumber belajarnya di kelas apa saja?
S5	:	LKS sama buku.
R	:	Jika kamu mengalami kesulitan dalam bahasa Inggris apa yang kamu lakukan?
S5	:	Buka kamus, kalau nggak nanti di-translate-in.
R	:	Di-translate-in sama?
S5	:	Google. Hehehe.
R	:	Oh yaya... Terus apakah kamu suka membaca?
S5	:	Nggak.
R	:	Dalam bahasa Indonesia?
S5	:	Nggak suka.
R	:	Dalam bahasa Inggris? Apalagi ya... OK, thank you.

Interview 5 (with the student before implementation)

Day : Thursday

Date : March 28th, 2013

Time : 9.38 a.m.

R : Researcher

S3 : Allyza Juliani Nur Rahma

R	:	Hello. What's your name?
S3	:	My name is Allyza Juliani Nur Rahma.
R	:	Panggilannya Allyza?
S3	:	Ya.
R	:	Yang aku mau tanyakan, bagaimana pengajaran bahasa Inggris selama ini?
S3	:	Kurang efektif dan selalu membosankan.
R	:	Kenapa?
S3	:	Nggak ada selingan, cuma ngerjain soal, ngerjain soal, terus materinya itu ki dipencar-pencar, nggak runtut.
R	:	O... nggak urut. Kalau di LKS itu ya?
S3	:	Ya.
R	:	Terus kesulitan apa yang kamu hadapi saat belajar bahasa Inggris?
S3	:	Nggak tahu artinya, sama pengucapannya.

R	:	OK, sama kayak temen-temen. Jika kamu mengalami kesulitan, apa yang kamu lakukan?
S3	:	Buka kamus.
R	:	Kalau di kelas?
S3	:	Tanya temen.
R	:	Kalau tanya ke guru?
S3	:	Tanya ke guru itu kalau udah tanya ke temen, terus kalau temennya nggak bisa baru tanya ke guru.
R	:	OK. Teks-teks bahasa Inggris biasanya sumbernya dari mana?
S3	:	LKS.
R	:	Kalau kegiatan dalam bahasa Inggris, mm...aktivitas dalam pembelajaran bahasa Inggris yang kamu pengenin seperti apa?
S3	:	Ada selingan, terus materinya yang runtut. Terus guru ki seharusnya bisa menguasai kelas sehingga murid-murid memperhatikan, nggak bicara sendiri.
R	:	Kalau kegiatannya kamu lebih sering, mm... senang sendiri atau kelompok?
S3	:	Kelompok.
R	:	Kalau biasanya udah sering kegiatan kelompok nggak?
S3	:	Belum.
R	:	Kalau bahasa Inggris nggak pernah? Biasanya cuma sendiri-sendiri ya?
S3	:	Iya.
R	:	OK. Thank you.

Interview 6 (with the student before implementation)

Day : Thursday

Date : March 28th, 2013

Time : 9.43 a.m.

R : Researcher

S28: Risang Nihapsari Purwaning Madya Sakti

R	:	Hello, what's your name?
S28	:	My name is Risang Nihapsari Purwaning Madya Sakti.
R	:	OK, Risang. Aku mau tanya. Bagaimana pendapatmu tentang pelajaran bahasa Inggris?
S28	:	Kadang ngebosenin. Ya tergantung mood. Hee...
R	:	Kamu suka nggak sama bahasa Inggris?
S28	:	Suka.
R	:	Menurutmu bahasa Inggris itu sulit atau nggak?
S28	:	Gampang-gampang sulit.
R	:	Nah... kesulitan yang kamu alami apa?
S28	:	Arti.

R	:	Arti ya terutama. Mm... yang lain lagi?
S28	:	Pengucapan.
R	:	Terus yang kamu lakukan apa saat menemui kesulitan? Misalnya waktu membaca gitu nggak tahu artinya.
S28	:	Tanya.
R	:	Tanya. Sering buka kamus nggak?
S28	:	Iya, kadang-kadang.
R	:	Biasanya sering bawa kamus nggak?
S28	:	Nggak.
R	:	Ini semuanya bawa kamus nggak biasanya?
S31, S5,S26, S3,&S28	:	Nggak.
R	:	O... yaya... berarti tanya temen ya?
S28	:	Ya tanya temen, ya tanya mbak.
R	:	Tanya guru?
S28	:	Nggak, hehe...
R	:	Nggak pernah kalau di kelas? Terus... sumber belajarnya biasanya darimana saja? Kalau di kelas?
S28	:	LKS.
R	:	Terus teknik atau kegiatan apa yang kamu inginkan dalam pengajaran bahasa Inggris di kelas? Kamu penginnya kayak gimana?
S28	:	Yang pakai komputer, LCD, terus gurunya nerangin.
R	:	Kalau di sini kan ini... harus ke lab kan? Kalau yang lain? Dalam kelompok gitu?
S28	:	Ya.
R	:	Suka ya diskusi dalam kelompok?
S28	:	Ya.
R	:	OK. I think it's enough. Thank you.

Interview 7 (with the English teacher after the first meeting of Cycle 1)

Day : Tuesday

Date : April 2nd, 2013

Time : 1 p.m.

R: Researcher

T: Teacher

R	:	Mau tanya-tanya sebentar Pak. Jadi, tadi... tentang penerapan <i>action</i> yang telah dilakukan tadi menurut Bapak bagaimana Pak?
T	:	Lumayan. Karena merupakan variasi dari biasanya. Lumayan gitu lah.
R	:	Kalau untuk membantu peningkatan pengajaran membaca menurut

		Bapak dengan metode grup, kemudian diskusi, terus ada kartu juga tadi, apakah membantu pengajaran membaca Pak?
T	:	Ada. Ya ada proses membantunya itu. Itu jembatan ingatan to? Lebih menarik.
R	:	Kalau untuk ini Pak, aspek-aspek yang perlu diperbaiki atau ditingkatkan kalau menurut Bapak apa Pak? Misalnya mungkin penyampaian materinya, atau instruksi yang diberikan, mungkin kurang jelas?
T	:	Kurang keras. Tadi kurang keras. Jadi ada yang bagian belakang tadi ngomong sendiri jadi tidak tahu apa yang harus mereka lakukan.
R	:	Kalau media-medianya Pak, menurut Bapak bagaimana?
T	:	Medianya cukup.
R	:	Kalau saya sih kesulitannya kayak pembagian kelompoknya Pak...
T	:	Makanya ini masih saya kosongi.
R	:	Ada lagi masukan Pak, mungkin untuk selanjutnya, pertemuan kedua?
T	:	Mm... suaranya kurang keras. Kurang memastikan kalau ini anaknya sudah menangkap apa yang saya mau belum. Jadi, waktu njenengan instruksi itu dicek anak itu sudah paham belum tentang apa yang harus mereka lakukan.
R	:	Oo... yang instruksi tadi ya Pak, yang tahapan-tahapan, perintah-perintah.
T	:	Ya, yang seperti itu. Nah waktu sekalian instruksi, anak itu jelas apa yang harus dilakukan, baru mengerjakan.
R	:	Mungkin itu saja Pak. Ada masukan yang lain Pak?
T	:	Untuk menutupnya itu... post-teaching ya?
R	:	Iya.
T	:	Post-teaching itu masih kosong e.
R	:	Iya. Tadi belum, tadi langsung bel Pak.
T	:	Menyimpulkan ada? Tadi kurang.
R	:	Iya, tadi belum Pak.
T	:	Kurang... kurang komplit. Menyimpulkan, menggarisbawahi.
R	:	Iya Pak.
T	:	Kemudian yang mengelompokkan tadi. Students divide themselves into some groups. Ini gimana? Tadi masih perlu bantuan e.
R	:	Iya Pak, tapi lumayan masih bisa diatur ya Pak.
T	:	Iya. Kalau VIII E itu motivasinya sudah tinggi, kalau VIII F susah.
R	:	Oh gitu Pak, terimakasih...

Interview 8 (with the student after the first meeting of Cycle 1)

Day : Thursday

Date : April 4th, 2013

Time : 9 a.m.

R : Researcher

S31 : Setya Ridho Archamta

R	:	Hai Ridho, aku mau tanya, tentang pertemuan pertama kemarin, Silent Card Shuffle kemarin, yang tentang teks The Vain Little Mouse, menurut kamu gimana? Yang pakai card itu?
S31	:	Asyik.
R	:	Asyiknya gimana?
S31	:	Nggak tahu ya. Asyiknya mungkin bisa kumpul dengan grupnya itu.
R	:	Oo... <i>Groupwork</i> -nya itu ya? Kerja di kelompok? Nah, kalau menurut kamu kartunya itu susah nggak?
S31	:	Nggak. Biasa aja.
R	:	Nggak ya? Lumayan bisa dipahami kan?
S31	:	Ya.
R	:	Kalau tentang teknik pembelajarannya gimana? Kan ada yang silent, nggak boleh ngomong itu, menurut kamu enak nggak sih stepnya itu?
S31	:	Nggak.
R	:	Nggak enak ya kalau nggak bisa diskusi?
S31	:	Nggak enak kalau nggak bisa diskusi.
R	:	Kalau bahasa yang digunakan dalam kelompok itu? Bahasa Inggris, bahasa Indonesia, atau bahasa Jawa?
S31	:	Campur.
R	:	Apa kamu juga menggunakan bahasa Inggris untuk komunikasi?
S31	:	Sedikit. Ya campur.
R	:	Terus, kalau kesulitannya apa kemarin?
S31	:	Mungkin arti katanya.
R	:	Kalau untuk yang teksnya kemarin, yang mengurutkan gambar itu?
S31	:	Nggak sulit sih, di LKS sudah ada.
R	:	Ada saran nggak untuk yang lebih ditingkatkan atau diperbaiki?
S31	:	Nggak ah. Nggak ada.
R	:	Kamu lebih enak yang hanya definisi aja atau pakai gambar?
S31	:	Lebih asyik yang pakai gambar.
R	:	Nah, apakah kamu merasa terbantu dengan penerapan silent card shuffle itu dalam belajar?
S31	:	Nggak sih, kalau menurut saya biasa aja, gimanapun oke.
R	:	OK, thank you.

Interview 9 (with the student after the first meeting of Cycle 1)

Day : Thursday

Date : April 4th, 2013

Time : 9 a.m.

R : Researcher

S17: Muhammad Fauzan Hidayatulloh

R	:	Fauzan, menurut kamu metode yang kemarin digunakan itu gimana? Menarik atau nggak?
S17	:	Menarik.
R	:	Menariknya gimana? Kamu lebih suka bekerja dalam kelompok atau sendiri?
S17	:	Kelompok.
R	:	Terus, ada saran nggak?
S17	:	Nggak.
R	:	Terus kesulitannya apa kemarin?
S17	:	Nggak ada sih, teman-temanku pada pinter semua.

Interview 10 (with the student after the first meeting of Cycle 1)

Day : Thursday

Date : April 4th, 2013

Time : 9 a.m.

R : Researcher

S2 : Ajhi Fibrianto Purwonegoro

R	:	What's your name?
S2	:	Ajhi Fibrianto.
R	:	Ajhi, nah menurutmu gimana penerapan metode kemarin yang Silent Card Shuffle itu?
S2	:	Menurut saya, metode Anda terlalu menekankan untuk bermain.
R	:	Terus, belajarnya kurang gitu?
S2	:	Ya nggak. Tapi Anda menerapkan sistem 3M, eh 3B.
R	:	Apa itu?
S2	:	Bermain, Belajar, Berinovasi.
R	:	Wahh.... Keren, keren, keren... Terus, ada saran nggak sebaiknya kayak gimana?
S2	:	Sebaiknya besok kalau Anda jadi guru, Anda harus bisa menerapkan sistem yang Anda ajarkan sekarang.
R	:	Oo... jadi nggak cuma waktu penelitian aja ya?
S2	:	Ya. Kebanyakan guru kalau mengajar hanya dengan teori ya?
R	:	Iya.
S2	:	Tidak dengan seperti Anda sekarang, Bermain-Berinovasi.

R	:	Oh ya ya, bagus sekali. Terimakasih atas masukannya. Kemudian kesulitan-kesulitan yang Anda alami selama pembelajaran kemarin apa?
S2	:	Kalau saya tidak ada.
R	:	Tidak ada. Alhamdulillahirobbil'alamin.
S2	:	Cocok dengan...emm... pemberian materi bisa masuk dengan cepat.
R	:	Wah, alhamdulillah. Terimakasih. Terus ada lagi masukan?
S2	:	Nggak.
R	:	Terimakasih sekali, Anda sangat kreatif.

Interview 11 (with the student after the first meeting of Cycle 1)

Day : Thursday

Date : April 4th, 2013

Time : 9 a.m.

R : Researcher

S3 : Allyza Juliani Nur Rahma

R	:	Hai Allyza.
S3	:	Ya.
R	:	Menurut kamu bagaimana pengajaran kemarin? Bagaimana penerapan Silent Card Shuffle Strategy kemarin?
S3	:	Mikirnya itu jadi santé Mbak... nggak terlalu sepaneng gitu, sama disambi bermain kan bisa.
R	:	Kamu lebih suka mengerjakan sendiri atau dalam kelompok?
S3	:	Dalam kelompok.
R	:	Apakah kamu terbantu dengan penggunaan Silent Card Shuffle?
S3	:	Ya. Sangat-sangat terbantu.
R	:	Apakah cukup menyenangkan?
S3	:	Ya. Menyenangkan sekali.
R	:	Nah, kira-kira apa yang harus ditingkatkan lagi? Mungkin ditambah, atau ditiadakan malah?
S3	:	Kalau bisa tuh Pak Kabul pakai cara seperti Mbaknya, jadinya tuh kita bisa...Ilmunya tuh bisa opo... bisa menyerap dengan baik.
R	:	Jadi ada perlu variasi metode mengajar gitu ya? Nggak hanya dari buku?
S3	:	Ya. Nggak hanya dari buku.
R	:	Kalau materinya kemarin? The Vain Little Mouse? Menurut kamu gimana?
S3	:	Bagus. Udah pernah baca, di LKS.
R	:	Di LKS memang. Iya, aku memang ngambil dari situ. Tapi kan ditambah gambar-gambar, apakah kamu terbantu dengan adanya gambar-gambar?

S3	:	Ya, terbantu. Lebih tertarik dengan gambar Mbak kalau belajar.
R	:	Terus kesulitan-kesulitan yang kamu hadapi apa?
S3	:	Nggak tahu artinya.
R	:	Kemarin kan ini... ada artinya kan? Words sama definition?
S3	:	Iya. Tapi bingung e mbak yang kemarin itu. Kebalik-balik.
R	:	OK. Kemarin masih ada yang salah ya?
S3	:	Masih, satu.
R	:	OK, no problem. Ada saran yang lain, misalnya tentang media atau aktivitas?
S3	:	Buat guru apa buat Mbaknya?
R	:	Buat aku, maksudnya buat metodenya ini, apakah perlu ditambah emm... misalnya medianya ditambah gitu?
S3	:	Iya. Medianya ditambah aja Mbak biar lebih mudah untuk menangkap pelajarannya.
R	:	OK OK. Thank you ya...

Interview 12 (with the student after the first meeting of Cycle 1)

Day : Thursday

Date : April 4th, 2013

Time : 9 a.m.

R : Researcher

S26: Putri Nur Cahyani

R	:	Hallo Putri.
S26	:	Hallo.
R	:	Mau wawancara sedikit nih. Menurut kamu bagaimana penerapan Silent Card Shuffle kemarin?
S26	:	Ee... kalau yang pertama itu kan ya bagus, nggak ngebosenin, tapi kan kalau kayak gitu terus kan bisa jadinya malah ngebosenin.
R	:	Berarti... Kalau misal biar nggak ngebosenin saran kamu apa?
S26	:	Ya soalnya hari pertama itu pakainya ini. Yang kedua itu umpamanya suruh ada yang berperan itu murid-muridnya. Umpamanya jadi apa gitu...
R	:	Oo... roleplay? Peran?
S26	:	Iya.
R	:	Tapi kan pakainya Silent Card Shuffle. Kalau misalnya tiap pertemuan kan tetap pakai cards, nah menurutmu sarannya apa, apakah ditambah gambar atau apa lagi?
S26	:	Ya... gambarnya bisa diberi warna gitu lho Mbak. Biar lebih menarik.
R	:	Kalau yang tadi itu yang ditambah gambar itu apakah lebih sulit atau lebih mudah?
S26	:	Lebih mudah.

R	:	Lebih mudah kalau ada gambar?
S26	:	Ya.
R	:	Terus apakah kamu menggunakan bahasa Inggris tadi waktu berkomunikasi?
S26	:	Sedikit.
R	:	Selebihnya pakai bahasa apa?
S26	:	Basa Jawa.
R	:	Terus, kesulitannya apa kamu selama belajar? Yang “The Vain Little Mouse” itu kesulitannya apa?
S26	:	Menyusun kata.
R	:	Menyusun katanya itu. Definisinya susah?
S26	:	Nggak kalau yang ini. Yang itu lho...kemarin itu kan ada jawaban-jawabannya terus kalau kita itu tahu artinya, njawabnya pakai bahasa Indonesia susah nyusunnya jadi bahasa Inggris.
R	:	OK. Terus apakah kamu suka pengajaran menggunakan Silent Card Shuffle?
S26	:	Suka.
R	:	OK. Udah masuk ya... Thank you, Putri.

Interview 13 (with the English teacher after the second meeting of Cycle 1)

Day : Thursday

Date : April 4th, 2013

Time : 10 a.m.

R: Researcher

T: English Teacher

R	:	Emm... menurut Bapak bagaimana penerapan <i>action</i> yang telah dilakukan tadi?
T	:	Itu... anak-anak tertarik, jadi sibuk meskipun rame tapi rame pada... konsentrasi pada materi itu. Jadi kelihatannya memang menarik itu.
R	:	Kalau dibanding yang kemarin Pak, kan yang tadi saya tambah gambar itu apakah menurut Bapak anak-anak lebih terbantu dengan adanya gambar?
T	:	Ya, lebih terbantu. Kemarin itu kan baru pertama. Kalau ini kan sudah hafal. Yang kedua... lebih menarik itu.
R	:	Menurut Bapak bagaimana kemampuan membaca siswa setelah Silent Card Shuffle Strategy itu diterapkan dalam pengajaran membaca di kelas? Apakah ada peningkatan?
T	:	Karena tadi kata-katanya kan sudah dalam pre-teaching sudah dikenalkan yaitu sudah diterjemahkan, atau dijodohkan, dengan adanya gambar, definisi itu untuk memahami teks ya ada peningkatan. Jadi lebih mudah.

R	:	Kalau untuk proses pembelajarannya hari ini menurut Bapak bagaimana Pak?
T	:	Dari yang kemarin lebih baik.
R	:	Apakah masih ada kekurangan-kekurangannya Pak?
T	:	Kekurangannya tadi itu yang jelas <i>me-manage time</i> itu ya, jadi untuk waktunya <i>post-teaching</i> itu nggak kebagian waktu.
R	:	Kalau instruksinya? Apakah sudah cukup jelas untuk hari ini Pak? Tadi waktu memberi perintah misalnya tentang kegiatan-kegiatannya. Ini <i>silent classification</i> ... gitu... Apakah menurut Bapak sudah jelas?
T	:	Oh ya...sudah. Anak-anak juga sudah tahu apa yang harus dikerjakan, kan hampir sama dengan yang kemarin, jadi menerima itu saya harus apa itu tinggal meniru yang kemarin, karena di depan kan Mbake sudah bilang seperti yang kemarin itu kan...
R	:	Kalau dari ini Pak... pengelompokan anak-anaknya itu bagaimana Pak? Apakah tadi sudah lumayan teratur Pak? Meskipun agak rame juga sih Pak waktu pengelompokannya.
T	:	Iya, untuk pengelompokannya memang agak rame. Ya itu-itu saja ya yang kemarin ya.
R	:	Iya, masih. Untuk pengelompokannya memang agak susah Pak. Rame.
T	:	Itu kan anak-anaknya ngelompok sesuai dengan anak-anak yang fair. Jadi... dengan kelompok bermainnya gitu loh.
R	:	Jadi dengan geng-nya gitu ya Pak... hehe
T	:	Iya, dengan geng-nya. Tapi lebih mudah daripada yang kemarin.
R	:	Iya... kemarin masih yang pertama itu masih... masih agak berantakan gitu ya Pak.
T	:	Nggih...nggih....
R	:	Terus... menurut Bapak aspek apalagi yang perlu ditingkatkan atau diperbaiki Pak? Kalau dari segi medianya Pak? Kartunya itu mungkin?
T	:	Medianya...cukup. Volume suara mungkin agak dikeraskan. Ya mungkin itu.
R	:	Ya untuk <i>class management</i> -nya itu ya Pak?
T	:	Ya... volume suara terutama yang perlu ditingkatkan.
R	:	Ya Pak, mungkin itu saja. Terimakasih Pak...

Interview 14 (with the student after the second meeting of Cycle 1)

Day : Thursday

Date : April 4th, 2013

Time : 9 a.m.

R : Researcher

S31: Setya Ridho Archamta

R	:	Hallo Ridho.
S31	:	Hallo.
R	:	Gimana menurutmu tentang pertemuan kedua ini? Yang teksnya Rapunzel? Kalau disbanding yang kemarin?
S31	:	Rumit yang ini.
R	:	Kalau dari cards-nya, lebih asyik kalau pakai gambar atau cuma kata-kata aja?
S31	:	Lebih asyik kalau pakai gambar.
R	:	Apakah kamu lebih terbantu dengan adanya gambar?
S31	:	Nggak, sama aja. Kalau belajar gimanapun oke.
R	:	Oh gimanapun oke. Terus ada yang perlu ditingkatkan lagi?
S31	:	Mungkin teka-tekinya harus lebih rumit lagi.
R	:	Teksnya atau cards-nya? Teka-tekinya?
S31	:	Kartunya. Mungkin juga bisa pikirkan permainan lain
R	:	Kalau misalnya games pakai kompetisi itu kamu setuju nggak? Maksudnya nanti antar grup lomba, cepet-cepetan misalnya?
S31	:	Setuju aja. Itu malah semakin asyik.
R	:	Oh gitu. Kalau untuk pemilihan materinya, Rapunzel gimana? Apakah kamu sudah akrab dengan cerita Rapunzel?
S31	:	Nggak. Cuma pernah lihat, tapi cuma sekali.
R	:	Menurutmu susah nggak?
S31	:	Nggak, biasa aja.
R	:	Nggak terlalu kan, biasa aja kan? OK OK, thank you.

Interview 15 (with the student after the second meeting of Cycle 1)

Day : Saturday

Date : April 6th, 2013

Time : 9.10 a.m.

R : Researcher

S26: Putri Nur Cahyani

R	:	Hai Putri.
S26	:	Hai.
R	:	Menurut kamu gimana pertemuan yang kemarin yang teks Rapunzel itu?

S26	:	Gambarnya itu ada kayak yang nggak nyambung gitu lho Mbak.
R	:	Contohnya?
S26	:	Yang pas yang si prince-nya itu malah kan di-itu lho Mbak, terus kan nggak ada gambarnya itu, malah cuma ada gambarnya si nenek sihir itu
R	:	Ya ya, aku tahu. Jadi menurutmu selanjutnya gimana gambarnya, perlu diperbaiki?
S26	:	Gambarnya perlu diperbaiki, kalau bisa ditambah warna. Terus dikasih kayak tanda-tanda apa gitu lho Mbak.
R	:	Tanda apa?
S26	:	Ya kayak dihias-hias gitu lho Mbak.
R	:	Oalah, hiasannya. Kamu suka yang warna-warni ya? Terus menurutmu dengan adanya gambar apakah lebih membantu?
S26	:	Ya. Lebih membantu. Terus itu kan, pakai Silent Card Shuffle itu harusnya kayak ada permainan. Nanti ada yang di depan, nanti ditutup mata, terus ambil kayak kertasnya itu kasih ke belakangnya, terus belakangnya ngartiin, terus ada yang nempel-nempel, yang depan sendiri baru nyocokin gini gini gini, terus yang terakhir satu kelompok nyocokin. Pakai permainan gitu.
R	:	Gimana.... gimana itu?
S26	:	Kan suruh baris, terus yang di depan tutup matanya. Terus ambil kartu, yang kata-katanya itu lho, terus kasih ke belakangnya, terus belakangnya itu dibuka tho matanya, terus kasih gini gini gini tempel-tempelin.
R	:	Belakangnya yang nempelin? Dikasih definisi atau apa gambar gitu po piye?
S26	:	He'em.
R	:	Tapi pakai ditutup mata?
S26	:	Yang belakangnya nggak. Cuma yang depan.
R	:	Oo...depannya itu yang mengacak-acak kata gitu?
S26	:	He'em. Terus yang terakhir itu semuanya kumpul satu kelompok terus baru didiskusiin.
R	:	Oh yaya, thank you. Terus kalau kekurangannya yang lain lagi apa kemarin?
S26	:	Ya itu, cuma gambarnya itu kurang warna. Terus gambarnya ada yang nggak jelas gitu.
R	:	OK. Kalau kesulitan-kesulitannya?
S26	:	Arti.
R	:	Lagi-lagi arti ya?
S26	:	Sama pengucapan-pengucapannya.
R	:	Ya ya. Tapi dengan gambar itu apakah membantu untuk memahami arti?
S26	:	Ya, membantu.
R	:	OK OK. Thank you.

Interview 16 (with the student after the third meeting of Cycle 1)

Day : Saturday

Date : April 6th, 2013

Time : 10.10 a.m.

R : Researcher

S31: Setya Ridho Archamta

R	:	Hai Ridho. Menurutmu bagaimana pelajaran hari ini? Tentang competition?
S31	:	Seru. Susah banget kompetisinya.
R	:	Karena susah ini makanya aku buat kompetisi. Nah, kesulitan apa yang kamu alami? Artinya. Ee... teksnya menurut kamu gimana?
S31	:	Bikin penasaran.
R	:	Susah?
S31	:	Cukup susah. Soalnya belum pernah diajari juga.
R	:	Terus saran-saran kamu untuk ke depannya gimana? Apakah perlu dibuat game-game kayak gini lagi, atau kayak yang kemarin aja?
S31	:	Ya gimana ya.
R	:	Untuk selingan?
S31	:	Untuk selingan... ya mungkin bisa nyanyi.
R	:	Oo, kamu suka nyanyi ya?
S31	:	Iya.
R	:	Oh gitu, ada masukan lagi?
S31	:	Udah, itu aja.

Interview 17 (with the student after the third meeting of Cycle 1)

Day : Saturday

Date : April 6th, 2013

Time : 10.20 a.m.

R : Researcher

S26: Putri Nur Cahyani

R	:	Hai Putri.
S26	:	Hai.
R	:	Gimana menurutmu tentang aktivitas hari ini?
S26	:	Ya lebih bisa memacu untuk lebih cepat berpikir. Terus... orang itu kan biasanya kalau ada hadiahnya kan terus mikirnya cepet, bisa lebih terpacu gitu lho Mbak.
R	:	Iya, kamu sebagai pemenang gimana perasaannya?
S26	:	Aaa... ya, biasa wae ding Mbak.
R	:	Teksnya menurut kamu gimana?
S26	:	Ya sedikit susah.

R	:	Tapi kalau tadi kan bekerjanya dalam kelompok, itu membantu nggak?
S26	:	Membantu banget.
R	:	Kalau misalnya sendiri kesulitan ya?
S26	:	Ah yo... mesti ada kesulitan.
R	:	Oh ya, kalau kelompok kan bisa berdiskusi ya? Terus ada masukan untuk ke depan?
S26	:	Yaa....
R	:	Apakah perlu ada games kayak gini lagi?
S26	:	Iya, perlu.
R	:	Seneng ya ada games?
S26	:	Seneng Mbak.
R	:	Oh ya ya. Terus kalau dibandingkan dengan yang kemarin itu apakah ada peningkatan?
S26	:	Ada. Lebih enak yang sekarang.
R	:	Enak yang sekarang. Berarti kamu suka ya kalau pakai gambar, teks dibantu dengan gambar gitu?
S26	:	Suka.
R	:	OK, thank you. Selamat kerja bakti.

Interview 18 (with the collaborator after the third meeting of Cycle 1)

Day : Saturday

Date : April 6th, 2013

Time : 10.25 a.m.

R: Researcher

C: Collaborator (Vinindita Citrayasa)

R	:	Hai Dita.
C	:	Hallo.
R	:	Menurutmu bagaimana ee... aktivitas hari ini?
C	:	Aktivitas hari ini saya rasa cukup menyenangkan karena semua siswa jadi terlibat. Setiap siswa yang saya lihat itu tuh ikut berpartisipasi. Jadi lebih, karena ini kompetisi dan mereka dibentuk dalam sebuah grup, jadi setiap grup itu merasa ingin menjadi pemenang. Terus... itu yang pertama aktivitasnya. Saya setuju kalau aktivitasnya menyenangkan. Ee... terus itu membantu juga mereka untuk belajar <i>narrative</i> kan, dengan cara yang berbeda. Tapi... mungkin, manajemen kelasnya yang perlu diperhatikan.
R	:	Iya, he'eh.
C	:	Terutama dari gurunya suaranya harus lebih keras dan tidak berdiri dalam satu sisi. Karena mungkin kamu tadi hanya berdiri di satu sisi, kalau dari aku sebelah kiri. Mungkin yang sebelah

		kanan itu perlu. Apalagi menunjukkan gambar yang mungkin cukup kecil.
R	:	Oh ya ya. Di tengah gitu ya?
C	:	Tadi itu, sambil berjalan memastikan kalau setiap grup itu melihat, atau setiap anak ya... maksudnya nggak, sepintas melihat dan tahu apa yang kamu maksudkan. Dan... suaramu juga akan menyebar dan mereka juga akan: "oooh...". Jadi ada mungkin dari mereka yang memilih, ah nggak jelas, terus ya udah akhirnya mereka memutuskan untuk ngomong-ngomong sendiri. Gitu.
R	:	Iya sih, manajemen...
C	:	Terus, sebelumnya udah dijelaskan belum <i>narrative</i> itu apa?
R	:	<i>Narrative</i> -nya udah...
	:	Oh... soalnya tadi ada satu grup yang benar-bener nggak tahu kalau <i>Once upon a time</i> jadi yang pertama itu tuh cuma satu grup. Tapi yang salah tadi berapa grup ya? Kayaknya beberapa yang salah.
R	:	Ya, masih banyak yang salah. Aku tahu grup yang mana.
C	:	Atau mungkin <i>re-check</i> lagi apa namanya, sebelum di... tentang pelajaran yang kemarin. Oh, kemarin udah <i>narrative</i> . OK, <i>narrative</i> tuh apa sih? Terus cirri-cirinya <i>narrative</i> tuh apa sih? Nah...nanti supaya mereka <i>re-check</i> lagi.
R	:	Kemarin tuh takjelasin, tapi ya...baru sepintas juga sih, terdiri dari <i>specific characters</i> , terus <i>setting</i> , terus pakai ya itu <i>once upon a time</i> gitu.
C	:	Terus mungkin instruksinya lebih jelas lagi, bukan hanya nyuruh mereka nge- <i>game</i> , tapi ya mungkin mereka diminta, dari <i>clue-clue</i> itu mereka bisa diatur gitu, di- <i>lead</i> , di- <i>guide</i> , jadi sepintas tapi nggak yang <i>totally guided</i> gitu tuh nggak, mungkin semacam:"Nanti dari kartu ini kalian kan bisa melihat gambar...". Mungkin bisa sebagai petunjuk.
R	:	Ya... itu kurang juga kan. Mungkin petunjuk permainannya itu.
C	:	<i>Overall</i> , itu sebenarnya activities yang bagus dan tepat, mengingat siswa-siswanya yang seperti itu. Tapi mungkin harus lebih tertata lagi.
R	:	Ya, lebih harus di- <i>manage</i> lagi.
C	:	Langkah-langkahnya... dan manajemen kelasnya.
R	:	OK. Kalau dari manajemen <i>time</i> Dit?
C	:	Manajemen <i>time</i> , mungkin karena aku tadi nggak lihat dari awal, maksudnya tadi nggak lihat <i>whole</i> , seluruhnya, karena tadi kepotong kerjabakti kan? Tetapi, mungkin kalau <i>game</i> itu harus ada <i>setting time</i> .
R	:	He'eh. Soalnya tadi nunggu muridnya cukup lama juga, mereka ngerjain, baca, dan itu cukup lama juga kan, ya masalah waktu...
C	:	Ya. Mungkin pertama dibilang:"OK, five minutes". Kalau belum ada:"OK, two more minutes".

R	:	He'eh.
C	:	Jadi mungkin mereka diingetin lagi, "Oh aku harus cepet, harus cepet, aku harus cepet".
R	:	OK, thank you ya.

Interview 19 (with the English teacher after the third meeting of Cycle 1)

Day : Saturday

Date : April 6th, 2013

Time : 10.25 a.m.

R: Researcher

T: Teacher

R	:	Sebelumnya saya mau tanya-tanya tentang cycle 1 kemarin. Dari penerapan action di cycle 1 kemarin menurut Bapak bagaimana?
T	:	Yang pertama?
R	:	Iya. Kalau saya kan ada ini Pak, <i>five key behaviours of effective teaching</i> . Jadi ada lima karakteristik dari <i>effective teaching</i> . Nah yang pertama tentang <i>lesson clarity</i> atau kejelasan mengajar. Menurut Bapak bagaimana waktu kemarin saya mempresentasikan materi?
T	:	Yang pertemuan 1 dan 2?
R	:	1, 2. Kalau yang ketiga kemarin kan pakai <i>games</i> Pak. Tapi kebetulan Bapak tidak ikut. Berarti yang 1 dan 2?
	:	Lumayan bagus itu. Bisa menarik anaknya untuk berantusias, mempunyai kemauan, minat.
R	:	Kemudian kalau jenis-jenis teksnya yang dipakai kan baru "Rapunzel" kemudian ada "The Elves and the Shoemaker". Nah menurut Bapak apakah perlu ditambah lagi Pak jenis-jenis teksnya? Itu kan baru <i>fairy tale</i> kan Pak, sementara kemarin waktu pre-test kan ada <i>fable</i> , ada <i>legend</i> , kalau menurut Bapak gimana Pak?
T	:	Kalau menurut saya itu perlu ditambah, tapi sesuaikan dengan materi yang untuk diujikan besok. Jadi kalau dalam post-test nanti ada <i>legend</i> ya termasuk nanti Mbak harus menampilkan <i>legend</i> . Satu contoh gitu lho.
R	:	Jadi perlu ditambah variasinya ya Pak?
T	:	Iya variasi. Jadi anak mengenal itu. Istilahnya materi soal tes nanti sesuai dengan itu.
R	:	Kemudian untuk instruksi yang diberikan kemarin menurut Bapak bagaimana? Ini termasuk volume suara juga Pak, itu menurut Bapak bagaimana?
T	:	Untuk suaranya... kurang keras kemarin, tapi anak-anak kan sudah tahu saya harus apa. Jadi udah dibantu dengan lembar kerja.
R	:	Kemudian untuk pertanyaan-pertanyaan untuk siswa kemarin

		bagaimana Pak, mungkin pertanyaan secara lisan atau yang di lembar kerjanya kemarin, apa perlu ditambah lagi Pak?
T	:	Saya kira cukup. Cuma disesuaikan aja dengan tema yang akan diajarkan. Jadi pertanyaan tadi termasuk <i>warming-up</i> . Jadi pertanyaan itu sesuai dengan yang akan diajarkan nanti.
R	:	Kemudian untuk <i>teacher task orientation</i> termasuk <i>pre-teaching</i> , <i>whilst teaching</i> , dan <i>post-teaching</i> , untuk alokasi waktunya menurut Bapak bagaimana? Apakah ada yang perlu diperbaiki lagi Pak?
T	:	Untuk <i>post-teaching</i> -nya itu yang masih perlu diperbaiki lagi.
R	:	O iya Pak.
T	:	Kalau untuk pembagian dalam <i>lesson plan</i> sudah bagus tapi dalam realita di lapangan itu.
R	:	Iya, terutama <i>post-teaching</i> -nya itu ya Pak yang perlu diperhatikan. Kemudian untuk keterlibatan siswa dalam pembelajaran bagaimana Pak?
T	:	Saya kira semua sudah ikut andil itu.
R	:	Untuk keaktifan siswa apakah sudah ada peningkatan Pak?
T	:	Ada. Cuma nanti mungkin waktu manggil itu misalnya grup 1 itu nanti yang disuruh berbicara si A, nanti pada pertemuan berikutnya si B.
R	:	Oo... jadi ganti-ganti gitu <i>leadernya</i> ya Pak?
T	:	Ya yang angkat bicara itu. Yang bicara mewakili grup itu. Jadi semua siswa biar punya kesempatan.
R	:	Kemudian untuk <i>student success rate</i> itu kemarin ini baru pre-test-nya Pak. Kemarin kan rencananya pertemuan ketiga itu ada yang saya nilai Pak, tapi kemarin kebetulan cuma satu jam. Jadi kemungkinan besok Kamis Pak saya penilaiannya. Jadi satu jam untuk penilaiannya, satu jam lagi untuk pertemuan keempat. Besok melanjutkan materi kemarin dulu.
T	:	Ya. Jadi besok tes dulu baru pelajaran, atau pelajaran dulu baru tes?
R	:	Tes dulu Pak. Jadi kan kemarin teks utuhnya itu belum sempat saya bagikan, besok akan saya berikan <i>task</i> kemudian mereka mengerjakan dan hasilnya nilainya saya masukkan.
T	:	Oh ya.
R	:	Baik Pak, apakah ada masukan lagi Pak? Jadi besok sudah untuk cycle 2 ya Pak.
T	:	Sudah, saya rasa cukup. Jadi besok tes dulu, melanjutkan kemarin dulu, baru pelajaran?
R	:	Iya Pak. Terimakasih Pak.

Interview 20 (with the student after the first meeting of Cycle 2)

Day : Thursday

Date : April 11th, 2013

Time : 10.00 a.m.

R : Researcher

S31: Setya Ridho Archamta

R	:	Hallo, Ridho. Aku mau tanya-tanya sebentar tentang pelajaran hari ini, menurutmu gimana?
S31	:	Asyik.
R	:	Kalau dari teksnya tadi “The Hare and the Tortoise”, kamu menemukan kesulitan nggak?
S31	:	Nggak sih, sudah sering denger.
R	:	Kalau dibandingkan dengan “The Elves and the Shoemaker” menurutmu lebih gampang atau lebih susah?
S31	:	Lebih gampang.
R	:	Kalau activity-nya perlu ada tambahan nggak?
S31	:	Gimana ya... mungkin saran pakai game lain. Mungkin mencongak.
R	:	Mencongak? Listening? Mendengarkan gitu.
S31	:	He’eh.
R	:	Oh kayak gitu. Kalau untuk kartu sendiri perlu ada tambahan lagi nggak?
S31	:	Nggak. Itu aja udah asyik.
R	:	OK, thank you.

Interview 21 (with the student after the first meeting of Cycle 2)

Day : Thursday

Date : April 11th, 2013

Time : 10.05 a.m.

R : Researcher

S26: Putri Nur Cahyani

R	:	Hallo Putri.
S26	:	Hallo.
R	:	Menurutmu gimana pelajaran hari ini?
S26	:	Ah ya.... Sedikit penak sedikit ora.
R	:	Kenapa nggak enaknya?
S26	:	Ming ngono-ngono kuwi wae e Mbak.
R	:	Oh ya... perlu games baru lagi ya?
S26	:	Ya yang kemarin itu Mbak. Satu orang di depan terus...
R	:	Oh yang game kemarin itu? Oh ya, soalnya kan tadi waktunya agak mepet. Kemarin kan cuma satu jam nah itu makanya meneruskan yang kemarin. Ada masukan yang lain?

S26	:	Di luar.
R	:	Activity-nya?
S26	:	Di luar kelas gitu lho Mbak. Umpamanya kan di dalam itu ada apa gitu. Terus buat kata-katanya di acak-acak terus baru diurutin kayak tadi.
R	:	Oh gitu. Kalau di luar kan takutnya mengganggu kelas lain. Ya udah nanti aku pikirkan lagi activity-nya. Thank you ya.
S26	:	You're welcome.

Interview 22 (with the student after the first meeting of Cycle 2)

Day : Thursday

Date : April 11th, 2013

Time : 10.05 a.m.

R : Researcher

S28: Risang Nihapsari Purwaning Madya Sakti

R	:	Hallo, Risang.
S28	:	Hallo.
R	:	Menurutmu gimana pelajaran hari ini?
S28	:	Menyenangkan.
R	:	Kalau dibanding yang kemarin lebih susah apa lebih mudah?
S28	:	Lebih mudah.
R	:	Kalau untuk teksnya? Menambah ini nggak? Kan tadi ada <i>fairy tale</i> , ada <i>fable</i> . Menambah wawasan kamu nggak?
S28	:	Kosakata.
R	:	Iya kosakata?
S28	:	Iya.
R	:	Menurutmu dengan aktivitas kayak tadi membantu kemampuanmu membaca nggak?
S28	:	Membantu.
R	:	Terus... isi <i>cards</i> -nya itu ada masukan nggak? Atau kayak gitu aja? Pakai gambar, terus kata...
S28	:	Kalau bisa lebih ada peningkatan lagi.

Interview 23 (with the student after the second meeting of Cycle 2)

Day : Saturday

Date : April 13th, 2013

Time : 10.10 a.m.

R : Researcher

S26 : Putri Nur Cahyani

R	:	Hai Putri.
S26	:	Hai.
R	:	Menurutmu gimana aktivitas hari ini?
S26	:	Lebih... lebih... ya bisa mengurangi kebosenan Mbak.
R	:	Terus kalau dibanding yang kemarin gimana?
S26	:	Ah yo mending sing iki.
R	:	Kayak gini?
S26	:	Tapi kelompokke kakean katoke mau.
R	:	Kakean? Oo...berarti besok dikurangi ya. Soale kan ini tadi game yang kamu usulin kemarin, menurutmu gimana? Sebaiknya gimana?
S26	:	Yo kayak gitu, tapi...
R	:	Kelompokke dikurangi jumlahe?
S26	:	Ora wong okeh langsung dikumpulke dadi siji, tapi per orang. Mengko ngarep ming milih gambare.
R	:	Tapi per deret kayak gini gimana? Ya besok lihat waktu ya, kalau masih sempat takbikin game kayak gini lagi, tapi kalau nggak ya ini aja. Terus ada yang masih perlu diperbaiki lagi nggak? Kartunya mungkin?
S26	:	Ya, kartunya.

Interview 24 (with the student after the second meeting of Cycle 2)

Day : Saturday

Date : April 13th, 2013

Time : 10.15 a.m.

R : Researcher

S5 : Anjar Mei Anggoro Wati

R	:	Hallo, Mei. Menurutmu gimana tadi aktivitasnya?
S5	:	Aktivitasnya...
R	:	Menyenangkan nggak?
S5	:	Menyenangkan, menyenangkan... Asyik Mbak, asyik.
R	:	Ada yang perlu diperbaiki nggak?
S5	:	Ada Mbak.
R	:	Apanya? Kelompoknya?
S5	:	Ya, kelompoknya. Kurang kompak Mbak tadi.

R	:	Kurang kompak. Oh ya ya.
S5	:	Terus ada saran nggak buat besok?
R	:	Besok kelompoknya dikelompokke sik adil Mbak. Yang pinter sama yang kurang.

Interview 25 (with the student after the second meeting of Cycle 2)

Day : Saturday

Date : April 13th, 2013

Time : 10.15 a.m.

R : Researcher

S28: Risang Nihapsari Purwaning Madya Sakti

R	:	Hallo Risang.
S28	:	Hallo.
R	:	Menurutmu gimana aktivitas tadi?
S28	:	Ada peningkatan.
R	:	Lebih menyenangkan nggak dari yang kemarin?
S28	:	Iya. Lebih menyenangkan.
R	:	Yang perlu diperbaiki lagi apa menurutmu?
S28	:	Apa ya?
R	:	Pengelompokan mungkin?
S28	:	He'eh, pengelompokan. Sama kata-katanya tuh yang jarang didenger.
R	:	Terus ada saran untuk ke depannya?
S28	:	Ya yang penting tuh beda dari hari ini. Gitu aja.
R	:	Pake game lagi tapi kalau bisa beda gitu ya. Oke oke. Menurutmu tentang Silent Card Shuffle gimana?
S28	:	Asyik.
R	:	Jadi ini ya, bisa jadi inovasi dalam pengajaran?
S28	:	Ya.
R	:	Ada masukan lagi?
S28	:	Nggak.
R	:	Oke, thank you ya.

Interview 26 (with the English teacher after the second meeting of Cycle 2)

Day : Saturday

Date : April 13th, 2013

Time : 10.20 a.m.

R: Researcher

T: Teacher

R	:	Permisi Pak, saya mau tanya-tanya sebentar.
T	:	Nggih.
R	:	Aktivitas hari ini menurut Bapak bagaimana? Dengan game tadi?
T	:	Hari ini... Kelihatannya tadi dari awal anak nggak ini... tapi setelah ada game tadi ternyata bisa serius, bisa kerja. Setelah disodorkan lembar kerja tadi bisa kerja.
R	:	Kalau pengkondisian kelasnya tadi menurut Bapak bagaimana? Anak-anaknya bisa dikondisikan tidak?
T	:	Bisa. Setelah mereka tahu... Tertarik pada peraturan, dan tertarik pada game tadi itu.
R	:	Ya. Sayangnya tadi belum sempat ke materi intinya.
T	:	Iya, udah waktunya hilang.
R	:	Kalau dibandingkan yang kemarin gimana Pak? Oh ya, yang kemarin itu teksnya fable Pak, "The Hare and the Tortoise". Mereka saya berikan kartu kemudian mereka mengklasifikasikan tentang karakternya. Membedakan antara The Hare and the Tortoise. Misalnya The Hare sifatnya itu fast.
T	:	Sifat-sifatnya. Baik dan jelek itu?
R	:	Iya, baik dan jelek. Kalau dibandingkan dengan hari ini gimana Pak?
T	:	Iya tadi....
R	:	Atau dengan yang dulu-dulu mungkin Pak? Aktivitasnya gitu...
T	:	Tadi yang tiba-tiba itu ya keseriusan waktu kerja itu. Mendadak bisa serius itu waktu kerja.
R	:	Kalau untuk instruksinya menurut Bapak bagaimana? Ada yang perlu ditambahkan lagi, atau perlu diperbaiki? Tadi masih banyak yang pakai bahasa Indonesia Pak, kalau pakai bahasa Inggris seluruhnya anak-anak nanti juga nggak dong.
T	:	Ya bagus, cuma anak-anak tadi awalnya tadi kelihatan rame itu. Tapi mereka sejauh itu tetep masih bisa menangkap apa yang harus dikerjakan.
R	:	Untuk selanjutnya apakah ada saran atau masukan gitu Pak?
T	:	Saya kira melanjutkan itu.
R	:	Karena belum pengajarannya, jadi belum bisa dilihat pre-teaching dan post-teachingnya ya Pak?
T	:	Nggih.
R	:	Mungkin itu saja Pak, terimakasih atas masukannya.
T	:	Ya, sama-sama.

Interview 27 (with the student after the third meeting of Cycle 2)

Day : Thursday

Date : April 18th, 2013

Time : 9.20 a.m.

R: Researcher

S28: Risang Nihapsari Purwaning Madya Sakti

R	:	Hai Risang. Aku mau tanya nih. Menurutmu bagaimana penerapan Silent Card Shuffle kemarin?
S28	:	Kalau yang ada warnanya itu agak menyenangkan, kalau yang cepet-cepetan itu juga, tapi kalau yang pertama atau yang kedua itu agak ngebosenin.
R	:	Jadi kamu suka ya kalau pakai games terus kegiatannya itu ada kompetisi? Kegiatannya itu bervariasi gitu ya.
S28	:	Iya.
R	:	Ada lagi masukan atau mungkin ada yang masih perlu ditambahkan dari yang kemarin? Jadi kamu suka ya kalau pengajarannya pakai Silent Card Shuffle kayak kemarin?
S28	:	Suka.
R	:	Oke. Kalau untuk pembelajarannya ada yang masih perlu ditambah nggak? Mungkin kegiatan-kegiatannya? Atau cukup yang kemarin itu aja?
S28	:	Cukup yang kemarin itu aja.
R	:	Oke. Apakah perlu variasi untuk setiap pertemuan?
S28	:	Iya.
R	:	Ada lagi masukan?
S28	:	Nggak Mbak.
R	:	Oke. Thank you ya Risang.

Interview 28 (with the student after the third meeting of Cycle 2)

Day : Thursday

Date : April 18th, 2013

Time : 9.30 a.m.

R : Researcher

S3 : Allyza Juliani Nur Rahma

R	:	Hai Allyza, menurutmu gimana penerapan Silent Card Shuffle kemarin, dari awal sampai akhir?
S3	:	Menyenangkan karena kita bisa selain ada tulisan, ada gambar dan sebagainya, jadi ada selingan gitu lho Mbak.
R	:	Jadi kamu lebih suka pelajaran kalau pakai Silent Card Shuffle daripada pelajaran biasa?

S3	:	Iya, karena bisa meningkatkan kerja kelompok juga.
R	:	Terus ada lagi kekurangan atau yang perlu diperbaiki dari Silent Card Shuffle kemarin?
S3	:	Nggak ada menurut saya.
R	:	Kesulitan kamu kemarin kan tentang vocabulary atau kosakata, apakah dengan Silent Card Shuffle kemarin kamu merasa terbantu?
S3	:	Iya, sangat terbantu. Karena ada gambar kan bisa dikira-kira artinya. Kalau bisa gurunya itu menerapkan kayak Mbaknya.
R	:	Terus kalau kegiatannya sendiri, kegiatan dalam kelompok, terus kemarin kan ada <i>Silent</i> kan nggak boleh berdiskusi. Pada waktu <i>Silent</i> itu apakah kamu terbantu? Apakah kamu bisa berpikir dan membaca dengan serius dengan adanya <i>Silent</i> itu?
S3	:	Bisa. Karena tidak terganggu Mbak. Terus konsentrasinya juga lebih terlatih.
R	:	Dengan adanya games kemarin apakah kamu suka?
S3	:	Suka. Kalau bisa Pak Kabul juga menerapkan seperti itu Mbak.
R	:	Buat selingan gitu ya. Oke, ada lagi masukan yang lain?
S3	:	Udah.
R	:	Oke, makasih ya Allyza.

Interview 29 (with the student after the third meeting of Cycle 2)

Day : Thursday

Date : April 18th, 2013

Time : 9.40 a.m.

R : Researcher

S26: Putri Nur Cahyani

R	:	Hai Putri, aku mau tanya-tanya nih tentang Silent Card Shuffle. Menurut pendapatmu gimana? Jadi, setelah pertemuan kemarin, setelah pelajaran menggunakan Silent Card Shuffle itu menurutmu gimana?
S26	:	Ya lebih efektif.
R	:	Apakah kegiatannya lebih menyenangkan dibandingkan pelajaran biasa?
S26	:	Lebih suka Silent Card Shuffle.
R	:	Terus, ada lagi mungkin kekurangannya? Gamesnya? Kamu setuju nggak kalau pelajaran pakai games kayak gitu?
S26	:	Ya, setuju.
R	:	Ada saran lagi untuk ke depannya mungkin?
S26	:	Kalau pakai Silent Card Shuffle itu caranya yang lebih harus dibeda-beda. Sekarang pakai kelompok mungkin gitu-gitu aja, terus pakai yang ke belakang itu, selanjutnya dikreasikan lebih banyak.

R	:	Oo, jadi kegiatan pembelajarannya itu ya yang dibeda-beda tiap mengajar?
S26	:	Ya.
R	:	Menurutmu bagian mana yang kamu suka dari Silent Card Shuffle? Kamu suka yang bagian-bagian menempel atau suka waktu ada kompetisi kemarin?
S26	:	Lebih suka waktu ada kompetisinya.
R	:	Kalau yang bagian Silent Classification, di situ kamu bisa berpikir terus membaca dengan serius nggak?
S26	:	Bisa. Tapi tetep harus bicara sama temen.
R	:	Oh yaya. Oke. Kalau dari segi kartunya, atau mungkin gambar-gambar, atau media yang dipakai?
S26	:	Ya, gambarnya sekarang sudah jadi ada yang warna.
R	:	Oke Putri, makasih.

Interview 30 (with the student after the third meeting of Cycle 2)

Day : Thursday

Date : April 18th, 2013

Time : 9.45 a.m.

R : Researcher

S2 : Ajhi Fibrianto Purwonegoro

R	:	Jhi, aku mau nanya. Menurutmu gimana penerapan Silent Card Shuffle kemarin, menyenangkan atau nggak?
S2	:	Menurut saya, metode pembelajaran dari Mbak Fathin itu cukup berkesan.
R	:	Apanya yang berkesan bagimu?
S2	:	Karena cara mengajarnya mengandalkan trik modern.
R	:	Apa itu?
S2	:	Kalau dulu kan metode guru hanya cukup belajar disertai ulangan tapi kalau Mbak Fathin kan ada prinsip.
R	:	Prinsip apa? 3 B itu lagi? haha
S2	:	Bukan 3 B. Ya gitu... hehe
R	:	Kalau kamu lebih suka pelajaran biasa itu atau pelajaran yang pakai Silent Card Shuffle?
S2	:	Saya senang memakai metode yang Mbak Fathin ajarkan. Semoga besok kalau Mbak Fathin jadi guru terapkanlah metode ini.
R	:	InsyaAllah. Ada masukan untuk kegiatan kemarin?
S2	:	Sudah Mbak. Tapi saya ada pertanyaan untuk Mbak?
R	:	Apa itu Jhi?
S2	:	Menurut Mbak apakah ada perkembangan daripada siswa yang Anda terapkan dengan metode Silent Card Shuffle?
R	:	Oo jelas ada. Dari segi partisipasi, terus di kerja kelompok, kalian

		bisa menjalin hubungan sosial dengan teman lain, membangun kerjasama. Dari segi kemampuan membaca menurutku juga ada. Otomatis vocabulary atau kosakata kan bertambah setelah pakai Silent Card Shuffle itu. Ada lagi pertanyaan yang lain?
S2	:	Udah Mbak.
R	:	Oke, makasih Jhi.

Interview 31 (with the English teacher after the third meeting of Cycle 2)

Day : Saturday

Date : April 13th, 2013

Time : 10.20 a.m.

R: Researcher

T: Teacher

R	:	Maaf Pak, mengganggu. Saya mau minta waktunya sebentar. Mau menanyakan tentang penerapan Silent Card Shuffle Strategy kemarin menurut Bapak bagaimana?
T	:	Menurut saya bagus. Tapi kalau terus-terusan anaknya bisa bosan. Itu memang anaknya memang mintanya yang baru, baru, baru. Jadi mungkin kalau menerapkan ya selang-seling.
R	:	Jadi untuk variasi pembelajaran bisa gitu ya Pak?
T	:	Bisa. Tapi kalau untuk terus-terusan. Kalau setiap hari kan apapun barang bagus tetep bosan.
R	:	Menurut Bapak apakah sudah ada peningkatan dari segi pengajarannya atau dari segi kemampuan anaknya?
T	:	Saya kira ada. Tapi nanti kan bisa dilihat hasilnya bisa dilihat pada posttestnya.
R	:	Mungkin ada lagi masukan Pak, kegiatannya atau mungkin stepnya dalam Silent Card Shuffle?
T	:	Saya kira nggak. Mungkin volume suaranya aja, lebih keras lagi.
R	:	Iya Pak. Apakah ada yang lain lagi Pak?
T	:	Sudah.
R	:	Baik, terimakasih Pak atas waktunya. Jadi penelitian saya sampai di sini ya Pak, terimakasih atas bantuannya.
T	:	Ya, sama-sama.

APPENDIX F OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST Teaching and Learning Activities

The First Meeting of Cycle 1

Date : April 2nd, 2013

Class : VIII E

Time : 11.30 a.m.

Observer: Kabul Triyatno, S.Pd.

NO	RESEARCHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The researcher greets the students.	√		
2	The researcher checks the students' attendance.	√		
3	The researcher outlines the lesson.	√		
4	The researcher explains the goal of the lesson.	√		
5	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6	The researcher shows some sets of cards.	√		
7	The researcher divides the students into some groups (each group consists of 4-5 students).	√		The groups consist of 4-6 students. All boys become one group.
8	The researcher distributes a set of cards for each group.	√		
9	The researcher asks the students to match the cards without talking to each other.	√		Some students are still talking to their friends.
	Justify and Refine			
10	The researcher asks the students to discuss their card orders.	√		
11	The researcher lets the students to change their card orders.	√		
	Circulate and Observe			
12	The researcher asks the students to visit other groups.	√		
13	The researcher asks one student to stay in his/her group as the representative.	√		
14	The researcher lets the students to discuss and ask questions but without any changes to their card orders.	√		
	Return and Refine			
15	The researcher asks the students to come back to their groups.	√		
16	The researcher lets the students to make	√		

	changes to their card orders.			
17	The researcher monitors the students during the activities.	√		
	Teacher Debriefing			
18	The researcher explains the correct orders of the cards.	√		
19	The researcher gives reading worksheets containing the whole narrative text.	√		
20	The researcher gives exercises related to the text.	√		
21	The researcher discusses the answers with the students.	√		
	C. Post-teaching			
22	The researcher summarizes the lesson.		√	Due to the limited time, the researcher does not give the conclusion of the lesson.
23	The researcher gives reward and motivation.		√	
24	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The students respond to the greeting.	√		
2	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification			
3	The students divide themselves into some groups.		√	Some students get difficulties in making the groups.
4	Each group gets a set of cards.	√		
5	The students match the cards into the correct orders.	√		
6	The students work silently without talking.	√		
	Justify and Refine			
7	The students discuss their card orders with the other students in their group.	√		
8	The students change their card orders,	√		
	Circle and Observe			
9	The students visit other groups.	√		
10	The students observe the other groups.	√		
11	One student stays in his/her own group as the group representative.	√		

12	The students ask question to the other groups about their card orders.	√		
13	The students may not change their card orders.	√		
	Return and Refine			
14	The students come back to their groups.	√		
15	The students change their card orders.	√		
	Teacher Debriefing			
16	The students pay attention to the teacher's explanation.	√		
17	The students read the narrative text carefully.	√		
18	The students do the exercises.	√		
19	The students discuss the answers with the teacher.	√		
20	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21	The students reflect the learning.		√	

The Second Meeting of Cycle 1

Date : April 4th, 2013

Class : VIII E

Time : 8.20 a.m.

Observer: Kabul Triyatno, S.Pd.

NO	RESEARCHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The researcher greets the students.	√		
2	The researcher checks the students' attendance.	√		
3	The researcher outlines the lesson.	√		
4	The researcher explains the goal of the lesson.	√		
5	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6	The researcher shows some sets of cards.	√		
7	The researcher divides the students into some groups (each group consists of 4-6 students).	√		
8	The researcher distributes a set of cards for each group.	√		
9	The researcher asks the students to match the cards without talking to each other.	√		
	Justify and Refine			
10	The researcher asks the students to discuss their card orders.	√		
11	The researcher lets the students to change	√		

	their card orders.			
	Circle and Observe			
12	The researcher asks the students to visit other groups.	√		
13	The researcher asks one student to stay in his/her group as the representative.	√		
14	The researcher lets the students to discuss and ask questions but without any changes to their card orders.	√		
	Return and Refine			
15	The researcher asks the students to come back to their groups.	√		
16	The researcher lets the students to make changes to their card orders.	√		
17	The researcher monitors the students during the activities.	√		
	Teacher Debriefing			
18	The researcher explains the correct orders of the cards.	√		
19	The researcher gives a whole narrative text.	√		
20	The researcher gives exercises related to the text.	√		
21	The researcher discusses the answers with the students.	√		
	C. Post-teaching			
22	The researcher summarizes the lesson.		√	
23	The researcher gives reward and motivation.		√	
24	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The students respond to the greeting.	√		
2	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification			
3	The students divide themselves into some groups.		√	
4	Each group gets a set of cards.	√		
5	The students match the cards into the correct orders.	√		
6	The students work silently without talking.	√		
	Justify and Refine			
7	The students discuss their card orders with the	√		

	other students in their group.			
8	The students change their card orders.	√		
	Circle and Observe	√		
9	The students visit other groups.	√		
10	The students observe the other groups.	√		
11	One student stays in his/her own group as the group representative.	√		
12	The students ask question to the other groups about their card orders.	√		
13	The students may not change their card orders.	√		
	Return and Refine	√		
14	The students come back to their groups.	√		
15	The students change their card orders.	√		
	Teacher Debriefing	√		
16	The students pay attention to the teacher's explanation.	√		
17	The students read the narrative text carefully.	√		
18	The students do the exercises.	√		
19	The students discuss the answers with the teacher.	√		
20	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21	The students reflect the learning.		√	

The Third Meeting of Cycle 1

Date : April 6th, 2013

Class : VIII E

Time : 9.15 a.m.

Observer: Vinindita Citrayasa

NO	RESEARCHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The researcher greets the students.	√		
2	The researcher checks the students' attendance.	√		
3	The researcher outlines the lesson.	√		
4	The researcher explains the goal of the lesson.	√		
5	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6	The researcher shows some sets of cards.	√		
7	The researcher divides the students into some groups (each group consists of 4-6 students).	√		

8	The researcher distributes a set of cards for each group.	√		
9	The researcher asks the students to match the cards without talking to each other.	√		
	Justify and Refine			
10	The researcher asks the students to discuss their card orders.	√		
11	The researcher lets the students to change their card orders.	√		
	Teacher Debriefing			
12	The researcher explains the correct orders of the cards.	√		
13	The researcher gives a whole narrative text.	√		
14	The researcher gives exercises related to the text.	√		
15	The researcher discusses the answers with the students.	√		
	C. Post-teaching			
16	The researcher summarizes the lesson.		√	
17	The researcher gives reward and motivation.		√	
18	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The students respond to the greeting.	√		
2	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification			
3	The students divide themselves into some groups.	√		
4	Each group gets a set of cards.	√		
5	The students match the cards into the correct orders.	√		
6	The students work silently without talking.	√		
	Justify and Refine			
7	The students discuss their card orders with the other students in their group.	√		
8	The students change their card orders,	√		
	Teacher Debriefing	√		
9	The students pay attention to the teacher's explanation.	√		
10	The students read the narrative text carefully.	√		
11	The students do the exercises.	√		
12	The students discuss the answers with the	√		

	teacher.			
13	The students ask questions if they do not understand.	√		
	C. Post-teaching			
14	The students reflect the learning.	√		

The First Meeting of Cycle 2

Date : April 11th, 2013

Class : VIII E

Time : 8.20 a.m.

Observer: Humaera Silvia Maristy

NO	RESEARCHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The researcher greets the students.	√		
2	The researcher checks the students' attendance.	√		
3	The researcher outlines the lesson.	√		
4	The researcher explains the goal of the lesson.	√		
5	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6	The researcher shows some sets of cards.	√		
7	The researcher divides the students into some groups (each group consists of 4-6 students).	√		
8	The researcher distributes a set of cards for each group.	√		
9	The researcher asks the students to match the cards without talking to each other.	√		
	Justify and Refine			
10	The researcher asks the students to discuss their card orders.	√		
11	The researcher lets the students to change their card orders.	√		
	Circle and Observe			
12	The researcher asks the students to visit other groups.	√		
13	The researcher asks one student to stay in his/her group as the representative.	√		
14	The researcher lets the students to discuss and ask questions but without any changes to their card orders.	√		
	Return and Refine			
15	The researcher asks the students to come back	√		

	to their groups.			
16	The researcher lets the students to make changes to their card orders.	√		
17	The researcher monitors the students during the activities.	√		
	Teacher Debriefing			
18	The researcher explains the correct orders of the cards.	√		
19	The researcher gives a whole narrative text.	√		
20	The researcher gives exercises related to the text.	√		
21	The researcher discusses the answers with the students.	√		
	C. Post-teaching			
22	The researcher summarizes the lesson.	√		
23	The researcher gives reward and motivation.	√		
24	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The students respond to the greeting.	√		
2	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification			
3	The students divide themselves into some groups.	√		
4	Each group gets a set of cards.	√		
5	The students match the cards into the correct orders.	√		
6	The students work silently without talking.	√		
	Justify and Refine			
7	The students discuss their card orders with the other students in their group.	√		
8	The students change their card orders,	√		
	Circle and Observe	√		
9	The students visit other groups.	√		
10	The students observe the other groups.	√		
11	One student stays in his/her own group as the group representative.	√		
12	The students ask question to the other groups about their card orders.	√		
13	The students may not change their card orders.	√		

	Return and Refine	√		
14	The students come back to their groups.	√		
15	The students change their card orders.	√		
	Teacher Debriefing	√		
16	The students pay attention to the teacher's explanation.	√		
17	The students read the narrative text carefully.	√		
18	The students do the exercises.	√		
19	The students discuss the answers with the teacher.	√		
20	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21	The students reflect the learning.	√		

The Second Meeting of Cycle 2

Date : April 13th, 2013

Class : VIII E

Time : 9.15 a.m.

Observer: Kabul Triyatno, S.Pd.

NO	RESEARCHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The researcher greets the students.	√		
2	The researcher checks the students' attendance.	√		
3	The researcher outlines the lesson.	√		
4	The researcher explains the goal of the lesson.	√		
5	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6	The researcher shows some sets of cards.	√		
7	The researcher divides the students into some groups (each group consists of 9 students).	√		
8	The researcher distributes a set of cards for each group.	√		
9	The researcher asks the students to match the cards without talking to each other.	√		
	Justify and Refine			
10	The researcher asks the students to discuss their card orders.	√		
11	The researcher lets the students to change their card orders.	√		

	Teacher Debriefing			
12	The researcher explains the correct orders of the cards.	√		
13	The researcher gives a whole narrative text.	√		
14	The researcher gives exercises related to the text.	√		
15	The researcher discusses the answers with the students.	√		
	C. Post-teaching			
16	The researcher summarizes the lesson.	√		
17	The researcher gives reward and motivation.	√		
18	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The students respond to the greeting.	√		
2	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Teacher Debriefing	√		
3	The students pay attention to the teacher's explanation.	√		
4	The students read the narrative text carefully.	√		
5	The students do the exercises.	√		
6	The students discuss the answers with the teacher.	√		
7	The students ask questions if they do not understand.	√		
	C. Post-teaching			
8	The students reflect the learning.	√		

The Third Meeting of Cycle 2

Date : April 16th, 2013

Class : VIII E

Time : 11.00 a.m.

Observer: Kabul Triyatno, S.Pd.

NO	RESEARCHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The researcher greets the students.	√		
2	The researcher checks the students' attendance.	√		
3	The researcher outlines the lesson.	√		
4	The researcher explains the goal of the lesson.	√		
5	The researcher explains the steps of the	√		

	lesson.			
	B. Whilst-teaching			
	Teacher Debriefing			
18	The researcher explains the correct orders of the cards.	√		
19	The researcher gives a whole narrative text.	√		
20	The researcher gives exercises related to the text.	√		
21	The researcher discusses the answers with the students.	√		
	C. Post-teaching			
22	The researcher summarizes the lesson.	√		
23	The researcher gives motivation.	√		
24	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The students respond to the greeting.	√		
2	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification			
3	The students divide themselves into some groups.	√		
4	Each group gets a set of cards.	√		
5	The students match the cards into the correct orders.	√		
6	The students work silently without talking.	√		
	Challenge, Justify, and Refine			
7	The students discuss their card orders with the other students in their group.	√		
8	The students change their card orders.	√		
	Circle and Observe	√		
9	The students visit other groups.	√		
10	The students observe the other groups.	√		
11	One student stays in his/her own group as the group representative.	√		
12	The students ask question to the other groups about their card orders.	√		
13	The students may not change their card orders.	√		
	Return and Refine	√		
14	The students come back to their groups.	√		
15	The students change their card orders.	√		

	Teacher Debriefing	√		
16	The students pay attention to the teacher's explanation.	√		
17	The students read the narrative text carefully.	√		
18	The students do the exercises.	√		
19	The students discuss the answers with the teacher.	√		
20	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21	The students reflect the learning.	√		

APPENDIX G
STUDENTS' PRE-TEST AND
POST-TEST SCORES

READING PRE-TEST AND POST-TEST SCORES OF CLASS VIII E

No.	Name	Pre-test Score	Post-Test Score
1	Agustian Arditya Pratama	77	80
2	Ajhi Fibrianto Purwonegoro	77	83
3	Allyza Juliani Nur Rahma	73	93
4	Anik Nurul 'Izzati	80	83
5	Anjar Mei Anggoro Wati	67	70
6	Aprilia Nur Hanifah	57	73
7	Bayu Pramudya Aldi Rizki	70	67
8	Dyah Puspita Anggraeni	60	73
9	Ekky Wahyu Nur Hidayah	63	60
10	Fajar Riyanti	63	70
11	Hasna Hanifatun Azizah	50	67
12	Herlina Dwi Novitasari	63	87
13	Ikh Wanna Fitriani	67	70
14	Ismi Safira Indriyani	87	87
15	Jamilatu Sholikhah	47	60
16	Kusmaninda	73	87
17	Muhammad Fauzan Hidayatulloh	-	80
18	Nafa Annissa Atheea	70	93
19	Ngajiono	77	77
20	Nia Kurnia Eka Sari	67	50
21	Ninda Gesti Liana	60	77
22	Nur Hanifah	60	77
23	Nur Rahmawati	57	70
24	Nuri Safitri	40	57
25	Pisca Putri Nurisma	60	73
26	Putri Nur Cahyani	57	67
27	Rinda Ayu Arista	70	67

28	Risang Nihapsari Purwaning Madya Sakti	70	83
29	Riza Linda Oktaviani	87	87
30	Romadhona Lentera Putri	60	77
31	Setya Ridho Archamta	50	63
32	Sufi Anggita Sari	70	67
33	Tika Aprillia Hendrawati	60	73
34	Uswatun Khasanah	47	67
35	Yhora Nur Farahma	63	77
36	Yonanda Novitasari	60	77
	Mean	64.54	73.97

***PS:**

Muhammad Fauzan Hidayatulloh's score in the post-test were not included in the calculation.

APPENDIX H
STUDENT ATTENDANCE
LIST

STUDENT ATTENDANCE LIST OF CLASS VIII E

No.	Name	Meeting							
		Pretest	Cycle 1			Cycle 2			Posttest
			I	II	III	I	II	III	
1	Agustian Arditya Pratama	√	√	√	√	√	√	√	√
2	Ajhi Fibrianto Purwonegoro	√	√	√	√	√	√	√	√
3	Allyza Juliani Nur Rahma	√	√	√	√	√	√	√	√
4	Anik Nurul ‘Izzati	√	√	√	√	√	√	√	√
5	Anjar Mei Anggoro Wati	√	√	√	√	√	√	√	√
6	Aprilia Nur Hanifah	√	√	√	√	√	√	√	√
7	Bayu Pramudya Aldi Rizki	√	√	√	√	√	√	√	√
8	Dyah Puspita Anggraeni	√	√	√	√	√	√	√	√
9	Ekky Wahyu Nur Hidayah	√	√	√	√	√	√	√	√
10	Fajar Riyanti	√	√	√	√	√	√	√	√
11	Hasna Hanifatun Azizah	√	√	√	√	√	√	√	√
12	Herlina Dwi Novitasari	√	√	√	√	√	√	√	√
13	Ikh Wanna Fitriani	√	√	√	√	√	√	√	√
14	Ismi Safira Indriyani	√	√	√	√	√	√	√	√
15	Jamilatu Sholikhah	√	√	√	√	√	√	√	√
16	Kusmaninda	√	√	√	√	√	√	√	√
17	Muhammad Fauzan Hidayatulloh	i	√	√	√	√	i	√	√
18	Nafa Annissa Atheea	√	i	√	√	√	√	√	√
19	Ngajiono	√	√	√	√	√	√	√	√
20	Nia Kurnia Eka Sari	√	√	√	√	√	√	√	√
21	Ninda Gesti Liana	√	√	√	√	√	√	√	√
22	Nur Hanifah	√	√	√	√	√	√	√	√
23	Nur Rahmawati	√	√	√	√	√	√	√	√
24	Nuri Safitri	√	√	√	√	√	√	√	√
25	Pisca Putri Nurisma	√	i	√	√	√	√	√	√
26	Putri Nur Cahyani	√	√	√	√	√	√	√	√
27	Rinda Ayu Arista	√	√	√	√	√	√	√	√
28	Risang Nihapsari Purwaning Madya Sakti	√	√	√	√	√	√	√	√

29	Riza Linda Oktaviani	√	√	√	√	√	√	√	√
30	Romadhona Lentera Putri	√	√	√	√	√	√	√	√
31	Setya Ridho Archamta	√	√	√	√	√	√	√	√
32	Sufi Anggita Sari	√	√	√	√	√	√	√	√
33	Tika Aprillia Hendrawati	√	i	√	√	√	√	√	√
34	Uswatun Khasanah	√	√	√	√	√	√	√	√
35	Yhora Nur Farahma	√	i	√	√	√	√	√	√
36	Yonanda Novitasari	√	i	√	√	√	√	√	√

APPENDIX I

PHOTOGRAPHS

PHOTOGRAPHS



The researcher writes the steps of Silent Card Shuffle on the whiteboard.



The researcher explains Silent Card Shuffle to the students.



The students work in groups to arrange the cards.



The students stick their cards on the thick paper.



The researcher distributes the reading comprehension worksheets to the students.



The researcher helps the students who get difficulties.



The researcher sticks the pictures on the board.



The researcher discusses the answers together with the students.

A group competition of Silent Card Shuffle



The students work in their group in arranging the cards.



The researcher supervises the students while they are joining a group competition of Silent Card Shuffle.



The students' works of the group competition are stucked in the board.



The researcher checks the students' works.



The researcher gives rewards to the group winner.

A Silent Card Shuffle Game



The students join the game.

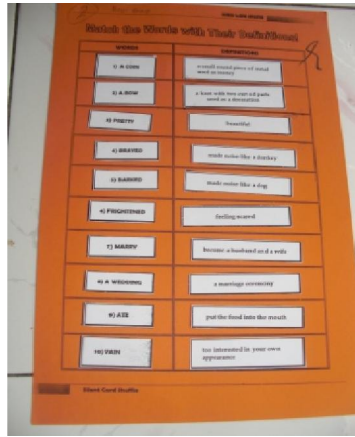


The students compete in the game.

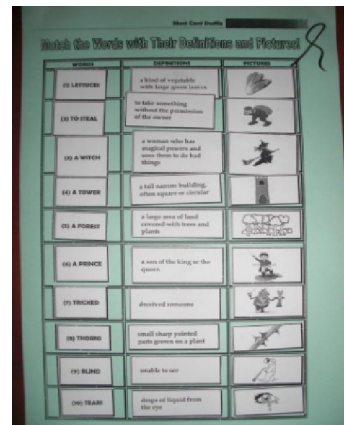


The students' works are stuck on the whiteboard.

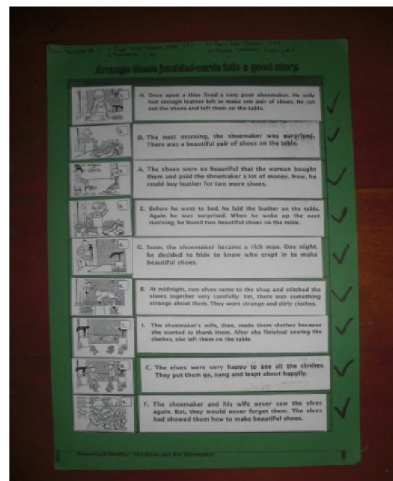
The students' works of Silent Card Shuffle



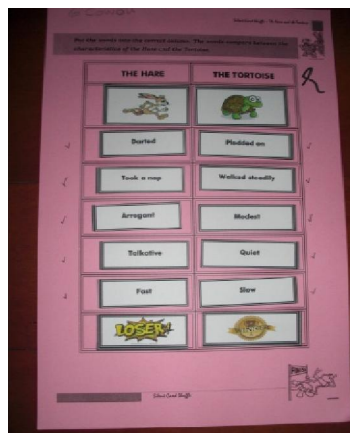
The first meeting of Cycle I



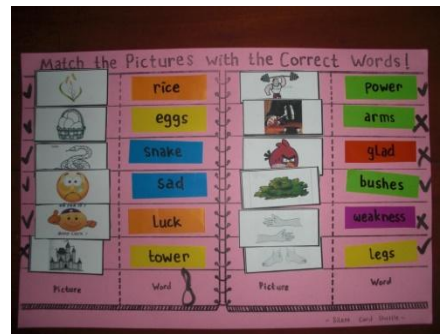
The second meeting of Cycle I



The third meeting of Cycle I



The first meeting of Cycle II



The second meeting of Cycle II

APPENDIX J

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 : 0341f/UN.34.12/DT/IV/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

5 April 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 mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

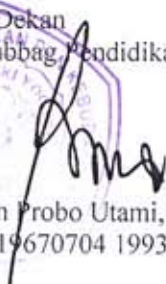
Improving the Teaching of Reading by Using the Silent Card Shuffle Strategy to the Eighth Grade Students of SMP Negeri 1 Seyegan in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : IKA FATHIN RESTI MARTANTI
NIM : 08202241059
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2013
Lokasi Penelitian : SMP Negeri 1 Seyegan

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

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

a.n. Dekan
Kasubbag Pendidikan FBS,

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



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

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

SURAT KETERANGAN / IJIN

070/2963/VI/4/2013

Membaca Surat : Kasubbag. Pendidikan FBS UNY

Nomor : 0341f/UN.34.12/ DT/IV/2013

Tanggal : 05 April 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.

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

Nama : IKA FATHIN RESTI MARTANTI

NIP/NIM : 08202241059

Alamat : KARANGMALANG, YOGYAKARTA

Judul : IMPROVING THE TEACHING OF READING BY USING THE SILENT CARD SHUFFLE STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMPN 1 SEYEGAN IN THE ACADEMIC YEAR OF 2012/2013

Lokasi : SMP NEGERI 1 SEYEGAN Kota/Kab. SLEMAN

Waktu : 08 April 2013 s/d 08 Juli 2013

Dengan Ketentuan

1. 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;
2. 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.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 08 April 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP NEGERI 1 SEYEGAN
(Terakreditasi A)

Alamat : Kasuran, Margomulyo, Seyegan, Sleman Telepon (0274) 7490621

SURAT KETERANGAN

Nomor : 441.7 / 091

Yang bertanda tangan dibawah ini :

Nama : Urip Mulyono, S.Pd
NIP : 19591212 198303 1 033
Pangkat : Pembina , IV/a
Jabatan : Kepala SMP Negeri 1 Seyegan

Menerangkan bahwa mahasiswa tersebut dibawah ini :

Nama : IKA FATHIN RESTI MARTANTI
No. Mahasiswa : 08202241059
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Perguruan Tinggi : Universitas Negeri Yogyakarta

Telah melakukan Penelitian dalam rangka pembuatan Skripsi, dengan judul :

“IMPROVING THE TEACHING OF READING BY USING SILENT CARD SHUFFLE STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP N 1 SEYEGAN IN THE ACADEMIC YEAR OF 2012 / 2013”.

Pelaksanaan penelitian : 28 Maret s.d 18 April 2013

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.



Seyegan, 30 April 2013
Kepala Sekolah

Urip Mulyono, S.Pd.
19591212 198303 1 033