IMPROVING READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS AT SMPN 15 YOGYAKARTA THROUGH RAP STRATEGY IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

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



By:

Dwi Yunitasari

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ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGES AND ARTS STATE UNIVERSITY OF YOGYAKARTA 2015

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APPROVAL SHEET

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15 YOGYAKARTA THROUGH RAP STRATEGY

IN THE ACADEMIC YEAR OF 2014/2015

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

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

Yogyakarta, Juli 2015

Penulis,

Dwi Yunitasari

DEDICATIONS

This thesis is especially dedicated to:

- My beloved Mother and Father (Suhartini and Sarwaji, S.Pkp)
- My beloved elder sister. (Nurul Arifa, S.T)
- My beloved friends
 (Nindya, Intan, Anis, Mbak Nesa, and all members of PBI A class)

MOTTO

Live boldly and bloom to your fullest potential by taking small but fearless daily actions in the direction of your dream
-Barrie Davenport-

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Yogyakarta, July7th 2015 The researcher,

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LIST OF ABREVIATIONS

GBI : Guru Bahasa Inggris

P : Peneliti
M : Murid
T : Teacher
R : Researcher
S : Students

WKS : Wakil Kepala Sekolah

KTSP : Kurikulum Tingkat Satuan Pendidikan

FN : Field Note

IT : Interview Transcript

SPSS : Statistical Product and Solution Services

LCD : Liquid Crystal Display

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By: Dwi Yunitasari 11202241011

ABSTRACT

The objective of this research is to improve reading comprehension of the eighth grade students at SMP N 15 Yogyakarta. The strategy implemented was RAP (Read-Ask-Put) strategy.

In conducting this research, the researcher applied Classroom Action Research (CAR). The subjects of this research were 36 students of the eighth E class of SMP N 15 Yogyakarta. The researcher was helped by the English teacher as a collaborator. The data were collected through classroom observation, interviews and tests. The types of the data were quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of students' scores. The qualitative data were collected through classroom observation and interviews. The data were in the form of field notes and interview transcripts. There were five validity criteria in this research. They were democratic, outcome, process, catalytic and dialogic validity. This research was conducted systematically in two cycles following the four phases of action research namely: planning, acting, observing and reflecting.

With regard to the application of the two cycles, the results of the research reveal that the use of RAP strategy successfully improves the students' reading comprehension skills. This strategy helps the students improve their enthusiasm and attention in the process of teaching and learning English, especially reading comprehension. Their vocabulary and understanding of new words also improve. In relation to their comprehension of narrative texts, the students are able to identify main ideas and supporting details of paragraphs correctly. Their interaction and involvement in the reading class also improve. In addition, the students become more active and enjoy the process of teaching and learning reading. The improvements were supported by the results of classroom observation, interviews and students' test scores. Their post-test scores were higher than their pree-test scores. The mean of pre-test scores was 61.11, while the mean of post-test scores was 85.57. The gain score is 24.46. It shows that students' reading comprehension skills are improved.

CHAPTER I INTRODUCTION

A. Background of the Study

English as the international language is very important to be mastered by people in this era. In this globalization era, people have to collect and follow a lot of information in order not to be left behind by the development. A lot of information can be obtained easily right now especially along with the development of technology. A lot of information is presented in written materials such as newspapers, magazines, online article, and textbooks. Because of that, mastering English and reading skills are really beneficial to people in comprehending the written materials. To meet the demand of the globalization era, Indonesian students are prepared by teaching them one of the most important subjects which is English.

English is one of the foreign languages learned by students in Indonesia. Many Indonesian students have started to read and learn English skills from their childhood. They read in order to acquire information and also to enhance the other language skills they have. There is no doubt that reading is important as the other three language skills. Students can get and discover new knowledge and actively involved in the classroom discussion by reading. Moreover, it is expected that students gain broader knowledge and enrich their vocabulary.

Having a good reading ability is really important for students. In relation to teaching learning of English at school, Mikulecky and Jeffries (1996:87) state that reading is one important way which can improve the students' general language skills in English. Reading can improve the vocabulary, the writing and the speaking skills and also finding out the new ideas, facts and experiences. Furthermore, when students come to the next their educational level, they should pass a test first. It is done to see how well students learn on a certain stage of education. Reading skills are usually used in an examination. So, the students must have a good reading comprehension if they want to pass the examination.

In reading class, most of the reading activities focus on reading for comprehension. As argued by Richards and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text efficiently. Mastering reading skills is very important but students still have any difficulties in mastering reading. The researcher found that most students have a difficulty in comprehending a text. Moreover, many teachers also do not use an appropriate technique to help students comprehend a text properly.

It is observed that insufficient ability of the eighth grade students at SMP N 15 Yogyakarta in reading English is influenced by several issues. First, students have a difficulty in understanding English word, phrase, and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and

everyday life. Last, teachers can not find the right method or technique to provide materials for students to learn and quick understanding the material presented.

That is why a new strategy or method to improve students' reading skill is needed to overcome the problems. In relation to the background above, the researcher is interested in conducting research to improve the reading comprehension skill by RAP strategy at SMP Negeri 15 Yogyakarta in the academic year of 2014/2015.

The strategy requires students to read short passages of materials and rephrase the content, including the main ideas and specific details, in their own words. This strategy helps students improve their recall of important information. Research has shown that students' comprehension and retention scores increase in proportion to the quality and quantity of the paraphrase statements they make while reading a passage.

Therefore, it is necessary to do research on the application of RAP strategy on English subjects in order to help improve reading comprehension of the eighth grade students of SMP N 15 Yogyakarta.

B. Identification of the Problems

In reference to the preliminary observation and interview at SMP Negeri 15 Yogyakarta, the researcher found several problems related to the English teaching and learning process of reading in the eighth grade students of SMP Negeri 15 Yogyakarta. The problems of the students' reading skills are constrained by some factors which include the teaching technique, the material and media used in teaching and learning processes and also the students.

The first issue is the teaching technique which is monotonous in nature. The teacher just asks the students to do silent reading by themselves. After that, the students are expected to answer the questions of the text individually. The teacher does not provide the students with engaging activities in the teaching and learning process.

The variation of the teaching media that teacher used in teaching reading in SMP Negeri 15 Yogyakarta is also very low. The teacher only provides the material from the textbook and worksheet without using any supporting media. Each classroom is facilitated with an LCD but, the teacher uses the LCD rarely. The teacher hardly ever shows the students video, picture or song as the media in the process of teaching reading. Media is principal in teaching and learning process. It enables students to comprehend the materials easily. It can help a teacher activate student's background knowledge of the text. Students can relate their background knowledge in understanding a text.

Besides, another problem comes from students. Reading text in English is still considered a difficult activity for students. Students still have low ability in reading (Brown, 2001: 298). It is hard to comprehend and understand English reading text for some students. They can not get information from the reading texts. Almost all students are very weak at vocabulary mastery. Most of them said that they can not understand the text because it has a lot of unfamiliar words. If they find unfamiliar words, they rely on asking their friends. They reluctantly open a dictionary and try to guess the meaning of the word by its context. Finally, the students also lack of reading sub skills which is finding the main idea and

supporting details of a paragraph. This reading skill is important in understanding a paragraph and a text.

As mentioned above, those several factors affect the English teaching and learning process in SMP Negeri 15 Yogyakarta. Each factor should be considered so that the solution can be right to improve students' reading comprehension. The teacher needs an appropriate strategy to improve students' reading comprehension in the teaching reading. One of the strategies which are appropriate in the teaching and learning process is RAP strategy. RAP strategy requires students to read short passages of materials and rephrase the content, including the main ideas and specific details, in their own words. Added to this, the RAP strategy helps students improve their recall of important information.

C. Delimitation of the Problems

In reference to the background of the study and identification of the problems, there are some factors affecting the teaching and learning process, especially students' reading comprehension skill. Students have low reading comprehension ability. Therefore, this study discusses the methods which can be used to improve students' reading comprehension. The eighth grade students of SMP Negeri 15 Yogyakarta's weaknesses in reading comprehension can be improved by using RAP strategy because RAP strategy can overcome the problems of reading comprehension (vocabulary, identifying main idea and factual information, sentence processing, memorizing, and comprehending the text).

With regard to the discussion in the background of the study and the identification of the problems, the researcher limits the problem areas into a more specific one which focuses on the RAP strategy in teaching reading that is improving reading comprehension skill by using RAP strategy at the second year of SMPN 15 Yogyakarta in the academic year of 2014/2015.

D. Formulation of the Problems

In line with the background of the problems above, the researcher formulates the problems as follows. "How could RAP strategy be applied to improve the reading comprehension skill of the eighth grade students at SMPN 15 Yogyakarta in the academic year of 2014/2015?"

E. Objective of the Research

This study is aimed to describe the application of RAP Strategy to improve the reading comprehension skill of the eighth grade students at SMPN 15 Yogyakarta in the academic year of 2014/2015 by using RAP Strategy.

F. Significance of the Research

The researcher expects that the research attempts to provide some theoretical and practical significance to some readers, such as the English teacher and the school in which the research was conducted. Besides, the researcher should also take the advantages of conducting the research.

1. Theoretical Significance

This research could add the current literatures of RAP strategy in improving reading comprehension ability especially in the junior high school.

2. Practical Significance

- a. For students, it drives students to flexibly improve students reading comprehension skill.
- b. For English teacher, it can be used as the model for other teachers as the alternative strategy to improve students reading comprehension.
- c. For readers, it can be used as an input for other researchers who interested in the similar field to enrich and enlarge the knowledge of teaching English, especially in improving reading comprehension.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter reviews some issues which include of the nature of reading, teaching reading, macroskills and microskills of reading, the process of reading, RAP strategy and the implementation of RAP strategy in teaching and learning process.

A. LITERATURE REVIEW

1. The Nature of Reading

a. Definitions of Reading

Reading is one of the four language skills. Nuttal (2000:2) assumes that reading means a result of interaction between the writer's mind and the reader's mind. It can be seen from the way the reader tries to understand and get the writers' message on the text. To understand the writer's message, readers have to do word recognition first before doing comprehension. Pang (2003:6) also emphasizes that reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

The central purpose of reading is to understand a text. Consequently, Grabe (2009:14) defines reading as a comprehending process. Readers read to comprehend what the writer intended to convey in writing. They also want to figure out about the text and what information they can get from the text. Readers read to comprehend what the writer intended to convey in writing. They also want to figure out about the text and what information they can get from the text. Added to this, Grellet (1981:3) claims that reading as a constant process of guessing and what a reader bring to the text is often more important than what he or she find it. In line with Grellet, Nunan (2003:68) concerns that reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning.

Furthermore, the efforts do not only come from the readers, but also come from the writer. The writer also tries to share message in his mind to the reader. He or she need to make the message clear to his or her readers. Therefore, Nuttall (1996:11) adds that reading as an interactive process. It means that while a reader reads a text to comprehend the writer's intention, the text provides information that the writer wants the reader to understand in certain ways.

In relation to those definitions above, reading can be defined as the process of comprehension written symbol that meaning and message were contained in it. It means that when a reader interacts with printed messages, he tries to imagine their understanding what the writer was intended to say and get the final meaning of it. It also can be said that reading is not only the process of getting the written

symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text called comprehension.

b. Reading Comprehension

According to Klingner (2007:2), reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing. Teachers mention the skills that students want to use then, they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully.

To comprehend a text, a reader has to construct the meaning of a written text. Lems, et al. (2010: 170) state that reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purpose for reading and the text that is involved. Additionally, reading comprehension is an interactive process of meaning construction Roe et al. (1995:25). Meanwhile, Samuels (2007) in Lems, et al. (2010: 148) put it even more simply: "In order to comprehend a text, one must identify the words on the page and one must construct their meaning".

Furthermore, there are also three elements entailed in reading comprehension. Snow (2002; 11) explains these three elements are the reader, the

text and the activity. The first element is the reader who is doing the comprehending. A reader, when he tries to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that is to comprehend is also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part. This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

In reference to the above definitions from the experts, it can be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written text to get information related to the text and also to give students pleasure. Moreover, reading comprehension can be seen as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

c. Macroskills and Microskills of Reading

A learner should master reading subskills in order to master reading. Subskills can help learners comprehend a text. Harris and Hodges (1981: 298) concisely define skill as "an acquired ability to perform well; proficiency". Alexander and Jetton (2000:296) describe skills as "essential academic habits".

Microskills and macroskills are categorized as two kinds of reading subskills that students should learn gradually.

Many experts mention what should be included in reading subskills. Brown (2001:189) defines seven subskills of reading. They are presented as follows.

Micro skills

- 1) Discriminate among the distinctive graphemes and orthographic patterns 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 (noun, verb, etc.), systems (e.g. tense, agreement, 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

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, etc., infers links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meaning.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a 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.

Meanwhile, Davis in Alderson (2000:9-10) also proposes eight subskills of reading which are presented as follows.

- 1) Recalling word meanings
- 2) Drawing inferences about the meaning of a word in context
- 3) Finding answers to questions answered explicitly or in paraphrase
- 4) Weaving together ideas in the content
- 5) Drawing inferences from the content
- 6) Recognizing a writer's purposes, attitude, tone and mood
- 7) Identifying a writer's technique
- 8) Following the structure of a passage

Reading subskills have a principal role for students. Mastering the reading subskills as mentioned above can facilitate the students to be a good reader. They need to master and integrate these skills. Added to this, those subskills help the students achieve the goal in reading which is comprehension and also overcome difficulties in reading. This shows how important it is for students to acquire those subskills to master the reading skills. In order to that, the teacher needs to teach those subskills when teaching reading in school. She or he cannot expect students to develop these skills on their own without expoling and teaching the skills. Those subskills help students to be able to read and comprehend a text.

d. Reading Strategies

Reading is a complex process. Students sometimes find out some difficulties in reading. Some students are not enthusiast while they are assigned to read some texts. To increase their enthusiasm, students have to select and use the appropriate strategies for them. Students should know what the benefits they got after doing reading activity. According to Harmer (1998:68), one of the reasons students have to learn English text is because of the study purpose. Moreover,

Harmer (1998:68) adds that good reading can introduce students to interesting topics, stimulate discussion, excite imagination responses and the text become the springboard for well-rounded fascinating lesson.

In academic context, reading skill is very essential. It is similar to Grebe's statement (2009: 5) that reading is a process in which readers learn something from what they need and involve in academic context as a part of education. Therefore, to access that knowledge in academic context, students need to have good reading skills.

According to Brown (2000: 306-311), the following presents ten strategies which can be applied in the teaching reading comprehension in the classroom.

a) Identifying the purpose in reading

By recognizing the purpose of what the reader reads, the reader can overlook the unwanted distraction or information. By doing this, students know what information they need in reading the texts (Brown, 2000: 306).

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

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here, teacher needs to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc) (Brown, 2000: 306).

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

In advanced learner, a teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important (Brown, 2000: 306).

d) Skimming the text for the main ideas

Skimming is one of the most valuable reading strategies for readers. It is reading through a text to get an overall idea of the contents that is the gist of the passage. It gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage and possibly some of the developing or supporting ideas (Brown, 2000: 308).

e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. The scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. It is very important reading skill that is frequently used for real-life purposes (Brown, 2000: 308).

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic

mapping, or grouping ideas into meaningful clusters, helps the readers remember the contents of the text (Brown, 2000: 308).

g) Guessing when you are not certain

Brown (2000: 309) states that guess is an extremely broad category.

Learners can use guessing to their advantages to:

- 1) guess the meaning of a word,
- 2) guess grammatical relationship (e.g., a pronoun reference),
- 3) guess a discourse relationship,
- 4) infer implied meaning ("between the lines"),
- 5) guess about a cultural reference and
- 6) guess content massages.

There are some discussions about strategies in reading that can assist students in the classroom. It is necessary for a reader to utilize reading strategy in order to understand the written message. Thus, students should know and understand the reading strategies in order to be a proficient reader. However, it belongs to the students themselves to determine and select the effective and appropriate reading strategies for them.

2. Teaching Reading

a. Principle of Teaching Reading

Reading is a complex process. There are a lot of subskills and strategies of reading that students should know. These subskills and strategies facilitate students to understand a text. In order to help students master these skills, a good teacher should know first the principles of teaching reading.

Understanding the principles of teaching reading can help a teacher design and practice a reading lesson. Nation (2009:6-8) states that there are four strands of principles of teaching reading. They are explained as below.

1) Meaning-Focused Input

This strand of principles has three issues. First, the activities in reading should be done for a range of reading purposes. These purposes consist of reading to search for information, reading to learn, reading for fun, reading to integrate information, reading to critique text, and reading to write. Second, a teacher should design a reading lesson that suits with his or her students' language proficiency level. And the last, reading should be used as a way of developing language proficiency and developing reading subskills.

2) Meaning-Focused Output

Meaning-focused output principle emphasized how reading can be related to other language skills. A teacher should design activities that do not only involve reading skills, but also involve the others language skills (listening, speaking, and writing). It is because each skill is connected with each other.

3) Language-Focused Learning

There are four issues which are emphasized in this strand of principle. The first issue is that a teacher should help students to develop the skills and knowledge needed for effective reading. The lesson should work on the subskills of reading and the features needed to read, including phonemic awareness activities, phonics, vocabulary learning using word cards and grammar study. The

reading strategies should be mastered by the teacher. Moreover, activities that integrate a range of strategies should also be given to students. Finally, students should be introduced with a various text structure, such as narrative or descriptive.

4) Fluency Development

Fluency development principal has some crucial issues. First, a teacher should help and persuade students to develop their fluency in reading. Second, a teacher should give extensive reading activities. Third, the reading process should engage and encourage students' enjoyment and enthusiasm.

These strands of teaching reading principles can help a teacher design a well-thought out reading lesson. A teacher can consider the important points in teaching reading, such as designing activities that relates not only one skill, but also the other skills. The principles should guide a teacher in teaching reading.

b. Teaching Reading to Adolescent Students

The eighth grade students are adolescent students. They are not completely mature yet. They are growing from their child life into adolescent life. In this phase of life, it is time for them to ask and dig their personal interest and talent. Adolescents tend to be energetic, cheerful, brave, and idealistic. Brown (2000:92) says that the terrible teens are an age of transition, confusion, self-consciousness, growing, changing body and mind. Porter (2009:12) also defines that students at this stage of life are usually active and developing their intelligences. Related to that, a teacher have to design a lesson and activities that can activate students' social skills while developing students' ability in English lesson.

On the topic of teaching reading, a junior high school student's inability to read well cannot be wholly blamed upon his earlier grade instructors, or upon the school that attended. Later, the high school cannot hold the junior high school responsible for its students reading inabilities. Students' reading proficiency was determined long before they arrived at the school's door. Student's present skill has been influenced by many "outside-the-school' factors, their emotion, background, heredity, intelligence, home environment and speech just to list a few. It has been truthfully said that reading readiness starts before birth. Then, of course, for better or worse, his or her experiences have been multiplying each day through elementary school, after so many junior high school teachers are inclined to think they have the right to anticipate at least a roughly polished reader to whom they can add further luster.

The teacher should have an appropriate strategy to improve students' reading comprehension. The appropriate strategy will help the students master the materials they learned. Reading is not an easy part to learn, because it requires technique to make reading easier to understand. Moreover, some English aspects should include in it, such as understanding to grammatical and vocabulary. Good teaching enables students to learn to read and read to learn, Pang et al. (2003:21).

c. Teaching Reading at the Junior High Schools

The curriculum of 2013 is not implemented in every school in Indonesia.

Later, there is a swift of curriculum from the curriculum of 2013 into School
Based Curriculum in schools in Indonesia included Yogyakarta. The government

has chosen several schools to implement this curriculum. SMP Negeri 15 Yogyakarta has been selected to be one of the schools that were still continuing the implementation of the Curriculum of 2013.

The curriculum of 2013 is used as the guide for the teaching and learning implementation in all levels of educational institution including primary school and High School. This new reform is believed as the one more effective in enhancing the learning process than the current curriculum.

The different between the curriculum of 2013 and the curriculum of 2006 is that the curriculum of 2013 adds some characteristics that are not stated in the earlier curriculum. According to *Peraturan Menteri Pendidikan dan Kebudayaan No. 68 tahun 2013*, the curriculum of 2013 does not just focuse on knowledge competences but also focuses on the spiritual and social competences.

There are three components of English subject in junior high school. First, the expression ability which concerns in the ability to understand and produced speech and written text and it is realized in four skills. Then, it also has comprehension and production ability of a various short functional and monolog texts. The texts consist of some genre such as procedure, descriptive, recount, narrative and report. For the last, it has the supporting competences, such as linguistic competence (vocabulary, phonetic, the use of grammar and structure), socio cultural competence (the use of expression and written language receive in various context communication), strategy competence (strategy to overcome

problems which occur in communication process) and building expression competence (the use of instruments of expression competence).

In the curriculum of 2013, the content of teaching learning materials seems look simple than before. Here, teachers were asked to be creative, teachers should develop their teaching materials from the book. Teachers should let the students more active in the teaching and learning process. There are so many ways and strategies that can be used by teachers in teaching learning process. They can freely select the appropriate teaching strategy according to the students' characteristics and also depending on the materials being taught. It is only teachers who know the appropriate teaching methods that are going to be used in delivering the teaching material.

In reference to the regulation of ministry of national education, the core competences and basic competences for junior high school students grade VIII in the second semester are presented as follows.

Table 1: The Core of Competences and the Basic Competences of Reading for the Junior High School

Core of Competences			Basic Competences	
KI.3	Comprehending, applying, analyzing factual, conceptual, procedural knowledge and metacognitive based on students' curiosity on science, technology, art, culture and humanity along with understanding of human nature, nationality, statesmanship and procedural	3.14	Analyzing social function, text structure and language feature in narrative text in the form of fables in accordance with the context it use.	
	knowledge on specific			

	examination field according with their talents and preference to solve problem.		
KI.4	Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively and being able to use method which is suitable with principles of science.	4.18	Grasping the meaning of spoken and written narrative text in the form of short and simple fables, by paying attention to social function, text structure and language feature which is credible and appropriate with the context.

Before the English teacher doing the teaching process, it is important for him or her to design a course grid and a lesson plan. The course grid contains the subject, the core of competences and the basic competences, materials, activities, indicators, assessment, time allocation and source. The course grid is developed based on the standard of content and the graduate competence standard and guide of composing the Curriculum of 2013.

3. The Process of Reading

Burns et al. (1996:8-18) claim that there are nine aspects of reading process. They are sensory aspect, perceptual aspect, sequential aspect, associational aspect, experimental aspect, learning aspect, thinking aspect, affective aspect and constructive aspect. These aspects of reading process enhance the degree of comprehension of the reader to the text he or she reads. In this case, some aspects are having a direct relation to the topic of this research are enclosed.

a) Sensory Aspects of Reading

The reading process begins with a sensory impression, either visual or tactile Burns et al. (1996:93). A normal reader perceives the printed symbol visually but a blind reader uses a tactile sense. The auditory sense is also very essential, since a beginning stage in reading. Reading is the association of printed symbols with spoken language.

b) Perceptual Aspects of Reading

Perception involves interpretation of the sensory impressions that reach brain. Burns et al. (1996: 11). Experiences background help a reader process and recognize sensory data. When a person is reading, the brain receives a visual sensation of words and phrases from the printed material. To recognize and understand the meaning of these words and phrases, the reader should link them to his or her previous experience with the objects, ideas, or emotion represented. Different people may have different meanings to a thing depends on their experience which build different perceptions.

c) Sequential Aspect

English language printed material generally appears on a page in a left-to-right, top-to bottom sequence Burns et al. (1996:12). A person's eyes must follow the sequence in order to read. A reader occasionally regresses, or looks back to earlier words and phrases, as they read. Another sequential is pattern of grammar and logic. The reader must be able to follow the grammatical and logical pattern

of a text in order to understand the written language. To fully get the sense of a text, a reader may follow those sequences in reading process.

d) Experiential Background in reading

Meaning derived from reading which is based on the reader's experiential background Burns et al. (1996:12). When a reader read something new, it does not imprint on his or her brain directly. However, he or she searches through their minds for information and understanding that they already have seen and connect the existing knowledge with the new information. So, by having much experience, it helps the reader develop their vocabulary and concepts they found in reading

e) Affective Aspects of Reading Process

Interest, attitudes and self-concepts are three affective aspects of the reading process. These aspects affect how hard children work at reading task Burns et al. (1996:15). For example, children who are interested in the materials force themselves to put forth much more effort on the reading process than children who have not interest to the materials. In the same manner, children with positive attitude toward reading expend more effort on the reading process than children who have negative attitudes. Their interest and positive attitude toward reading influence the comprehension degree of the reader to the text he or she reads.

These aspects of reading process explain how the readers construct the meaning. It also influences the comprehension degree of the reader to the text he or she reads.

4. RAP (Read-Ask-Paraphrase) Strategy

a. Reading Strategy

Learning to read is an effortful, long-term process that requires sustained enthusiasms on the part of the reader. Using reading strategy is an alternative way to improve students' enthusiasm. Teaching students what strategies for comprehension are and how to use them will improve their understanding of written text. As noted by the Parker et al. (2002: 46), "A learning strategy is a systematic approach to completing a task." Verschaffel and Ven (2001:71) also claim that using learning strategies to help increase comprehension helps diminish the problems students with special needs have with comprehension. Implementation of learning strategies has proven to increase application and generalization of reading comprehension skills.

Additionally, Parker et al. (2002: 46) mention that learning strategies also help students maintain interest and concentration during many learning tasks. Tutors, who teach learning strategies, teach students how to learn, rather than teaching them specific curriculum content or specific skills. The use of learning strategies helps students maintain interest and concentration during many learning tasks (Clark et al. 1984; Nelson and Smith, 1992 as cited in Parker et al. 2002:47). Often children's lack of understanding will impinge on their ability to process their reading and a limited vocabulary does not enable them to successfully respond to what they have read.

b. Paraphrasing

Paraphrasing is the restating or the rewriting of a text into one's own words (DET, WA.2004). Munro (2004: 836) also states that it involves readers retelling a sentence in their own words. Their task is to generate a literal representation of a sentence read by substituting as many of the words and phrases in it. This strategy is one that may be explicitly taught to support both the development of oral language and reading comprehension. Vocabulary development certainly has a link to student's ability to verbalize their understandings.

Students need to be encouraged and taught how to look at words in a context and then to talk about them, as comprehension depends on processing at a word or sentence level. The intervention strategy, paraphrasing, is a while reading strategy used to help make sense of the text. If the stages of reading are looked at, paraphrasing is found at the sentence level within the levels of text processing, Munro (2005:91). It would be hoped though, that within the present study, the students' attempts to paraphrase would progress from the sentence to the paragraph.

c. The Definitions of RAP Strategy

RAP is a mnemonic strategy to teach the strategy of paraphrasing. It is a three-step strategy, which is decoded as follows:

- a) Read a paragraph.
- b) Ask myself, "What were the main idea and two details?"

c) Put it into my own words or Paraphrase.

The RAP strategy is based on a theory that identifies paraphrasing as a key skill to help improve students' memory of main ideas and details in text. One specific cognitive strategy that can be taught to students is a paraphrasing strategy, which consists of three steps: (a) Read a paragraph, (b) Ask myself, "What is the main idea and two details?" and (c) Put the main idea in my own words or Paraphrase (Schumaker, Denton, and Deschler, 1984).

Lebzelter and Nowacek (1999:212) emphasize that the RAP strategy teaches students to recall main ideas and facts from their reading materials. The acronym RAP, corresponding to the three components, has been used to describe this strategy. The purpose of RAP is to aid reading comprehension by helping students find the most important information in a given reading selection.

d. The Benefits of RAP Paraphrasing Strategy

Schumaker et al. (1984) as cited in Hagamen and Reid (2008: 23), states that RAP is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. Paraphrasing benefits students for several reasons.

Schumaker et al. (1984: 3) claim that paraphrasing is advantageous for students for a number of reasons. First, it requires that the students actively interact with the material rather than passively reading it. Second, the division of the reading passage into small units and the alternation of activities (reading, questioning, paraphrasing, reading, etc.) require that the students maintain a high

level of attention during the reading activity. In addition, the paraphrasing strategy requires that students "chunk" the material in a lengthy passage into small units and remember information in these smaller units.

According to Hagamen and Reid (2008: 29), this strategy can improve the reading comprehension of students. It can be used for elementary, middle and high school students across many different content areas. From the questioning and paraphrasing, students process the information for better understanding of what they read. Studies using the RAP strategy have shown it to be effective.

Results from the studies above showed marked improvement in reading comprehension across multiple age groups. In short, the RAP strategy can easily be incorporated into existing curriculum as a support for a variety of readers who struggle with comprehension.

5. Use of RAP Strategy in Teaching Reading.

In teaching reading, the RAP strategy is used as a reading comprehension strategy and its effectiveness for students answering comprehension questions, or retelling reading passages. As noted by Parker et al. (2002:46), one particular paraphrasing strategy uses an acronym of RAP to help remember and implement a reading comprehension learning strategy. RAP stands for, "read a paragraph, ask yourself, what were the main ideas and details in this paragraph, and put the main ideas and details into your own words". Fisk and Hurst (2003: 182) stated "paraphrasing works so well because it integrates all modes of communication—reading, writing, listening, and speaking which leads to a deeper understanding of

the text." The basic procedure is accompanied by a worksheet and is implemented using the following steps.

- 1) The teacher gives students a short text to read aloud.
- The teacher then asks them to identify the main idea and details in the paragraph.
- 3) As the students identify each element, the instructor should write their responses in the appropriate section of the corresponding worksheet.
- 4) The worksheet prompts students to identify what the paragraph was about and what additional information was included in the paragraph.
- 5) The students are given a graphic organizer with the steps of the RAP strategy clearly printed as a way to assist them in remembering the steps of the strategy and the parts they needed to identify in each paragraph.
- 6) The strategy works especially well if taught with a simple, systematic, and stepwise process that incorporates self-monitoring (i.e., self-regulation) and goal setting.

After receiving RAP training, students were tested on the percentage of text recalled and how well they understood the important information in the text.

B. Previous Studies

There are some researchers that study the application of the RAP strategy in the teaching reading. The RAP is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. The study used a simplified version of the Paraphrasing Strategy

(Schumaker, et al.1984 as cited in Hagaman and Reid (2010:23). Hagaman and Reid (2008:222) provide that this three-step strategy can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and highschool students across many different content areas. The statements are also supported by Lebzelter and Nowacek (1999:212) that RAP teaches students to recall main ideas and facts from their reading materials.

A conclusion can be drawn from all of those findings. The RAP strategy can easily be incorporated into existing curriculum as a support for variety readers who struggle with comprehension.

In reference to the above finding, the researcher believes that the RAP strategy can improve students' reading comprehension. Thus, the researcher will conduct a research related to the use of RAP strategy in improving the students' reading comprehension.

C. Conceptual Framework

Reading is one of the four language skills that students have to master. Trough reading, students can get and discover new knowledge and actively involved in the classroom discussion. So, it is clear that reading is really important to be learned. To learn a foreign language, students find many problems and difficulties, especially when they have to comprehend it in the written form. To overcome the problems regarding reading activities in the classroom, the teacher should creatively find a new breakthrough in designing the activities.

Unfortunately, many teachers seem to see these problems as something simple. They do not understand that the way teaching of a teacher and the lesson influence the students' interest to learn a second language in the classroom. So, if the teacher wants to improve students' language mastery, he or she must be aware of the students' feeling and create a supporting learning atmosphere in the classroom. In teaching reading, the teacher should be more creative and be a motivator. Teacher should choose a strategy to make the students to read actively. If the students are interested, they will be motivated to read. A high enthusiasm to practice reading will improve their reading comprehension.

The problems arising in SMPN 15 Yogyakarta were that many of the students were passive during teaching and learning process. They just focused on the text and listened to teacher's explanation. The clever students tended to be more active but the other students tended to be more passive. The clever students answered teacher's question and be dare to share their opinion. The other students would feel safe and most of them just accepting the ideas that the clever students were saying. It is because, they don't have enough self esteem and still afraid or shy to share their opinion. Moreover, there were few teaching methods that taught the students how to read and comprehend a text efficiently because in the reading class, teaching and learning processes took more time only in reading the texts and answering some questions related to the texts. So many students were less motivated and felt bored in learning reading English in the classroom. These made the students do not learn reading optimally.

Then, to solve these problems, the researcher used the RAP strategy in teaching learning in the classroom. It is one of strategies that can be used for increasing reading skills for adolescents in middle school and high school.

CHAPTER III

RESEARCH METHODS

A. Research Type

The method that was used in this research is classroom action research (CAR). According to Burns (2010: 2), action research is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Further, he also says that action research involves taking a self-reflective, critical and systematic approach to explore teaching contexts.

Burns (2010: 6) claims that for a teacher who is reflective and committed to developing as thinking professional, action research is an appealing way to look more closely at puzzling classroom issues or to delve into teaching dilemmas. Action research also encourages teachers "to reach their own solutions and conclusions and this is far more attractive and has more impact than being presented with ideals which cannot be attained" Burns (1999:7) in Burns (2010: 7). He (2010: 7) adds that doing action research can reinvigorate our teaching, lead to positive change, raise our awareness of the complexities of our work, and show us what drives our personal approaches to teaching.

This research focuses on the attempt to improve students' English reading comprehension skill in the VIII E class of SMPN 15 Yogyakarta by RAP strategy. It was conducted in team included English teacher and the students of VIII E class.

B. Setting of the Time and Place

The study was conducted in SMPN 15 Yogyakarta in the academic year of 2014/2015 for the students in the eighth grade from 23 March up to 20 May 2015. The school is located in Tegal Lempuyangan Street, 61st, Bausasran Danurejan, D.I. Yogyakarta. The study was conducted in this school because according to the observation, it was found that students' reading comprehension skills are still low.

C. The Subjects of the Research

The research involved the English teacher and the students at the eighth E class of SMPN 15 Yogyakarta in the academic year of 2014/2015. There were 36 students in the VIII E class. The researcher decided to carry out the research in this class because the findings based on the teacher's information that the students of the class were the weakness learners in the term of their reading comprehension ability.

D. Procedure of the Research

Using the model of Kemmis and McTaggart as quoted in Koshy (2005:4), this study consisted of four stages: planning, acting, observing and reflecting. Those were explained as follows.

1. Determining the Thematic Concern-Reconnaissance

In the beginning of this stage, the researcher did reconnaissance steps. These steps were aimed to find out information concerning the teaching reading comprehension in the VIII E class. First, the researcher did a classroom observation. The result of the observation described the real teaching and learning process in the classroom. The researcher also interviewed both the teacher and

some students that are chosen randomly. The researcher gathered information from the teacher about the students' achievement in the English teaching and learning process, especially their achievement in reading class. The students were also interviewed to know their opinion about the English teaching and learning process. Finally, the researcher gave a pre-test for the students. This test was aimed to know students' achievement in reading.

In this stage, the researcher identified any information related to the students' reading skill. After doing the observation, the researcher found out some problems in the teaching and learning process.

Table 2: The Problems and Solutions in the Teaching and Learning Process.

No.	Problems	Actions
1.	The students still have low ability in reading especially (comprehension)	Using RAP as the strategy for teaching
2.	The teachers still could not find the proper strategy to teach reading comprehension.	reading comprehension in the classroom.
3.	The students lacked of vocabulary	Using synonyms activity
4.	The students have not enthusiasm in reading text and did not actively participate and involve in the reading activity.	in the form of game and group discussion to gain the students' interests and enthusiasm during the teaching and learning process.
5.	The teaching activities focused on using worksheet.	Provide and use different media as learning tools
6.	The learning activities were still monotonous.	(board game, song, and video) for the teaching
7.	The teaching and learning process still lacked of media.	and learning process.

According to the problems in the teaching and learning process, the researcher determined the topic of this research. Meanwhile, the researcher also

reviewed the literature to support the solutions. The solutions that the researcher proposed guided the researcher to plan some actions to improve the students' reading comprehension. Finally, the researcher determined the best solution to solve those problems.

2. The Research Cycles

a. 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. This aimed to identify the problems which happened during the teaching and learning process. Furthermore, the researcher also designed a lesson plan to implement the action. Finally, organizing the steps in implementing the RAP strategy in the reading class was done before the researcher acted in the teaching and learning process.

b. Action and observation

In this stage, the action was done in the same time with the observation. It was because both stages cannot be done separately. During the action, the researcher needed to observe the students' behavior and achievement.

In this stage, the researcher and the English teacher in collaboration implemented the action in the teaching and learning process. The action was conducted until the students showed improvement. The action was based on the lesson plan and the materials that have been designed.

While the researcher doing the action, the researcher and the English teacher observed the applicant and the effect of this strategy. The researcher wrote field note to describe everything that happened during the action in the teaching and learning process. Meanwhile, the interview was done before and after the teaching and learning process. The students and the English teacher were the source of information to tell their opinions, feeling and perceptions about the teaching and learning process.

c. Reflection

Together with the teacher, the researcher made some reflections on the changes during the implementation of the actions. From the discussion, the researcher made an evaluation. This influences to the researcher in designing the actions for the next cycle or in deciding whether there would be the next cycle or not. 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.

E. Data Collection Techniques

In this research design, the collected data were qualitative and quantitative. Still, there were quantitative data from students' pre-test and post-test mean scores. The qualitative data were collected by observing the teaching learning process. The quantitative data attained from pre-test and post-test that has been done by the students. The data collection techniques that researcher used, namely:

1. Observation

During the teaching and learning process in classroom, the researcher observed the teaching and learning activity. Researcher observed several aspects in the teaching and learning process. They included how the teacher teaches reading, students' behavior, and the learning material.

The purpose of this technique was to get the information about the teaching and learning activity. The results were used to identify the problems in the reconnaissance stage which determined the planning stage. While in the acting and observing stage (during the action), the results were used to assist the research members in describing the students' and the teacher's behavior and the problems that occurred in the classroom during the implementation of the action. The results of observation were described in the form of field notes.

2. Interview

The type of interview that was used in this research is the semi-structured interview. The researcher developed some specific questions, but the researcher allowed for some flexibility according to how the interviewee responded. Teacher and students were individually interviewed before and after the teaching and learning process. This technique was used to discover the response of teacher and students about the teaching and learning process. The researcher asked the students' and teachers' perceptions, thoughts and opinions about the teaching and learning process. The responses were transcribed from audiotape.

3. Reading Comprehension Test.

There were two kinds of test that were used in this research. Those were pre-test and post-test. A pre-test was administrated in the reconnaissance stage. After completion of the sections, a post-test was administrated. These tests helped the researcher find out the students' reading comprehension ability before and after the researcher implemented the activities that were based on the theory of the RAP strategy. The researcher compared the results of the two tests. The results of these tests could show the result of this action whether there was improvement or not of the students' reading comprehension ability.

F. Research Instruments

1. Observation Sheet

The observation sheet was used as guide information in the teaching and learning process when the action was conducted. It contained some aspects with several indicators of each aspect. Those aspects were related to how the teacher taught reading, students' behavior and the learning materials. The data were recorded every time through some descriptions in the form of field notes.

2. Interview Guideline

This semi structured interview provided much greater flexibility for the researcher and the interviewee. Because the researcher had more flexibility in asking question, interview guide was used as a guide to provide the underlying focus for the interview. The questions were designed to find out the students' and teacher's perceptions toward the teaching and learning process. There were several aspects were asked to the students and the teacher. Those related to the

implementation of the strategy, the situation during the teaching and learning process and the students' behavior towards the teaching of reading. The interview process was recorded. The results of the interview were interview transcripts.

3. Reading Comprehension Tests

The reading comprehension tests were in the form of multiple-choice questions. The tests contained 4 options in 40 multiple-choice questions. In creating the questions, the researcher referred to the curriculum used in the school, which the 2013 curriculum. Before the pre-test and the post-test were held, there was a test of the item validity. The test were tried out to check the validity of the test items. Based on the analysis of the result of the try-out, there were 18 invalid items on the prototype of the test. Number 1,3,5,6,8,10,11,20,28,30,34,41 were unacceptable because the item discrimination were below 0,3. The researcher removed 10 invalid items and also substituted some items with a new one so that there were 40 items for each test.

4. Audio recorder

Audio recorder was used to record the interview. The recorded interview was transcribed into written form and was attached to be reported in the thesis as the proof that the interview was done. The interview transcription made the data collection easier.

5. Camera

Camera is one of the important instruments used in this research. It was used to capture and document the teaching and learning process.

G. Validity and Reability

The researcher used validity and reliability to ensure the quality of the research. Creswell (2008:169) proposes that validity refers to the meaningfulness, appropriateness of an instrument that enables a researcher draw a correct conclusion from the sample she is studying. Creswell (2008:169) also adds that reliability refers to the consistency of scores from an instrument even when the researcher administers the instrument multiple times at different time.

To ensure the trustworthiness of this research, the researcher used Anderson's criterion suggestion. Burns (1999: 160) says that in quantitative educational research, validity is an essential criterion for evaluating the quality and acceptability of research. Further, he also says that although action research involves a different set of assumptions and research activities from quantitative research, action researchers are still faced with the challenge of responding to questions about the rigor and credibility of their investigations.

Anderson et al. in Burns (1999: 161-162), suggest five criterion of validity of the data. There are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

1. Democratic validity

To fulfill the democratic validity in this research, the researcher discussed together with the English teacher and students in the VIII E class of SMPN 15 Yogyakarta. The discussion was held in order to find what had been done and what had not been done by the researcher. This was aimed to

gain better implementation of planned teaching materials and improvement of students' speaking skills.

2. Outcome Validity

This criterion relates to the notion of actions leading to outcomes that are 'successful' within the research context. In this research, the outcome validity was fulfilled by showing the students' improvements on their reading skill.

3. Process Validity

The researcher collected the data by doing observation and taking notes to obtain the process validity. The researcher noted all the activities in the teaching and learning process.

4. Catalytic Validity

This validity was related to the extent to which the researcher allowed participants to deepen their understanding of the social realities of the context and how they could make change within it. The English teacher got new strategy on how to teach reading comprehension in a systematic way.

5. Dialogic Validity

Dialogic Validity was a process of peer review that was commonly used in academic research such as interview the English teacher.

F. Data Analysis Techniques

The data in this research were analyzed through five steps data analysis which suggested by Burns (2010: 113). Those were assembling data, coding data, comparing the data, building interpretation, and reporting the outcomes.

First, the data of the research were assembled for rereading the data to get important points. Second, the data were coded into more specific categories based on the broad patterns which had developed before. Third, the categories of data from different sets of data were compared to see the similarities or differences between the data. Then, the data interpretations were built in some tables. The final step was reporting or presenting the outcomes of the research.

The researcher collected the data of observation and reread it. After that, the board patterns were built and compared with the other data, such as students' mean scores from pre-test and post-test. Students' mean score of pre-test and post-test were also compared to see the improvements. Then, it was also compared to the observation data. Next, the researcher created the tables to show and interpreted the data. The last stage was reporting the results.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the research findings of the implementation of RAP strategy to improve the eighth grade students' reading comprehension at SMP Negeri 15 Yogyakarta. The implementation was divided into two cycles, cycle I and II. This chapter deals with the research processes and result. There are three sections of this chapter. The first section is reconnaissance, the implementation of the strategy to overcome the problems and the result, and the general finding of the research and discussion.

A. Reconnaissance

The research was conducted by using several activities in order to get the data of English teaching and learning situation in the eighth grade students of SMP Negeri 15 Yogyakarta. To collect the data, the researcher conducted both observation and interview with the teacher and the students. The observation was done to know the real situation of the English teaching and learning of reading at VIII E class of SMP Negeri 15 Yogyakarta. The observation and the interview were done in different time. The observation was done on Wednesday March 4, 2015. The researcher recorded all the activity in the classroom in the field notes. (Appendix A, FN 3/4/2015)

The researcher also conducted an interview to know the students' and the teacher's perspective with regard to the English teaching and learning

process especially about reading comprehension ability. The researcher did the interview on Friday, March13, 2015 (Appendix B, interview 4/13/2015).

After conducting the observation and interviewing the teacher and the students, the final step was doing a pre-test. The pre-test was held to collect information about students' achievement in English, especially reading comprehension. The result of the pretest would be one of some considerations that the researcher got from observation and interviews.

1. Identification of the Field Problems

By doing observation and interviews of the eighth grade students at SMP Negeri 15 Yogyakarta, the researcher began to identify the problems. First of all, the researcher conducted an interview with the English teacher to find out the teacher's perspective of students' characteristics and the problems in the English teaching and learning process in the class. There were some problems of students dealing with English teaching and learning process especially reading comprehension as showed in the following interview transcript.

(4: 01)

R : Lalu bu, Bagaimana kemampuan membaca siswa, apakah sudah memenuhi harapan?
(So ma'am, how are the students' reading ability is so far, do they have already achieved the target?)

T : Kalo saya memang ada kelas-kelas yang, apa namanya, bisa, secara kalo nanti penilaian itu nilainya memang sesuai ketuntasan, dalam arti vocabnya itu bisa sudah banyak, perbendaharaanya dikelas tertentu, tapi ada juga kelas-kelas yang vocabnya minim.
(For me, there are some classes that already achieved the standard competence, they have rich vocabulary, but there are also some classes that have poor vocabulary.)

R	:	Jadi, kesulitan siswa dalam memahami teks Bahasa Inggris itu apa bu?	
		(So ma'am, what is the students' problem in	
		comprehending English text actually?)	
T	:	Ya vocab itu,	
		(Like what I have said before, vocabularies,)	
R	:	Lalu bu, strategi membaca apa yang sudah Ibu terapkan	
		untuk membantu pemahaman siswa?	
		(So ma'am, what's strategy that had been implemented to	
		help students in doing reading comprehension especially,	
Т	_	in your class?)	
1	٠	Kalau saya ya hanya diberikan banyak teks saja supaya apa namanya, perbendaharaannya semakin banyak.	
		(I just give them as many texts as possible so that they	
		can enrich their words or vocabulary.)	
R		Apakah strategi yang sudah efektif membantu siswa	
	•	dalam memahami teks bacaaan?	
		(Is it effective to help students comprehend a text so	
		far?)	
T	:	Saya rasa belum, karena apa namanya untuk	
		memudahkan siswa dalam konteks itu nanti di waktu	
		yang lain lagi, sudah lupa lagiiya	
		(I think not completely, because they would forget the	
		content of the text in the next day.)	
		(App B/P113/ IT 1 line 11 - 30)	

From the interview transcript above, the researcher could state that the main difficulty was that students of the VIII E class of SMPN 15 Yogyakarta lacked vocabulary. Most of the students of the VIII E class said that they found it difficult in figuring out the meaning of unfamiliar and difficult words. Moreover, in reference to the teacher's explanation the students also could not remember about the content of the story like the main idea or even fact information of the text when the teacher recalled it in the next meeting. Furthermore, the English teacher also had difficulty in selecting the appropriate activity to her students. She just gave as many texts as she could to improve the students' vocabulary.

In order to identify and get the information of the English teaching and learning process, the researcher conducted a class observation. The researcher focused on some issues related to the information that had been obtained from the teachers and the students before such as, the teacher's teaching strategy, the classroom interaction, students' vocabulary mastery and the students' involvement.

First, the teaching strategy was monotonous and too teacher-centered. The teacher just explained the material and then gave the students some texts to read. This type of strategy would make the students bored of reading. Moreover, the students were also trained to understand the texts by themselves. By doing those activities, the students were not really serious in reading the texts. Finally, there was no implementation of an appropriate reading strategy to improve the students' reading skill. It made the teaching and learning reading and the classroom interaction was not optimal.

The observation showed that the students' involvement during the teaching and learning process of reading was very low. Most of the students were so busy doing their own business instead of actively getting involved in the teaching and learning process. Some of the students did not pay attention to the teacher's explanation. During the teaching and learning process, some of them were talking with their friends, some of them were also dozing in their desk, some of them were playing their phone and some of them were doing another subject task. Only few students actively answered and responded to the teacher's questions and

explanation. Sometimes, they responded together or the teachers pointed one of the students to answer the question.

After the teacher asked the students to read the text, she gave the students a comprehension activity to check their comprehension in the form of essay questions with limited time. Furthermore, the teacher also asked the students to discuss the answer shortly after the provided time was up. So, the students did not really understand the text. Their goal was just to answer the questions. That answered the question why the students could not remember the content of the text, because their goal was not fully comprehending the text but answering the teachers' entire question. In addition, the students also reluctantly opened their dictionary. They wanted instant answer. That was one of the reasons why they lacked vocabulary mastery.

It could also be concluded that the students had lack of vocabulary mastery from the result of the interview of the students. Many students found that it was difficult to figure out unfamiliar words. It affected their reading comprehension process. It was supported by the quotation of interview transcripts below.

(4:02)

P : Oo, keras sedikit ya.., terus kesulitan apa si yang

kamu hadapi selama belajar Bahasa Inggris terutama

saat membaca teks?

(Louder please, so what are difficulties that you find

during reading an English text?)

M : Biasanya kata-katanya sulit dimengerti

(Usually, I found it difficult to understand words in

a text)

P Sulit dimengerti...(Quite hard to be understood)

M Terus nggak tau artinya juga, jadi susah paham

teksnya mba.

(Moreover, I don't know the meaning. It's hard to

understand the text.)

(App B/P114/IT02 line 9- 11)

(4:03)

P Terus biasanya kesulitan yang kamu rasain selama

memahami teks bacaan bahasa inggris itu apa si?

(So, is there any difficulty that you find during

reading an English text?)

MKosakata nya yang belum ngerti terus tentang yang

belum dijelasin ya itu kata-katanya juga gitu.

(The vocabularies that I don't understand yet, and then the words that do not explained yet.)

(Appendix B/P115/IT03 line 7-8)

In connection with the teacher's explanation before, some students also could not remember the content of the story like the main idea or even fact information of the text. This statement was supported by the students' information. After the researcher conducted students' interview, the researcher found that the students also had problems in identifying the main idea and details of the paragraph.

(4:04)

P Terus biasanya kesulitan yang kamu rasain selama

memahami teks bacaan bahasa inggris itu apa si? (So, what are difficulties that you find during

reading an English text?)

Kosakata nya yang belum ngerti terus tentang yang M

belum dijelasin, nentuin isi pokok ya sama sering lupa

besoknya he he he

(I did not understand the unfamiliar and new vocabularies, and identifying main idea. I could not

remember them on the next day (laughing)

(App B/P 116/IT04 line 5- 6)

(4: 05)			
P	<i>:</i>	Gitu ya, terus biasanya kesulitan yang kamu rasain selama memahami teks bacaan bahasa inggris itu apa si? (I see, sowhat are difficulties that you find during reading an English text?)	
M	:	Ga paham	
		(Do not understand)	
P	:	Ga paham isi, kosak katanya juga?	
		(What did you not understand? Is it the topic or the vocabulary?)	
M	<i>:</i>	vocabulary?) Iya, informasi informasi teks, main idea biasanya, kata-katanya juga harus dibaca berulang-ulang biar tau. (Yes, The information of the text, main idea and also the vocabulary. It should be read twice or more)	
		(App B/P 118/IT07 line 7- 10)	

To get the information about the students' reading comprehension ability, the researcher conducted a pre-test before doing the action. The result of the test showed that the students of VIII E indeed had difficulties in reading. The difficulties included finding the main idea, finding the information of the text, and inferring the unknown words.

From the explanation above, the researcher identified the problems related to the teaching and learning process of reading in SMP Negeri 15 Yogyakarta. The problems are presented in the following table.

Table 3:The Field Problems Related to the Teaching and Learning Process of Reading at Class VIII A SMP Negeri 15 Yogyakarta.

No.	Problems		Source
1.	The students had limited vocabularies.	S	Interview, Pre- test, Observation
2.	The teacher dominated the teaching learning process of reading.	T	Observation
3.	Some students did not pay attention to the teacher's explanation.	S	Observation

(Continued)

No.	Problems	Code	Source
4.	The students' enthusiasm in teaching and	TLP	Observation
	learning process was low.		
5.	The classroom interaction was low.	TLP	Observation
6.	The teaching and learning activities were	TLP	Observation
	monotonous.		
7.	The teacher rarely used teaching media.	T	Observation
8.	The students had difficulties in comprehending the text. The students had difficulties in identifying the main idea, the factual information, inferring words, determining the topic of a passage and grammar.	S	Interview, Pre-test
9.	The students easily got bored during the teaching and learning process of reading.	T	Observation
10.	The teacher doesn't use appropriate strategy	TLP	Observation

S= Students

T= Teacher

TLP= Teaching and Learning Process

2. Identification of the Most Urgent and Feasible Problems to Be Solved

After identifying the field problems, the researcher and the English teacher decided the field problems based on the urgency level. The most urgent problems are presented below.

Table 4: The Most Urgent Problems Concerning the Teaching and Learning Process of Reading at Class VIII A SMP Negeri 15 Yogyakarta

No.	Problems	Code
1.	The students had limited vocabularies.	S
2.	The students had difficulties in comprehending the text. The students had difficulties in identifying the main idea, the factual information, inferring words, determining the topic	S
	of a passage and grammar.	
3.	The teacher doesn't use appropriate strategy	TLP
4.	The students' enthusiasm in teaching and learning process was low.	TLP
5.	The classroom interaction was low.	TLP
6.	The teacher rarely used teaching media.	TLP

S= Students

T= Teacher TLP= Teaching and Learning Process

After considering the field problems based on the urgency level, the researcher and the English teacher discussed the most vital problems to be solved.

The researcher and the teacher chose the most feasible problems that related to the reading comprehension by considering the time, fund and the ability of the researcher to conduct the research.

Table 5: The Most Feasible Problems Concerning the Teaching and Learning Process of Reading at VIII E Class SMP Negeri 2015.

No.	Problems	Code
1.	The students had difficulties in reading comprehension.	S
2.	The teacher doesn't use an appropriate strategy.	TLP
3.	The students' enthusiasm in teaching and learning process	TLP
	was low.	
4.	The classroom interaction was low.	TLP

S= Students T= Teacher TLP= Teaching and Learning Process

After identifying the most feasible problems in the field, the researcher and the teacher analyzed the problems. They decided to solve the problems and formulated the main causes of the problems from the possible factors, such as the students, the teacher and the activities. The problems are presented in the table below.

Table 6: Main Causes of the Problems.

Categories	Problems	Main Causes
Students' comprehension	Some students could not give an accurate answer to the reading comprehension question.	 a. They misunderstood some detail information so they often made mistakes in answering comprehension question. b. They had difficulties in understanding reference, recognizing the writers tone, finding the main idea of the paragraph, identifying the factual information of the text and determining the topic of the passage.
		۲

(Continued)

(Continued) 53

Categories	Problems	Main Causes
	Students lacked vocabulary mastery.	a. They often asked about the meaning of words to their friends.b. They reluctantly open their dictionary.
	Students found the difficulties in memorizing new English words.	They forgot the meaning of the words which were found in the previous text or meeting.
	The students had difficulty in grammar.	They did not understand the grammar rules which were used in the text
Teaching strategy	The teaching and learning activities were monotonous.	The students did the silent reading, translated the difficult words and then answered questions on the text from the course book.
	The students' involvement was low.	The teacher explained all the material and did not give time for the students to discuss the text and shared their idea.
	The teacher dominated the teaching learning process of reading.	The teacher focused on giving explanation before asking the students to read a text.
Students' enthusiasm	Some students did not like reading English text	They frequently stopped reading and chatting with their friends about another topic.
	Some students easily got bored of the teaching and learning process	They gave response to the teacher's instructions unenthusiastically.
		They played with their pen or their phone while they were reading a text.
Classroom interaction	There is no interaction among the students and between the students with the teacher.	The teacher did not give a chance to the students to interact and discuss during teaching and learning process.

3. Determining the Actions to Solve the Field Problems

In reference to Table 6, the researcher proposed some actions which were believed to be able to overcome the problems occurring in the field. The researcher decided to implement the RAP strategy in the process of teaching and learning of reading. This strategy is systematic and very practical. This strategy could help the students comprehend a text in a structural way. Furthermore, by implementing this strategy and creating supporting activities, the researcher could engage students to get more involved in teaching and learning process.

Besides, the researcher also completed this strategy with guessing synonym activities. The students were asked to guess synonyms and the meaning of new vocabulary from the context. This activity could help the students understand each word that was used in the text and also improve their vocabulary. It was also be useful when they do paraphrasing later. The activities were created in many fun ways in order to improve the students' involvement and interaction in teaching and learning process.

Furthermore, this strategy would help the students identify the main idea and also the supporting details or factual information of the text. They would do that per each paragraph so that the students would not face confusion in comprehending activities. Moreover, the last step of this strategy which was paraphrasing would help students recall their memory of the text. The content of the text would stay longer than before they did not use this strategy yet.

B. The Implementation of the Actions

1. Report of Cycle 1

a. Planning

In this phase, the researcher and the collaborator planned a set of actions which were implemented in the class. During the teaching and learning process, the researcher acted as the teacher and the English teacher as the observer. Besides, the researcher also invited her colleague to act as the second observer in order to avoid bias in observing the teaching and learning process of reading in cycle 1 and help implement of the actions. The researcher and the collaborator focused on improving vocabulary mastery, finding main ideas and details information of the text. The text used was a narrative text.

First of all, the explanation of a narrative text was done. It was aimed to help students understand the nature of narrative. After that, a plan of the RAP activities in the form of discussion was made by the researcher. In this case, the students were divided into four groups according to their seat line. Each group was given a task in the form of identifying the synonyms and also the meaning of some words from a narrative text. This was conducted through a discussion and game which encouraged students to be actively involved in the teaching and learning process. Rewards were given to the most active individual and active group. It was aimed to increase students' enthusiasm in the process of teaching reading. The use of this activity was aimed to improve their vocabulary mastery and build their interaction during teaching and learning process. This activity was

done before the students started to read and comprehend the text using the RAP strategy.

The RAP strategy just has three simple phases, the researcher and the collaborator decided to conduct all of the phases in each meeting. The RAP strategy also has some similarities steps with the scientific approach. First, the teacher would gather students' attention by playing a simple game related to the topic material. The researcher used synonyms as the topic of the guessing game activity. After doing the synonym activity, the students started to observe, read a text and then asked the topic, the main idea and supporting details of each paragraph. During the process of a text comprehension the students were guided by the researcher to identify the main idea, supporting details and also in paraphrasing by their own words. This was done because it was the first time for them in comprehending a text using the RAP strategy.

The activity and strategy used in the second and the third meeting were the same as those used in the first meeting but the researcher added more various activities and tasks to develop the students' reading comprehension ability. In order to improve the students' participation during teaching and learning process, the researcher used a group discussion in the teaching and learning process. In the second meeting, the students were divided into nine groups consisting of four students. They were asked to have a discussion practice and do the task in groups. By doing the group discussion, the students could participate more in discussing the text. They were expected to share their ideas and perception within their groups about the text. In the third meeting, the students were carried out todo the

synonym activity in group, but the researcher let the students to work independently in comprehending the text using the RAP strategy to ensure that they could use the strategy to comprehend the text.

b. Action and Observation

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

Cycle one was done in three meetings. The first meeting was on April 24, 2015. The researcher focused on the nature of a narrative text and implementation of RAP strategy. All activities were guided by the researcher. The next meeting was done on April 29, 2015. In the second meeting, the researcher started to let the students try the strategy in the form of group discussion. The researcher still gave guidance to the students in finding the main idea and paraphrasing. The last meeting in this cycle was on May 1, 2015. In the last meeting of Cycle 1, the researcher asked the students to work independently although the group discussion was still provided for the students in the beginning and the end of independent practice.

1) Meeting 1

The first meeting was on April 24, 2005. After conducting introduction and greeting, the researcher introduced a narrative text as the topic material of the lesson. A moment later, the researcher also introduced the RAP as strategy that was used to facilitate the students in comprehending the text. The researcher

stated that the first step that the students should do was reading the text, the second step was asking the main idea and supporting details of the text and the thirdwas paraphrasing. First of all, the researcher introduced the text entitled "*The Mouse deer Stole Cucumbers*" by playing a song. The students sang along enthusiastically and shouted the title of the song.

After introducing the material, the teacher checked the students' background knowledge by asking some information related to the story. Before the students and the teacher started to comprehend the text by using the strategy, the researcher asked the students to do synonym activity first. The researcher explained that the synonyms would be useful in many ways. This activity helped them comprehend and also paraphrase the text later.

(4:06)

R : Oke, terus kegiatan synonym yang kita lakukan

sebelum kegiatan membaca apakah membantu kamu dalam menambah vocab dan memahami kata dalam

bacaan?

(Okay, did the synonyms activity that we did before the reading activity help you improve your

vocabulary and understanding the words in the

text?

S : Iya, nambah banget. Apalagi ada hadiahnya jadi

tambah semangat belajar mba.

(Yes, of course, especially the rewards made us more

enthusiasts to learn.)

(App B/ P122 / IT 14 line 10-14)

(4:07)

Setelah memberikan materi, P mengajak para murid untuk bermain guessing game. P menjelaskan bahwa permainan ini berhubungan dengan sinonim yang akan membantu para murid dalam melakukan pemahaman teks naratif. P membagi murid menjadi empat kelompok sesuai dengan lajur tempat duduk mereka. P menjelaskan aturan permainan dan memastikan semua murid paham. " are you ready? Shall we start now?" peneliti memastikan. Para murid menjawab "Yes, miss". Aktivitas pun dimulai, dan tiap klompok terlihat kompak dan bersemangat dalam menjawab. Murid terlihat antusias dengan melakukan game tersebut.

Kelompok pertama menebak "N" miss, kelompok dua mengikuti "A" miss kelompok tiga salah menjawab huruf dalam kata tersebut dan kelompok empat berhasil menebak "ANNOYED, miss."

After giving the topic material, the researcher asked the students to play guessing game about synonyms. The researcher explained that this activity would help them in comprehending the text. The researcher divided the students into four groups according to the seat line and explained the rules of this game. The researcher also made sure that everyone was understood. The students played the game enthusiastically. "Are you ready? Shall we start now?" asked the researcher. The students replied "Yes, miss". The game was started, the groups guessed enthusiastically. The first group guessed, "N, miss" "A, miss" followed B group. The C group gave incorrect answer and the group D succeed answering "Annoyed, miss".

(App A/ P 101/ FN 08 line 27- 37)

In connection with the field note and interview transcript above, the synonym activity in the form of game by giving rewards helped the students increase their vocabulary and also encourage them to get it and to keep studying. Beside the students comprehended materials through discussion easily, it was also enjoyable for the students.

After doing the synonym activity, the students were asked to write down the synonyms and the definition that they got in synonym toolbox that the researcher distributed along with the text. After that the researcher asked them to read the first paragraph of the story. The students entered the first step of the strategy which is READ. After that, the researcher guided the students to ask the main idea and supporting details of the first paragraph. The researcher allowed them to discuss it with their friends. Until now, the students did the second step of the strategy ASK. The third step that the students did was paraphrasing. The

researcher demonstrated how to identify and paraphrase the main idea and the supporting details of the first paragraph. The researcher demonstrated to students and asked them to concentrate. The researcher explained that students could choose and use the synonyms to paraphrase the sentences. After the first paragraph was done, the teacher made sure that all of the students understand how to identify the main idea, to paraphrase and to comprehend the text. After that, the researcher asked the students to do the same thing to the second paragraph.

(4:08)

Murid menentukan main idea yang dipandu oleh P dan melakukan paraphrase.P bertanya "What is the main idea of the second paragraph?" Para murid menjawab "The farmer was angry and surprised to see his cucumbers were stolen." P memuji para murid "Good, now it's the time to paraphrase it using the synonyms." "ayo sekarang di paraphrase pake sinonimnya tadi."P dan para murid membuat kalimat bersama, "The farmer was mad and shocked to notice his cucumbers were stolen."

The lesson was continued to the first step of the RAP strategy. The researcher asked one of the students to read the text entitled "The Mouse deer Stole Cucumbers". After that the researcher read it first and repeated by the students. The researcher asked the students to observe and to ask about the main idea and supporting details. The researcher asked "What is the main idea of the second paragraph?" The students replied "The farmer was angry and surprised to see his cucumbers were stolen." P appraised the students "Good, now it's the time to make it on your own words using the synonyms." "C'mon lets we paraphrase it using the synonyms." The researcher and the students stated together, "The farmer was mad and shocked to notice his cucumbers were stolen.

(App A/ P 101/ FN 08/ line 41-52)

After the students paraphrased the text, a moment later the school bell rang. The researcher asked the teacher 10 minutes more to review and check the students' comprehension of the story individually.

2) Meeting 2

The second meeting was held on April 29, 2015. The researcher began the lesson by reviewing the activities in the previous meeting. The researcher asked the students related to the previous text and also about the main idea and the supporting details of each paragraph. Although the class' situation was so noisy, the students answered the researcher's question more energetic than in the first meeting. The researcher asked one of the noisy students about the previous material, he seemed flustered to answer it. Then, the researcher asked him and all of the students to concentrate on the lesson.

The first activity in the pre-reading phase was playing a matching synonym game. This game was conducted for gathering students' attention and concentration to the lesson. This activity also made the reading lesson more fun and challenging for the students. The researcher divided the students into 4 groups according to the seat lines. The researcher explained the rules of the game. Each group should guess and remember the location of the word and its synonyms, for example, the word "angry" in card number 1 and "mad" in card number 2. The fastest group that finished the game would be the winner. They did it happily and enthusiastically. However, some students played too loud so that the researcher told them to keep their voice low. After fifteen minutes, Group A turned out to be the winner. Group A was the fastest group that finished in matching all the words. Then, the researcher gave the rewards and asked all of the students to come back to their own seat. After that, the researcher asked them to fill the synonym toolbox with the synonyms.

After ten minutes, the researchers divided the students into 9 groups. Each group consisted of 4 students. The researcher asked each group to observe and read the text entitled "A Fox and A little Rabbit". Then, the researcher asked them to discuss the main idea and the supporting details of each paragraph. There were some students who were confused in finding the main idea and supporting details, so that the researcher guided them in identifying the main idea and supporting details.

(4:09)

Kegiatan dilanjutkan dengan membaca dan setelah itu P memandu murid dalam bertanya dan menentukan main idea dan supporting details tiap paragraph. "Main idea dari paragraph pertama kira-kira apa hayo?" tanya P. "There lived a fox in a jungle." Jawab salah satu kelompok. "Almost correct, there was a fox who lived alone in a jungle." Ayo sekarang cari buktinya."

The activity was continued to read and identify the main idea and also identify supporting details of each paragraph. The researcher asked, "What is the main idea of the first paragraph?" "There lived a fox in a jungle.", answered one of the groups. "Almost correct, the main idea of the first paragraph is there live a fox that lived alone in a jungle." "Now, let's find the supporting details." stated the researcher.

(App A/ P 103/ FN 09/ line 40-46)

This activity was done for about 35 minutes. Each group started to paraphrase the second and the last paragraph. The researcher guided each group in doing this activity. Some of the students seemed already understood and did it by themselves. They just asked the researcher whether it was correct or not. Sadly, there were also some groups that still confused in finding main idea. Some of them did not pay attention to the researcher's explanation before. Therefore, the researcher gave an extra time to guide them.

Ten minutes before the researcher run out the time, the researcher distributed a multiple choice question sheet to each student to check their comprehension. Then, the researcher reviewed and closed the lesson with greeting.

3) Meeting 3

The third meeting was held on May08, 2015. The researcher began the lesson by reviewing the activities in the previous meeting. The researcher and the students also discussed the text that they have practiced on the last meeting for about 10 minutes. It was done to activate their background knowledge about narrative texts. Moment later, the researcher asked the students to do synonyms activity first. The students did "Shade the words" activity. The researcher explained the rules of the activity and divided the students into four groups according to the desk lines. The purpose of group working here was to give the students facilitation to exchange their knowledge about vocabulary and also to engage the students to be more active in the teaching learning process. The procedure of the game was that the students would shade the letters of word in the diagonal, horizontal, or vertical form. The students seemed happy and excited to do this activity. The researcher asked the students to start and explained that this activity should be done in 15 minutes. The students worked obediently than before.

(4:10)

Setiap kelompok secara bergantian mengirimkan anggotanya untuk maju mewarnai kata yang ditempel pada papan tulis. P dan para murid sangat antusias karena skor yang selalu imbang. "Ayo cepet jawab, reflection kui lho." Aktivitas berlangsung selama 10 menit dan P memberi penghargaan kepada dua kelompok pemenang.

Each group, one by one sent one member of the groups to shade the words on the white board. The researcher and the students seemed enthusiast during the activity. The score was equal. Some students said, "C'mon answer it, that's reflection."The activity lasted for 10 minutes and the researcher gave rewards to the winners.

(App A/ P103/ FN 09 line 30-34)

After doing the activity, the students and the researcher discussed the result of it. The researcher asked the students the correct match among the words, synonyms and the definition. Then, the researcher distributed the worksheet to the students. The students matched the words with the correct synonyms and definition that they got from the discussion before.

Then, the researcher asked the students to read a text entitled "The Greedy Dog Story". The researcher asked the students to work individually. The purpose of individual work here was to make sure that all of the students understood how to identify the main idea, supporting details and to comprehend the text. There was time limitation for the students in working on the task which was 25 minutes. The researcher also stated that the discussion was held after the students finished in doing the RAP activity.

When the students started the activity, the researcher looked around the class to check the students' work. Most of the students concentrated on their work. After 25 minutes, the researcher asked the students to have a group

discussion to check their comprehension of the text. The students were expected to restate the main idea and the supporting details in their own words.

(4:11)

Aktivitas berlangsung selama 35 menit, dan setelah selesai, P dan para murid membahasnya secara bersama-sama. P meminta beberapa murid untuk menceritakan kembali tentang main idea dan supporting details secara oral. Walaupun tidak semua murid bisa melakukannya, cukup banyak murid yang mau mencoba. "This story is about a greedy dog, the dog is hungry and then it looked for food everywhere then it found a bone, thankyou" Setelah mendengarkan hasil paraphrase mereka, P mengapresiasinya dengan memberikan reward. Kemudian P membagikan soal berbentuk true false dan crossword puzel.

The activity was done in 35minutes and after that the researcher and students discussed it together. The researcher asked some students to restate the main idea and the supporting details of the text. Eventhough not all of students could do it fluently, ther were many students who wanted to try. "This story is about a greedy dog, the dog is hungry and then it looked for food everywhere then it found a bone, thankyou." After the researcher listened to their paraphrasing, The researcher gave them reward as the appreciation for their hardwork. Then, the researcher distributed worksheets in the form of crossword puzzle and true false questions.

(App A/ P105/ FN 10 line 45-53)

After the discussion, the researcher checked the students' reading comprehension through crossword puzzle and true false questions. The questions were about the content and the plot of the story and some detail information. The students answered those questions correctly. They understood the text well.

At the end of the lesson, the researcher reflected the activity. The researcher asked the students' opinion about the strategy used before. Some of them remarked that it was really helpful to understand and memorize the content

of the text. Some of them also commented that the learning process was so interesting and help them enrich their vocabulary.

c. Reflection

After conducting the actions in Cycle 1, the researcher and the collaborators discussed the actions in Cycle 1. They discussed the actions in reference to the data that had been gathered from the three meetings in Cycle 1. In order to fulfill democratic validity, the researcher took the data not only from the researcher herself, but also from the students and the collaborator. The data were gathered from observation during the implementation of the actions and also the students and the teacher interview. The collected data were used as important consideration to improve the teaching learning process in the next cycle. Then, the data were used to evaluate the actions and to make some reflections. These reflections were useful for the implementation of the next cycle in Cycle 2. To fulfill the democratic and dialogic validity, all of the research members could give their opinion, comment and suggestion about the implemented actions during the discussion. The reflection of each action was elaborated as follows.

1) Using RAP as the strategy so that the students' reading comprehension and the classroom activities could be improved.

There were activities which were used as the actions. The implementations of the actions are described as follows.

a) Using various synonyms activities to improve students' vocabulary

Vocabulary mastery is one of many skills that influenced the success of reading comprehension. The students should master this skill to help them

comprehend the text. To improve it, there were several act ivities that the researcher used in Cycle 1. The purpose of the activities was not only to improve their vocabulary mastery but also to help them do paraphrasing later.

In order to develop the students' interest to read the text, the researcher created a various synonym activity before the reading activity was done. The activities were created in many fun ways so that the students could give their attention and develop their enthusiasm to read. The vocabulary that the researcher used was taken from the text that would be read later by the students. In the first meeting, the researcher created a guessing game. The students worked as a team to guess the correct words. Then, in the next meeting the students did matching words activity. They competed as teams. They should match the words with the correct synonyms in the limited time. The fastest group that finished the game was the winner. The next activity was shade the words. The students would shade the words among the letters in the table.

The implementation of the synonym activities in the form of game helped the students improve their vocabulary and understand the words in a context. Furthermore, it also developed their competitive feeling and enthusiasm in reading activity.

(4:12)

R : Oke, terus kegiatan seputar synonym yang kita lakukan

sebelum kegiatan membaca apakah membantu kamu dalam menambah vocab dan memahami kata dalam

bacaan?

(Okay, so did the synonym activities help you improve

your vocabulary and understand the words according to

the context?

S Iya si asyik gitu, lebih nambah wawasan vocabulary juga, lebih paham bacaannya juga

> (Yes, it was really enjoyable my group came to be the winner. It also improved my vocabulary and also my understanding of words in the text.)

> > (App B/P 116/IT 10/line 11-15)

In connection with the discussion with the collaborators, the actions of developing the students' vocabulary were considered very helpful. Moreover, the collaborators suggested keeping the actions. The collaborators also stated that the researcher needed to give more vocabulary in interesting way so that the students could more enjoy in reading activity and enrich their vocabulary. An interview transcript below describes the collaborator's opinion and suggestion towards the action discussed above.

(4:13)

R Lalu bu, Bagaimana pendapat ibu mengenai

Implementasi berbagai macam synonym game sebelum

siswa melakukan aktivitas inti RAP?

miss, what's vour opinion about the implementation of various synonym games that

students do before doing the core activity in RAP?)

T Saya rasa cukup baik mbak, siswa juga terlihat

> antusias, tidak membosankan dan menambah vocabulary mereka saya rasa... kalo bisa terus dibuat kegiatan menarik seperti ini agar kosak katanya juga meningkat.

> (I think, it's quite good, the students seemed enthusiast, not boring. The activities could enrich their vocabularies. I suggested that the activities can be created in fun ways so that the students can enrich

their vocabulary.)

(App B/ P 119/IT 8/line 12-17)

b) Using the RAP strategy to help the students comprehend the text.

The RAP strategy was always used in every meeting by the researcher in order to improve the students' reading comprehension skill. In every meeting the students always did the three step of this strategy. The first step that the students did was reading. Then, the students asked themselves about the main idea and supporting details of each paragraph. The third, they identified and put it in their own words or by paraphrasing. The students implemented this strategy in each paragraph they read. If there were 3 paragraphs in the text, it means that the students used the strategy 3 times.

In reference to the information of the students, this strategy was really helpful to comprehend the texts. The RAP activity helped the students find the main idea and supporting details of the text. It also facilitated the students to memorize the information of the text. The steps were practice and systematic, it facilitated students to comprehend the text efficiently.

(4: 14)

R : Terus, kelebihannya dibanding pelajaran reading dengan strategi lainnya apa?

(Is there any positive thing in this strategy that other strategies did not have?)

S : Kalo untuk aku tu kan, kita habis baca, terus kita langsung praktek, oh gitu cara carinya, lebih paham soalnya kita diarahin pake step-step...

(For me, we practiced immediately after we read, so that we more understand. We were guided by the steps.)

(App B/P 123/IT 15/line 08-11)

This strategy did not only improve the students' comprehension and memory but also improve their grammar. When the students paraphrased the main idea and the supporting details, they learned about the grammar as well. When the students paraphrased the main idea or supporting details in the oral form or written from, they used past tense form.

(4:15)

"Group 1, could you tell me your main idea of the second paragraph?" P bertanya. Salah satu anggota menjawab, "the farmer was mad and shock to see his cucumbers were stolen." Kemudian P bertanya pada para murid, "kenapa memakai was tidak is?" Para murid menjawab secara serentak "karena past tense, miss." P mengapresiasi jawaban mereka dan kembali memberikan beberapa pertanyaan, salah satunya "Kalau kalimat 'he built a scarecrow' sudah benar belum?" Beberapa murid menjawab benar dan beberapa menjawab salah. Namun, salah satu kelompok menjelaskan bahwa built termasuk dalam irregular verb, dan bentuk v1nya adalah build.

Group 1, could you tell me your main idea of the second paragraph?" ask P. One of the members said, "The farmer was mad and shock to see his cucumbers were stolen." Then P asked to the students, "Why used was instead of is?" The students replied, "Because it was past tense, miss." P appreciated their answer and some questions more, one of them was "if 'he built scarecrow' is it correct or not?" Some of the students answered right and some of them wrong. But, one of the group explained that built is irregular verb and the v1 of built is build.

(App A/P 101/FN 8/line 54-65)

Observing the students' development, the researcher and collaborator decided to keep using this action in the next cycle. In reference to the discussion between the researcher and the collaborator, the collaborator suggested that the researcher did not only focus on identifying main idea and supporting details but also teach about the characteristic of the character in the story and also finding the

moral value of the story. The interview transcript below shows the discussion between the researcher and the collaborator.

(4:16)

R : Jadi aspek apa saja yang perlu ditingkatkan dan diperbaiki bu pada strategi ini?

(So what aspect in this strategy that needed to be improved?)

T : Ya saya rasa sudah baik, mungkin lebih jelas lagi dalam memberikan instruksi kepada siswa, oh ya saya rasa menejemen kelas perlu ditingkatkan agar siswanya tidak ramai sendiri. Saya kira demikian mba, sudah cukup bagus.

(I think it was quite good, you need to give the direction clearer to the students, oh ya, i think the class management should be improved so that the students will not become

(App B/P 119/IT 08/line 08-11)

2) Promoting group discussion to improve the classroom interaction between the researcher, the students and among students and the students' participation.

noisy. I think that's all, good.)

In the previous teaching style, the students' involvement in the teaching and learning process was low. The previous teaching style that was implemented by the English teacher just gave a little chance for the students to be involved. They just worked individually with a little interaction. By providing a group discussion, the classroom interaction between the teacher and the students and also among the students could be improved. Each student had a chance to participate during the teaching and learning process especially during the activities. They were confident to say their opinion to their friends and to the researcher because they did the activities in a group. Most of the students were happy to work in a group. They could ask for help if they met some difficulties.

The students also seemed happy in teaching learning process especially during the synonyms activity and also comprehending the text activity.

The researcher also got involved in the students' group discussion. The researcher helped them if they found difficulties. The collaborator also supported the use of the group discussion. She considered this action was conducted quite successfully in improving the students' involvement and the classroom interaction.

d. Summary of Cycle 1

In reference to the reflection of the actions, the researcher and the other team members concluded that there were some points as the findings of Cycle 1.

The following statements are the findings of Cycle 1.

- 1. The successful results of Cycle 1
 - a) The students' vocabularies were improved
 - b) The activities successfully developed the students' reading comprehension skills, especially finding and memorizing the main idea and supporting details of the text
 - c) The students more actively involved in the teaching and learning process.
 - d) The classroom interaction was getting better and intense.
 - e) The students' enthusiasm in the teaching learning process, especially in reading was improved.
 - f) The teaching and learning process were enjoyable and not monotonous.
- 2. The unsuccessful results of Cycle 1
 - a) The classroom management had not successfully done. The group

discussion and activities made the class noisy.

b) The students had not really developed their grammar skills.

In conclusion, there were some improvements on every indicator in each action. However, the researcher still found some problems that occurred during Cycle 1. In order to solve the problems in Cycle 1 and improving the students' reading comprehension, the researcher decided to continue several actions in the next cycle.

2. Report of Cycle 2

a. Planning

In Cycle 2, the researcher and the collaborator planned a set of actions which were implemented in the teaching and learning process. Different from the Cycle 1, there were some modifications in the activities. In this cycle, the researcher and the collaborator did not really focus on the successful indicators in the Cycle 1.

The researcher still used synonym activities to improve students' vocabulary in the pre-reading phase. In the previous cycle, this activity was really effective in building the students' enjoyment and improving their vocabulary mastery. The researcher gave the students time to discuss the words they got and to guess the meaning according to the text they read.

In each meeting of the whilst reading phase, the RAP strategy was still used by the students to comprehend the text they learned. In Cycle 1, most of the reading comprehension skills have been successfully developed. The students also could find the main idea and also the supporting details of the text. In Cycle 2, the

focus was more on developing the students' another reading comprehension skill that has not been successfully improved. It was about understanding the grammar used in narrative texts. In Cycle 1, most of the students did not know how and when they should use past tense. They often made grammatical mistakes when they were retelling or rewriting the text.

In order to develop the students' grammar skill, the researcher and the collaborators discussed the activities that were possibly be used during the post-reading of teaching and learning process. They decided to still use paraphrasing activity but it was completed by the use of peer correction and some scaffolding activities to develop their grammar skills. After they did paraphrasing activity in the oral and in the written form, their friends would correct them if they did any grammatical mistakes in retelling or in rewriting the text. Moreover, they would do the activities in small groups. By doing the activities in group, they were facilitated to share their ideas and perception within their groups about the text. The researcher also provided some activities like crossword puzzle, situational pictures, and board game to scaffold their reading skills.

Most the activities were done in the group discussion. The group discussion had successfully activated the rapport between the students and among the students and triggered the students to get involved. However, the action was once considered not successful. The collaborator suggested that the classroom management should be improved. Therefore, in Cycle 2, the researcher divided the students into small groups that consist of four members. She did not put the noisy students with the other noisy students in one group. The researcher had

asked the teacher about the information related to the noisy students. The researcher would change the students' group if they became noisy. It was done so they would remain calm and not noisy.

The lesson plan was made in reference to the discussion between the researcher and the collaborator about the actions in Cycle 2. Meanwhile, the research instruments consisted of observation sheet for the teaching and learning process and interview guide. The instruments were same as those used in the previous one.

b. Action and Observation

This cycle was carried out in 2 meetings. They were conducted on May 13 and May 15. The topic was still narrative texts. The learning objective was that the students could comprehend the narrative text. The description of the implementation of the actions in Cycle 2 was as follows.

1) Meeting 1

The first meeting of Cycle2 was held on May 13, 2015. In the first meeting, the researcher began the class with greeting and checking the students' presence. The researcher told the students that they would have a fun synonym activity. The students would do "fly swat game". The students were asked to match the words with the synonyms and their definition. The researcher put the words randomly on the white board. The students seemed so happy and enthusiastic to participate. The researcher divided the students into 4 groups. The students were more obedient than before.

(4:17)

Aktivitas berlangsung sangat seru, tiap kelompok terlihat sangat kompetitif dan bersemangat. P berkata, "the first word is jungle." Representative dari tiap kelompok maju dan mencari kata pada papan tulis. Beberapa murid terlihat semangat mendukung kelompok mereka. "Cepet, woods, diatas." "Ya bener, yes," terdengar para murid memberi arahan kepada kawan mereka. Permainan berlangsung selama 10 menit dan kelompok B keluar menjadi pemenang. P dan para murid secara bersama-sama membahas hasil permainan tersebut dan memperbaiki kesalahan yang ada. P bertanya, "did you have fun?" "Yes," the students shouted happily. "did it improve your vocab?" tanya P. "Yes, miss," jawab para murid.

The activity was passionately done by the students. Each group seemed so competitive and energetic. The researcher said, "The first word is jungle." Then, the representative of each group came and looked for the word on the whiteboard. Some students seemed energetic supporting their team."Hurry up, that's woods on above.""Yes, that's right." The students gave the direction to their friends. The game was hold in 10 minutes and group B came to be the winner. The researcher and the students discussed the game and fix the fault together. The researcher asked the students "did you have fun?" "Yes," the students shouted happily. "Did it improve your vocabulary?" asked the researcher. "Yes, miss," said the students.

(App A/P 105/FN 10/ line 27-36)

In the whilst reading phase, the researcher divided the students into 9 groups. Each group consisted of four students. Then, the researcher distributed the reading comprehension worksheet to each group. The researcher and the students read it together. Then, they discussed and analyzed the text using the RAP strategy. The researcher asked the representative of each group to write the main idea and the details on the whiteboard. Then, the results were discussed together. In this stage, the students did peer correction. They checked if there were any grammatical mistakes on the sentences and corrected the mistakes together. They

also identified the coherence and the cohesion of the supporting details with the main idea per paragraph.

(4:18)

P meminta tiap kelompok mendiskusikan hasil kelompok mereka dengan hasil yang ada dipapan tulis. P bertanya, "apakah kalian setuju dengan main idea dan supporting details dari paragraph pertama?" "Setuju miss," jawab para murid. P bertanya, "do you find any mistakes on the grammar?" Kelompok dua menjawab, "ada miss, pada supporting details ke dua dari paragraph pertama seharusnya didepan not memakai would miss." "That's right, good. Sekarang coba diteliti lagi ya untuk kalimat selanjutnya."

The researcher asked each group to discuss their work group result with the result on the white board. The researcher asked "Do you agree with the main idea and the supporting details of the first paragraph?" "Yes, miss." Then, the researcher asked, "Do you find any mistakes on the grammar?" The group two answered, "the group three should put would before not miss." "That's right, good. Now, try to analyze the other sentences."

(App A/P107/FN 11/line 47-53)

Next, the researcher asked the students to do the next activity and the researcher explained the instruction to the students. She asked the students to do crossword puzzle, true false question and writing some past tense sentences based on the given pictures. Firstly, the students were not really interested in doing the task but later, the students did the task happily because they did it together and the tasks were provided in an interesting way.

Finally, the researcher reviewed that day lesson and explained the next meeting topic. She also asked the students to bring glue for tomorrow activities. The class was ended with greeting.

2) Meeting II

The second meeting was conducted on May 15, 2015. Greeting was the first thing to do during that day lesson. Then, the researcher asked about the students' attendance. She also reviewed the lesson in the previous meeting. While reviewing, the researcher also activated the students' vocabulary related to the text. After that, she showed some pictures related to the text today "The Goose and The Golden Eggs Story". The pictures were used to establish the students' background knowledge about the story.

(4:19)

Sebelum P memulai aktivitas membaca. P menunjukkan beberapa gambar pada murid. P bertanya kepada murid, "what is on your mind when you see this picture?" Terdengar beberapa murid menjawab, "angsa bertelur emas miss", "golden eeg miss" "Good, so do you know, who is he?" "Poor man, miss." "Farmer, miss.", jawab sebagian murid.

Before the researcher start reading activity. The researcher showed some pictures to the students. "What is on your mind when you see the picture?" Some students answered, "Goose laid the golden egg miss." "Good, so do you know, who is he?" Then, some students answered, "poor man, miss." "Farmer, miss".

(App A/P109/FN 12/line10 -14)

After the researcher activated the students' background knowledge by showing the pictures related to the text, she asked students to do synonyms activity first before reading using the RAP strategy. The researcher divided the class into four groups. Each group consisted of 8-9 students according to the seat lines. Most of the students were so cooperative during the activity. They helped and supported their group members by giving the direction of the word. Group C turned out to be the winner.

After 20 minutes, the researcher asked the students to make a group of four students in each group. The groups were the same groups on the last meeting. They were asked to read the text using the RAP strategy. The students had already understood the steps and the process during using the strategy. Some of the groups divided the job to each member. They read and found the main idea and supporting details of each paragraph. They worked quite fast and cooperative in groups. Beside the students paraphrased the text in the written form, they also stated the main idea and supporting details in the oral form.

(4:20)

Setelah semua murid berdiskusi dan menentukan main idea dan supporting details dari tiap paragraph, kali ini mereka akan menuliskan hasilnya di papan tulis. Karena ini kali kedua mereka melakukan hal tersebut, mereka menjadi lebih tertib dan patuh. Secara bergantian tiap kelompok menuliskan pendapat mereka dan mendiskusikan isi bacaan. Kali ini kesalahan grammar lebih sedikit disbanding pertemuan sebelumnya. "Main idea dari paragraph satu sudah benar?" "Benar miss." "Ada yang salah tidak grammarnya?" "betuul" jawab murid semangat.

After identified the main idea and supporting details of each paragraph then, students would rewrite it on the whiteboard. It was the second time they did this, they were more obedient and discipline than before. One by one they rewrite their opinion about the main idea and facts. This time the grammatical mistake was less than before. "Is the main idea of paragraph 1 correct?" asked the researcher. "Correct" "Any gramartical mistakes? "No, it was correct," said the students.

(App A/P109/FN 12/line30 -39)

Then, the researcher distributed some worksheets to each group. The students were asked to stick some pictures to the correct place. It was used to check their reading comprehension. In order to avoid the students' boredom, the

students created the task in an attractive way. They just needed to stick the picture.

In order to improve the students' grammar, the students were asked to do grammar activities. The researcher showed some pictures related to the text and one by one the students created sentences related to the text. Each student shouted and connected word by word into complete sentences. If they found a mistake during the activity, they should correct it together.

Due to the limited time, the students continued this activity on the worksheet and did the following tasks like, true false questions and crossword puzzle as the homework. After 15 minutes, the researcher and the students discussed the activities. Finally, the researcher reviewed all of the materials that had been discussed from the first meeting. She asked the students if there was any question about it. She also announced that there would be post-test in the next meeting and asked the students to prepare it. After that she closed the meeting with greeting.

c. Reflection

Previously, in Cycle 1, there were some problems during the implementation of the action. Therefore, the researcher and the collaborator formulated the revised action to be implemented in Cycle 1. After the implementation of the actions, the researcher and the collaborator discussed the result of Cycle 2. The reflection of Cycle 2 explores the implementation of the action in Cycle 2. The result of the observation and interviews with the English

teacher and the students served as the foundation of the reflection. The results of the reflection are presented below.

1. Using supporting activities based on the RAP strategy so that the students' reading comprehension and the classroom could improve.

Most indicator of the improvement of the students' reading comprehension and the classroom activities has been successfully achieved. Most of the students have already developed their skills in reading comprehension especially in finding main idea and supporting details or factual information. Yet, there were some problems during the implementation of RAP strategy in Cycle 1. In Cycle 2, the actions were revised in order to solve the problems and to improve the successful indicators that had not been achieved yet. The reflections of the actions are presented below.

a. Using paraphrasing activity, peer correction and connecting words activity based on the provided pictures to develop the students' grammar skills.

The researcher did not really focus on the grammar. In Cycle 1, most of the students had difficulties in identifying and using the grammar especially a past tense. They have problems in making sentences and statements in the past tense form. However, the collaborator and English teacher decided to continue giving more activities that could support the strategy. In reference to the discussion with the collaborators, the researchers still used paraphrasing and add new techniques like doing peer correction and doing connecting words activities. In Cycle 2, the students got and more understood the use of past tense and the language features. The peer correction technique, for example, facilitates the students to do critical

thinking about the grammar. The following interview transcript and field note justify the argument.

(4:21)

P meminta tiap kelompok mendiskusikan hasil kelompok mereka dengan hasil yang ada dipapan tulis. P bertanya, "apakah kalian setuju dengan main idea dan supporting details dari paragraph pertama?" "Setuju miss," jawab para murid. P bertanya, "do you find any mistakes on the grammar?" Kelompok dua menjawab, "ada miss, pada supporting details ke dua dari paragraph pertama seharusnya didepan not memakai would miss." "That's right, good. Sekarang coba diteliti lagi ya untuk kalimat selanjutnya."

The researcher asked each group to discuss their work group result with the result on the white board. The researcher asked "Do you agree with the main idea and the supporting details of the first paragraph?" "Yes, miss." Then, the researcher asked, "Do you find any mistakes on the grammar?" The group two answered, "the group three should put would before not miss." "That's right, good. Now, try to analyze the other sentences."

(App A/P 107/FN 11 line 48-53)

2. Using group discussion practice so that the students' interaction and participation during teaching and learning process could be improved.

In Cycle 1, the group discussion successfully improved the classroom interaction and the students' participation. However, the students became noisy and hard to be handled. Some groups consisted of noisy students and started to disturb their friends and did not actively involve in the discussion. They even did not do the tasks that were provided by the researcher. Thus, the researcher and the collaborators decided to keep such students apart. The students who have possibility to make noises would be placed in different group. The results of the

action were successful in developing classroom interactions and the students' participation.

In reference to the reflection of Cycle 2, the researcher and the collaborators concluded that all actions could improve the teaching and learning process of reading and the objective of the research was accomplished. Therefore, they decided to end the research in this cycle.

d. Summary of Cycle 2

In relation to the reflection of the actions, the researcher and the other team members concluded that all of the implemented actions were successful. There were some points as the findings of Cycle 2. The following statements are the findings of Cycle 2.

1. The successful results of the actions

- a) The RAP activities have successfully developed the students' reading comprehension skills.
- b) The activities successfully developed the students' grammar skill.
- c) The classroom interaction was getting better and intense.
- d) The students involved in the teaching and learning process obediently.

In conclusion, the implementation of actions in Cycle 2 successfully solved the problems in Cycle 1 as there were improvements on every indicator in each action. The researcher and the collaborators concluded that all actions could improve the teaching and learning process of reading. Therefore, they decided to end the research after Cycle 2 was conducted.

C. General Findings and Discussion

This study began on March 23, 2015 and ended on May 23, 2015. The objective of this research was to improve the teaching and learning process of reading at grade VIII of SMP Negeri 15 Yogyakarta. To solve the problems, the researcher implemented some actions based on the RAP strategy. All of the actions were successfully done in two cycles. The results of the research are presented in the following table.

Table 7: The Improvement Before and After the Implementation

No.	Reconnaissance	After Cycle I	After Cycle II					
1.	The students had difficulties in reading comprehension.							
	a. The students have lack of vocabulary knowledge.	The students' vocabulary improved, but they still need to learn more new unfamiliar vocabulary.	The students' vocabulary had rapidly improved. They know a lot of unfamiliar vocabulary.					
	b. The students are lack in grammar knowledge	Most of the students still had difficulties when dealing with the grammar in the text.	Most of the students have already understood the grammar, especially past tense which is used in the narrative text.					
	c. The students lack of the reading comprehension skills.	 Most of the students still had difficulties when dealing with the grammar in the text. The students had improved their reading comprehension skills, especially in 	Most of the students have already understood the grammar, especially past tense which is used in the narrative text. The students have improved in all of the reading comprehension skills.					

(Continued)

(Continued) 85

		identifying the main idea, supporting details, factual information, inferring words and determining the topic of a passage.	
2.	The teaching and learning activities were monotonous.	The activities are more varied and engage the students to involve in teaching learning process, but the class became noisy because of lack of classroom management.	The activities are more varied and the class management was well regulated. The students did the activities very well.
3.	The students' enthusiasm in teaching and learning process was low.	The students' enthusiasm was increased. They seemed more enthusiasts during the teaching and learning process.	The students have a big enthusiasm in teaching learning process especially in reading. They seemed more enthusiasts during the teaching and learning process. They voluntary participated in all activities.
4.	The classroom interaction was low.	The interaction between the teacher and the students and among the students was getting better.	The class interaction is improved. The students actively discuss, share their opinion and interact with their friends and the teacher.

Table 7 above describes the results of the implementation of the action. It can be concluded that the use of the RAP strategy could improve the students' reading comprehension and teaching and learning process.

Using the RAP strategy could improve students' reading comprehension skills. By doing the three steps in this strategy which are Read, Ask and Put, it helped the students comprehend a text in a systematic way. They could identify

the topic, main idea and supporting details of the text. They also could activate their memory about the information of the text. In the Ask step, students would identify the topic. The researcher also prompted the students to check their comprehension by asking the topic, the main idea and finally they would determine details that are essential to capture important information. Then, the students described their understanding of the passage in their own words. So that would improve the students' memory and understanding about the text that they had read.

In implementing the RAP strategy, the researcher also used some supporting activities that could maximize students' reading skills improvement in Cycle 1 and 2. The synonyms were given to assist and improve the use of RAP strategy. The activities also improved students' vocabulary. So that before the students used the strategy to comprehend the text, they did the synonyms activity first. The activities were created in a fun and interesting way in order to motivate the students during the learning process. The vocabularies used were taken from the text materials. They expected to find the synonyms and guess the meaning according to the text. This supporting activity did not just improve the vocabulary but also their understanding of the text.

The students learned how to look for or predict words in the text that may not be known by all students by discussing them. Students need to be encouraged and taught how to look at words in context and to then talk about them, as comprehension depends on processing at a word or sentence level. The teaching of vocabulary gave some benefits to all students involved in the intervention study as well as their classmates.

Moreover by paraphrasing, students' grammar knowledge also improved. Paraphrasing enables students to engage in the text and gain a greater understanding at the sentence level. Paraphrasing also helps students make sense of the text. They tried to rewrite or restate with their own words, then they would discuss and correct the sentence if they found grammatical mistakes. Furthermore, the use of peer correction and connecting word games were also used to deepen students' grammar knowledge.

The research also has shown that comprehension instruction could improve the reading comprehension of students, even for the struggling one. It would help students understand, remember and communicate with others about what they read.

Furthermore, using group discussion also improved students' participation and the classroom interaction. Before, the teaching and learning process was using teacher centered, so that students just had a little chance to share their idea and opinion. By using group discussion, every student has a chance to get engaged and participate to the group discussion. Therefore, the classroom interaction could be improved because students could work collaboratively with other students to do the activity and the teacher might help them during learning activity.

The improvement of students' reading comprehension ability could be seen from the result of the pre-test and post-test. The following table presents the summary of the score result of the pre-test and post-test.

Table 8: The Result of the Students' Reading Comprehension Pre-Test and Post-Test.

Test	Frequency	Mean	Standard Deviation
Pre-Test	36	61.11	6.74
Post-Test	35	85.57	5.65

Table 8 shows that the mean score of post-test (85.57) is higher than the mean score of pre-test (61.11). The increase of the score of students' reading comprehension test is 24.46 which show that there is an improvement of students reading comprehension ability.

Table 9: Students' Mean Score of Cycle Assessment

Cycle	Frequency	Mean	Standard Deviation
1	36	78.33	9.92
2	36	85.69	3.43

Table 9 also presents students' mean score obtained from the assessment of every cycle. The students' mean score of the assessments conducted in the end of Cycle 1 is (78.33) whereas the mean score of Cycle 2 is (85.69). The gain score is 7.36.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

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

A. Conclusions

The objective of this action research is to improve the eighth grade students' reading comprehension ability by using RAP strategy. It was conducted in SMP Negeri 15 Yogyakarta. The subjects of the research were the students of grade VIII E. The research started on March 23, 2015 until May 20, 2015. In this research, the RAP strategy was conducted in two cycles. This strategy consisted of three major activities of RAP. The researcher also implemented supporting activities such as guessing the synonyms of some words in the narrative text and confirming the meaning using the text they learned. The results of this research were presented below.

The implementation of the RAP strategy could improve the students' reading comprehension. The students got better understanding through the three steps of this simple strategy which are reading the text, asking the main idea and then paraphrasing the main idea and supporting details of the texts. The students also became aware in identifying the main idea and factual information in the texts. The group discussion also helped them comprehend the texts.

They could share and discuss their opinion together by using group discussion. The group discussion gave them more room to interact with their friends and also with the teacher. The students' vocabulary mastery also improved by doing the synonyms guessing activities. They said that the activities were really enjoyable and also motivating them to learn. Moreover, by doing paraphrasing and peer correction, the students got better understanding about grammar especially used in narrative texts. They could correct each other if they found any grammatical mistakes. As a conclusion, the researcher found that the RAP strategy could improve the students' reading comprehension.

In terms of quantitative data, the result of the students' score indicates the improvement of the students' reading comprehension. The scores were gained from Cycle 1 to Cycle 2. The mean score of reading comprehension increased from 61.11 in Cycle 1 to 85.57 in Cycle 2. The students mean score increased for 24.46. The increasing of mean score also appeared in reading assessments. The mean score of reading assessments increased from 78.33 in Cycle 1 to 85.69 in Cycle 2. The students mean score gained for 7.36. It proved that the implementation of RAP strategy was successful to improve students' reading comprehension in the process teaching reading.

B. Implications

With regard to the results of the research, the implementations of the RAP strategy successfully improve the students' reading comprehension ability on the grounds that it also improves the teaching and learning process of reading. Thus,

it is suggested that the RAP strategy could be used by the English teacher to assist the teaching and learning of reading.

C. Suggestions

After this research is conducted, there are some suggestions addressed to the students, the English teacher, and the other researchers.

1. To the students of SMP Negeri 15 Yogyakarta

There are many ways to read and comprehend the different kinds of text. However, RAP strategy helps students to have better reading comprehension ability especially finding topic, main idea and information detail information from the text.

2. To the English teacher

It is recommended that the teacher use various kinds of activities that challenge and motivate students in learning reading. The English teacher also should be aware of the students' needs and difficulties to apply a good solution. The RAP strategy can be chosen to improve the students' comprehension in reading and some aspects which will affect the comprehension.

3. To other researchers

For other researchers who conduct similar studies, they should conduct some studies to know further the application of the RAP strategy and its connection with students' reading comprehension.

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Appendix A
Field Notes

FIELD NOTES

No : FN 01

Hari, tanggal: Selasa, 10 Februari 2015

Jam : 08.30- 09.30 Tempat : Ruang Guru

Kegiatan : Bertmu dengan guru dan membicarakan penelitian

Responden: P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

P datang ke sekolah pada pukul 8.20. Kemudian, P menuju bagian tata usaha untuk melapor dan mengutarakan niat melakukan penelitian di SMPN 15 Yogyakarta. Karyawan TU kemudian mengarahkan P kepada Wakil Kepala Sekolah yang bertanggung jawab akan izin penelitian. P diantarkan untuk bertemu Wakil kepala sekolah dan bapak wakasek menyarankan untuk langsung berkonsultasi pada guru maple bahasa inggris secara langsung. P diarahkan ke ruang guru dan diberi informasi nama dari guru bahasa inggris yang hendak ditemui.

P dan GBI bertemu di ruang guru. GBI mempersilahkan P duduk. P menanyakan keadaan beliau dan menyampaikan maksud kedatangan P yaitu untuk melakukan penelitian di kelas VIII. GBI mengizinkan P untuk penelitian. GBI memberikan penjelasan bahwa beliau mengajar 4 kelas di kelas VIII. GBI menawarkan kelas VIII E sebagai subyek penelitian dan P menyetujuinya.

GBI menanyakan materi yang akan diujikan dan menyocokannya dengan silabus. P menjelaskan materi serta metode penelitian pada GBI. P memberikan proposal serta RPP yang telah dibuat sebagai bahan pertimbangan GBI. GBI pun menyetujuinya. GBI menayakan jumlah pertemuan yang akan dilakukan untuk penelitian. P menyelaskan bahwa P membutuhkan sekitar 7 kali pertemuan yang terdiri dari 1 kali ujicoba test dan 6 kali tidakan sudah termasuk dengan pre dan post-test. GBI memberikan izin dan memberikan jadwal pelajaran kelas VIII. GBI memberitahu bahwa jadwal pelajaran kelas VIII E ada pada hari rabu dan jumat. Sedankan untuk jadwal melakukan uji coba test dan pretest akan dibicarakan setelah P mengurus surat izin penelitian. Setelah bersepakat, P berterima kasih dan mohon pamit pada pukul 09.30.

No : FN 02

Hari, tanggal: Jumat 27 Februari 2015

Jam : 09.00-09.10

Tempat : Ruang Kepala Sekolah

Kegiatan : Memberikan surat izin penelitian

Responden: P (Peneliti)

WKS (Wakil Kepala Sekolah)

P datang ke sekolah pukul 09.00. Lalu P melapor pada bagian TU tatacara memberikan surat izin. Karyawan TU mengarahkan untuk bertemu dengan bapak WKS. Di tengah perjalanan menemui beliau, P dan WKS bertemu dilobi. P memberikan surat izin penelitian kepada beliau. WKS menjelaskan bahwa surat penelitian tersebut harus digandakan sebanyak 3 buah. 1 surat yang asli diberikan kepada bagian tata usaha dan selebihnya diberikan kepada WKS dan GBI.

P berterimakasih dan mohon izin untuk menggandakan surat penelitian terlebih dahulu. P menuju ruang fotokopi disekolah dan segera kembali menyerahkan surat tersebut pada WKS. WKS secara resmi menerima surat dan mengizinkan P untuk melakukan penelitian. Beliau juga mengarahkan P untuk menaruh surat ke bagian tata usaha. P mohon pamit kepada beliau dan menuju bagian tata usaha untuk menaruh surat izin penelitian.

No : FN 03

Hari, tanggal: Jumat 27 Februari 2015

Jam : 09.15-10.30 Tempat : Ruang Guru

Kegiatan : Konsultasi RPP dan jadwal penelitian dengan guru

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

P datang kesekolah pukul 09.15, kemudian menuju ruang guru untuk bertemu GBI. P menunggu GBI yang masih mengajar di kelas. Sesudah bel istirahat GBI kembali ke kantor dan kemudian P menemui beliau. P menyapa GBI dan memohon izin untuk meminta waktu GBI sebentar. GBI member izin P untuk berkonsultasi. P menunujukan RPP kepada GBI. GBI melihat dan memeriksa RPP yang dibuat P. GBI memastikan materi dan kelas yang akan menjadi objek penelitian P. P menjelaskan lagi bahwa P akan meneliti kelas VIII E dengan materi narrative text.

Seusai memeriksa RPP dan instrument penelitian, P memohon ijin untuk melakukan uji validitas soal kepada GBI. P menjelaskan bahwa kelas yang akan menjadi objek validasi soal adalah kelas yang berbeda dengan kelas yang akan menjadi objek penelitian. GBI member

rekomendasikan kelas VIII B untuk uji validitas soal. GBI menjelaskan bahwa kegiatan tersebut dapat dilakukan pada hari kamis minggu depan.GBI juga menambahkan penjelasan mengenai jadwal penelitian. GBI Menjelaskan bahwa waktu penelitian dapat dilakukan setelah mid semester, yaitu pada tanggal 14 April 2015. P menyetujui jadwal tersebut dan bertrimakasih atas kesempatan berbincang dan melakkan penelitian pada GBI. P mohon pamit dan keluar dari kantor guru.

No : FN 04

Hari, tanggal: Rabu 4 Maret 2015

Jam : 09.15-10.55

Tempat : Ruang kelas VIII E Kegiatan : Observasi kelas Responden : P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

Ss (Students)

Pada waktu itu tepat pukul 9.15 P dan GBI memasuki kelas VIII E. Beberapa murid terlihat gaduh dan asyik bermain, sedangkan sebagian dari mereka masih berada di luar kelas. Setelah GBI dan P memasuki ruang kelas, murid yang berada diluar kelas pun ikut masuk. Ketika GBI akan memulai kelas, beberapa murid masih berbicara dengan teman mereka. Akhirnya GBI memutuskan untuk menunggu murid-murid benar-benar siap memulai pelajaran,

GBI menyapa murid dan membuka pelajaran. "Good morning, everybody. Murid menjawab, "Good morning, miss". GBI bertanya lagi, "How are you today?" Murid menjawab, "I am fine. Thank you. And you?" GBI berkata, "I'm fine too. Thank you." Selanjutnya GBI mengecek daftar hadir semua murid dengan bertanya, "Who is absent today?" Murid menjawab, "Nihil, miss."

Kemudian GBI memperkenal P yang duduk di bangku belakang kepada semua murid kelas VIII E, bahwa P adalah mahasiswa yang akan melakuka penelitian di kelas ini. GBI bertanya pada murid, apakah mereka siap menerima pelajaran hari ini, dan murid menjawabb "Sudah miss." GBI memberikan topik belajar pada pelajaran hari ini yang masih berkaitan dengan topic belajar pertemuan selanjutnya yaitu *recount*. Lalu GBI memberikan penjelasan tentang materi hari ini dan meminta murid untuk membaca teks yang berjudul "last holiday". GBI berkata bahwa apabila diantara murid ada yang tidak mengetahui arti kata pada teks dianjurkan untuk menanyakan pada teman, mengecek kamus, kemudian bertanya pada GBI.

Beberapa murid ada yang serius membaca, ada juga yang sedikit gaduh membicarakn tentang arti dan isi teks, namun ada pula yang masih asyik mengobrol dan bermain hp.

Ada murid yang bertanya pada GBI "miss, wnt itu artinya apa?" GBI menjelaskan di depan kelas "Went adalah Verb II darii kata go yang artinya apa?" beberapa murid menjawab secara bersamaan, "pergiii" ada pula yang merespon jawaban dengan "ooo, pergi to". Kemudian murid kembali membaca teks tersebut.

Setelah membaca, GBI memeinta murid untuk mengerjakan soal yang berkaitan dengan teks tersebut. Sembari murd mengerjakan soal, GBI keluar kelas sebentar. Beberapa murid terihat mulai gaduh mengobrol dengan satu sama lain. Ketika kembali ke kelas GBI bertanya "ada kesulitan?", "ya sudah kalau tidak ada pertanyaan, kita bahas bersama-sama ya?" Murid pun menjawab "iya "miss."

GBI memberikan penjelasan tentang isi bacaan dan beberapa kata yang susah bagi murid. GBI juga meminta semua murid untuk mencatat penjelasan dan arti-arti kata yang mereka dapat untuk menghindari kelupaan di pertemuan selanjutnya. Beberapa anak terlihat patuh dan langsung mencatat, namun ada beberapa anak juga yang masih asyik bermain dan mengobrol dengan teman satu bangkunya. GBI juga menjelaskan bahwa murid-murid dapat menebak arti ata dari arti konteks kalimat. Tidak lama kemudian bel berbunyi. GBI mengakhiri pertemuan hari ini. GBI dan P meninggalkan ruang kelas.

No : FN 05

Hari, tanggal: Kamis, 5 Maret 2015

Jam : 7.15-8.30

Tempat : Ruang Kelas VIII B Kegiatan : Uji Coba Soal Tes Responden : P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

Murid-murid kelas VIII B

Pada pukul 06.45 P sampai di sekolah. P masuk dan menuju ke ruang guru. Berhubung GBI tidak ada di ruang guru, P memutuskan untuk menunggu di depan ruang kelas VIII B. GBI dan P bertemu di depan kelas VIII B. P dan GBI menunggu murid-murid selesai mengaji dan menyanyikan lagu Indonesia Raya.

Setelah murid-murid selesai, GBI dan P masuk ke ruang kelas. GBI mempersilahkan P untuk masuk dan duduk. GBI menanyakan pada murid apakah masih ada yang belum masuk kelas, atau tidak. Beberapa Murid mengatakan bahwa masih banyak yang masih kegiat agama yang belum memasuki kelas. GBI memutuskan untuk menunggu sampai murid-murid berkumpul secara lengkap. Setelah semua murid berkumpul, GBI menanyakan kabar dan mengecek daftar hadir murid. "Good morning students, how are you?", murid-muridpun menjawab "Good, thank you, and you?" "I am good, thanks" jawab GBI. GBI menanyakan kehadiran

murid-murid, "who's absent today? dan murid pun menjawab, "no one, masuk semua miss."

Setelah memastikan semua murid telah berkumpul, GBI mempersilahkan P untuk mengambil alih kelas dan mempersilahkan untuk memperkenalkan diri. P memperkenalkan diri pada murid-murid dan menjelaskan maksud kedatangannya, yakni hendak meminta bantuan untuk mengerjakan soal seputar reading comprehension. Bebrapa murid merespon dengan baik dan beberapa dari mereka ada pula yang kurang antusias, namun smua murid bersikap baik dan mau bekerja sama dengan P. P membagikan soal dan lembar jawab pada tiap murid. Murid mulai mengerjakan secara bersamaan. Beberapa murid ada yang bertanya seputar soal maupun arti kata yang mereka kurang ketahui. Murid mengerjakan soal dengan baik dan lancer selama 70 menit.

Setelah semua murid selesai mengerjakan soal, P mengucapkan terimakasih dan memberikan cenderamata kecil sebagai tanda terimakasih. P menutup kelas dan mengucapkan terimakasih pada murid.

No : FN 06

Hari, tanggal: Jumat, 13 Maret 2015

Jam : 9.15- 10.40

Tempat : Ruang kelas VIII E

Kegiatan: Pre-test

Responden: P (Peneliti)

Murid-murid kelas VIII E

P datang ke sekolah pada pukul 8.45. P tidak langsung menuju kelas namun menunggu pergantian jam pada pukul 9.15. Sebelumnya GBI memberitahukan P melalui telepon untuk langsung memasuki kelas VIII E tanpa menunggu beliau. Hal ini dikarenakan GBI sedang menilai ujian praktek kelas IX. Setelah bel berbbunyi, peneliti menuju kelas VIII E untuk mengadakan Pre-test.

Sesampainya P di depan kelas VIII E, keadaan murid-murid masih gaduh dan sebagian masih ada yang diluar kelas. P meminta murid-murid untuik memasuki ruang kelas. Setelah semua murid berkumpul, P melakukan perkenalan dan mengutarakan maksud kedatangan. Sebagian murid terlihat antusias namun ada juga yang kurang antusias. Hal ini dikarenakan materi belum diajarkan sebelumnya.

Pada sekitar pukul 9.25 pre-tes dilaksanakan. P mengingatkan untuk mengerjakan soal secara individu dan apabila murid mengalami kesulitan, murid boleh langsung menanyakan pada P. Murid-murid kelas VIII E mengerjakan soal dengan waktu 50menit.

Setelah semua murid-murid selesai mengerjakan soal, mereka langsung mengumpulkan soal dan lembar jawab di meja guru dengan teratur. P memberikan snack kecil sebagai tanda ucapan terimakasih pada

semua murid kelas VIII E. P berpamitan dan meninggalkan kelas dengan mengucapkan "good bye everyone."

No : FN 07

Hari, tanggal: Jumat, 27 Maret 2015

Jam : 08.30-09.30 Tempat : Ruang Guru

Kegiatan : Wawancara Pra-Implementasi Cycle I

Responden: P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

Pada hari itu, Jumat pukul 08.30, P datang ke sekolah. P langsung menuju ruang guru untuk menemui GBI. Saat P memasuki ruang kelas ternyata GBI sedang tidak berada di ruang guru. P memutuskan untuk menunggu. Tidak lama kemudian GBI memasuki ruang guru.

Lima menit kemudian, P memutuskan untuk bertemu beliau. P mengutarakan niat dan meminta izin untuk melakukan wawancara berkaitan dengan penelitian yang akan dilaksanakan di salah-satu kelas beliau. GBI mengizinkan dan memberikan waktunya.

GBI menyuruh P untuk duduk di ruang tamu kantor dan memulai wawancara. Topik wawancara berkaitan dengan cara mengajar, dan seputar reading comprehension. Wawancara dilakukan selama 7 menit. Setelah selesai, P berpamitan dan mengucapkan terimakasih.

No : FN 08

Hari, tanggal: Jumat, 24 April 2015

Jam : 09.30-10.50

Tempat : Ruang Kelas VIII E

Kegiatan : Implementasi *Cycle I* Pertemuan ke satu

Responden: P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

Kolaborator

Murid-murid kelas VIII E

Peneliti sampai disekolah pada pukul 8.30 dan langsung menuju kantor. P menemui dan menyapa GBI sebelum mengajar. GBI meminta P untuk menunggu sampai bel pelajaran berbunyi. Pada pukul 9.30 bel pelajaran ke 4 berbunyi, P bersama collaborator dan GBI memasuki kelas VIII E yang berada di lantai dua sekolah. Beberapa murid-murid kelas masih menikmati makanan mereka dan mengobrol di depan kelas. Saat P, GBI dan kolaborator hendak memasuki kelas, ada tiga murid yang meminta izin untuk terlambat memasuki kelas karena hendak memberikan pengumuman mengenai pertandingan voli. GBI mempersilahkan P untuk mulai mengajar. Sebelum memulai mengajar, P mempersiapkan media terlebih dahulu, P dibantu oleh seorang murid menyalakan LCD. Saat

semua murid sudah berkumpul, peneliti memulai pellajaran dengan mengucapkan salam dan menanyakan kabar para murid dengan berkata "Good morning everyone, How are you today?" Murid-murid menjawab "I am good, thankyou, and you? Dan P menjawab, "I am pretty good, thank you". Sebelum memulai pelajaran, P menanyakan apakah para murid kelas VIII E masih mengingat nama P, sebagian murid sudah lupa karena jarak pretest dengan hari pertama belajar-mengajar pada Cycle satu sudah hampir satu bulan.

P memulai pelajaran dengan menanyakan background knowledge murid mengenai narrative text. " Is there anyone who know what is narrative about?" Terdapat murid yang menjawab "narasii" namun sebagian dari mereka tidak menjawab. P kemudian membagikan handout yang berisi seputar materi narrative text dan regular irregular verb untuk membantu pemahaman murid. P menjelaskan materi tentang narrative text, beberapa murid terlihat masih sibuk mengobrol dan memainkan leptop oleh karena itu P mengingaktkan mereka untuk tidak mengobrol sendiri dan memberikan perhatian mereka selama proses belajar mengajar.

Setelah memberikan materi, P mengajak para murid untuk bermain guessing game. P menjelaskan bahwa permainan ini berhubungan dengan sinonim yang akan membantu para murid dalam melakukan pemahaman teks naratif. P membagi murid menjadi empat kelompok sesuai dengan lajur tempat duduk mereka. P menjelaskan aturan permainan dan memastikan semua murid paham. "are you ready? Shall we start now?" asked the researcher. The students replied "Yes, miss". Permainan pun dimulai, dan tiap klompok terlihat kompak dan bersemangat dalam menjawab. Murid terlihat antusias dengan melakukan game tersebut. Kelompok pertama menebak "N" miss, kelompok dua mengikuti "A" miss kelompok tiga salah menjawab huruf dalam kata tersebut dan kelompok empat berhasil menebak "ANNOYED, miss." Terlihat ada satu anak yang tidak semanagat, ketika P bertanya, murid tersebut menjelaskan bahwa iya sedang sakit". Setelah selesai, kelompok dua akhirnya muncul sebagai pemenang dan mendapat reward dari P.

Pelajaran kembali dilanjutkan dan memasuki tahap membaca,kali ini P membagi mereka menjadi kelompok yang beranggotakan empat murid. Kemudian, P meminta salah satu anak untuk membaca teks berjudul "The Mouse deer Stole Cucumbers" dan dilanjutkan oleh P yang diikuti oleh para murid. P meminta murid untuk mengamati dan bertanya tentang main idea dan supporting details dari paragraph ke-dua. Murid menentukan main idea yang dipandu oleh P dan melakukan paraphrase. P bertanya "What is the main idea of the second paragraph?" Para murid menjawab "The farmer was angry and surprised to see his cucumbers were stolen." P memuji para murid "Good, now it's the time to make your own words using the synonyms." "ayo sekarang di paraphrase pake

sinonimnya tadi."P dan para murid membuat kalimat bersama, "The farmer was mad and shocked to notice his cucumber were stolen."

P mengecek pemahaman murid dengan brtanya" Kali ini semuanya sudah paham belum? Kalo ada yang belum don't worry and don't be shy to ask me, okay?" "ya miss, paham ko." Setelah semua murid melakukan paraphrase, P meminta semua murid untuk melakukan diskusi dari hasil paraphrase mereka. "Group 1, could you tell me your main idea of the second paragraph?" P bertanya. Salah satu anggota menjawab, "the farmer was mad and shock to see his cucumbers were stolen." Kemudian P bertanya pada para murid, "kenapa memakai was tidak is?" Para murid menjawab secara serentak "karena past tense, miss." P mengapresiasi jawaban mereka dan kembali memberikan beberapa pertanyaan, salah satunya "Kalau kalimat 'he built a scarecrow' sudah benar belum?" Beberap murid menjawab benar dan beberapa menjawab salah. Namun, salah satu kelompok menjelaskan bahwa built termasuk dalam irregular verb, dan bentuk v1nya adalah build. P pun menjelaskan bahwa kelompok tersebut menjawab dengan benar. Tepat setelah melakukan diskusi klompok. P meminta waktu 5 menit kepada guru untuk mereview dan mengecek pemahaman para murid . P meminta murid untuk mempelajari dan meneruskan dirumah dan membagikan reward kepada pemenang dan menutup pelajaran hari ini dengan doa dan salam.

No : FN 09

Hari, tanggal: Rabu, 29 April 2015

Jam : 08.30-09.50

Tempat : Ruang Kelas VIII E

Kegiatan : Implementasi Cycle I Pertemuan ke dua

Responden : P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

Kolaborator

Murid-murid kelas VIII E

Peneliti sampai disekolah pada pukul 8.15 dan langsung menuju kantor menunggu jam pelajaran ke tiga dimulai. Setelah bel berbunyi, P dan kolabolator langsung menuju kelas VIII E karena GBI tidak ada di sekolah karena mempunyai kepentingan. Sesampainya di depan kelas VIII E, P dan K menunggu guru mata pelajaran jam ke 2 selesai mengajar. Tidak berlangsung lamu, guru tersebut keluar dan mempersilahkan P dan K masuk untuk mengajar. Keadaan kelas masih sangat ramai dan terdengar suara tembang jawa dari beberapa murid. Hal ini dikarenakan mereka baru saja melakukan penilaian menyanyi jawa.

P meminta para murid untuk diam dan mempersiapkan diri untuk belajar bahasa inggris. Beberapa murid masih terlihat mengobrol sendiri dan berisik. P meminta para urid untuk diam agar pelajaran bisa dimulai. P menyapa para murid dan mereview pelajaran sebelumnya berkaitan dengan narrative text dan strategi untuk mmahai. "Masih ingat kemarin kita belajar tentang apa?" tanya peneliti. Beberapa murid menjawab "Narrative text." Karena situasi kelas yang mulai gaduh, P dan K meminta paramurid untuk memberi perhatian mereka, "Ayo, diem sebentar, jangan bicara sendiri, kemaren kita belajar tentang apa lagi?" "Paraphrasing", jawab beberapa murid. P pun kembali menjelaskan sedikit dari materi kemarin untuk memastikan semua murid ingat dan paham.

P memulai pelajaran dengan mengajak para murid bermain game yang masih berkaitan dengan sinonim yang terdapat pada bacaan. Pada pertemuan kedua, para murid akan bermain matching game. P menjelaskan "You should match each word with its correct synonyms." "kalian harus mengingat di mana letak tiap pasangan synonym, apakah pada kartu nomer 1 dan 6, dsb". Seperti kemarin P membagi para murid menjadi empat kelompok sesuai jalur bangku. P menjelaskan bahwa kelompok yang tercepat menyelesaikan permainan adalah pemenang dan akan mendapatkan reward dari P. Beberapa murid terlihat masih kebingungan dan berkata "gimana miss, gamudeng.". P meminta semua murid untuk diam dan memperhatikan penjelasan agar tidak ada pertanyaan lagi. P menjelaskan aturan bermain lagi dan memastika semua murid paham.

Para murid mulai memainkan game tersebut grup A dan B dipandu P sedangkan Grup C dan D dipandu oleh K. Permainan berlangsung sangat seru, tiap kelompok terlihat sangat kompetitif. "Nomor 2 dan 5" tebak kelompok A, " ga cocok" jawab satu anak dari kelompok B. Permainan berlangsung sekitar 15 menit dan grup A menjadi yang tercepat "Yeeee, menang." Teriak grup A. Keadaan kembali menjadi gaduh. P meminta semua murid kembali ke bangku masing-masing.

P melanjutkan pelajaran dengan membagikan teks yang berjudul " A Fox and A Little Rabbit Story" dan beberapa worksheet. Kali ini mereka bekerja dalam grup dengan empat anggota. Sebelum membaca, P meminta para murid untuk menuliskan synonym dan definisi dari aktifitas bermain game. Kegiatan dilanjutkan dengan membaca dan setelah itu P memandu murid dalam bertanya dan menentukan main idea dan supporting details tiap paragraph. " Main idea dari paragraph pertama kira-kira apa hayo?" tanya P. " There lived a fox in a jungle." Jawab salah satu kelompok." Almost correct, There was a fox who lived alone in a jungle." ayo sekarang cari buktinya."

Setelah melakukan kegiatan membaca dan bertanya, P memandu murid untuk melakukan paraphrasing di setiap paragraph. Para murid terlihat memilih synonym yang sesuai dengan kalimat mereka. Beberapa kelompok masih kebingungan jadi, P membantu mereka untuk melakukan paraphrasing. Setelah semua kelompok selesai, P meminta para murid

untuk melakukan diskusi seperti pertemuan sebelumnya. Setiap kelompok menunjukkan hasil kerja mereka dengan mengutarakan main idea dan supporting details dengan bahasa mereka sendiri. Terdapat murid yang dapat memparaphrase dengan lancar namun ada pula murid yang masih melihat kertas karena kesulitan dalam mengungkapkannya. P kemudian membahas pola kalimat pada teks dan memngkoreksi apabila terdapat kesalahan dalam penulisan maupun pengucapan main idea dan supporting detail tiap paragraph. Dengan waktu yang tersisa, meminta murid untuk mengerjakan soal multiple choice sebagai media untuk mengecek pemahaman mereka terhadap teks bacaan tersebut. Setelah selesai masih tersisa waktu sekitar empat menit yang digunakan P untuk mereview pelajaran hari ini.

No : FN 10

Hari, tanggal: Jumat, 08 Mei 2015

Jam : 09.30-10.50

Tempat : Ruang Kelas VIII E

Kegiatan : Implementasi Cycle I Pertemuan ke tiga

Responden: P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

Kolaborator

Murid-murid kelas VIII E

P sampai ke sekolah pada pukul 8.45 kemudian P dan K menuju ruang guru bersama. P dan K menunggu bel pergantian jam pelajaran berbunyi sembari mempersiapkan materi. Saat bel berbunyi, P, K dan GBI menuju ruang kelas VIII E. Karena beberapa murid masih ada di luar ruang kelas, P meminta tolong pada salah satu murid untuk memanggilkan teman-teman yang lain unuk masuk kelas. "tolong dong, panggilin temen yang lain, disuruh masuk kelas gitu," ucap P. "Iya miss," jawab salah satu murid. Setelah semua murid berkumpul, P memulai pelajaran dengan mengucap salam dan kabar para murid. "Hello good morning, how are you doing?"." Good morning I am fine, thank you and you?" " I am good, tankyou," jawab P.

P meminta para murid agar tidak gaduh selama pelajaran berlangsung, "ayo, diem dulu semuanya, dua pertemuan yang lalu kita membahas teks apa saja?" Para murid menjawab "Mouse deer" "A fox". P membalas, "iya, pintar masih ingat semuanya." P juga bertanya tentang strategi membaca yang diterapkan selama dua pertemuan, para murid terlihat masih mengingat. Saat P bertanya mengenai generic structure, beberapa murid terlihat lantang menjawab. "Orientation, complication and resolution miss." Selanjutnya, P menjelaskan aktivitas yang akan mereka lakukan hari ini yaitu para murid akan memahami teks bacaan secara

individual tidak secara kelompok, hal ini dilakukan untuk mengukur kemampuan para murid secara individual.

Seperti dua pertemuan sebelumnya, P mengajak para murid untuk melakukan aktifitas seputar synonym dari teks yang akan dipelajari seputar teks hari ini. Untuk aktivitas ini, P membagi murid menjadi 9 kelompok yang terdiri dari 4 anggota. P menjelaskan cara bermain terlebih dahulu agar para murid tidak kebingungan. "Kali ini kita akan bermain aktivitas yang menyenangkan seperti biasanya, "Shade the words, jadi yang perlu kalian lakukan adalah mewarnai berbagai kata dalam bentuk diagonal, vertical maupun horizontal." "Kelompok yang paling banyak menemukan kata adalah pemenangnya." Para murid terlihat antusias seperti biasa. "Yeeeee." Permainan pun dimulai, terdapat empat kelompok sesuai lajur tempat duduk mereka. Setiap kelompok secara bergantian mengirimkan anggotanya untuk maju mewarnai kata yang ditempel pada papan tulis. P dan para murid sangat antusias karena skor yang selalu imbang. " Ayo cepet jawab, reflection kui lho." Permainan berlangsung selama 10 menit dan P memberi penghargaan kepada dua kelompok pemenang.

Aktivitas dilanjutkan dengan aktivitas membaca teks "*The Greedy Dog Story*" Pmeminta beberapa anak untuk membaca teks tersebut, agar tidak mengobrol sendiri sekaligus memperbaiki jika pengucapannya salah. Setelah membaca, P meminta peserta didik untuk melanjutkan ke tahap selanjutnya. "Ayo, tahap selanjutnya apa?" Para murid menjawab dengan semangat, "ask, paraphrase miss." P mengapresiasi para murid dan meminta mereka melanjutkan pekerjaan tanpa membuat kegaduhan.

Aktivitas berlangsung selama 35 menit, dan setelah selesai, P dan para murid membahasnya secara bersama-sama. P meminta beberapa murid untuk menceritakan kembali tentang main idea dan supporting details secara oral. Walaupun tidak semua murid bisa melakukannya, cukup banyak murid yang mau mencoba. "This story is about a greedy dog, the dog is hungry and then it looked for food everywhere then it found a bone, thankyou" Setelah mendengarkan hasil paraphrase mereka, P mengapresiasinya dengan memberikan reward. Kemudian P membagikan soal berbentuk true false dan crossword puzel. Setelah selesai P mereview semua kegiatan pelajaran dan menutup aktivitas dengan salam.

No : FN 11

Hari, tanggal: Rabu, 13 Mei 2015

Jam : 08.30-09.50

Tempat : Ruang Kelas VIII E

Kegiatan : Implementasi Cycle II Pertemuan ke satu

Responden: P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

Kolaborator

Murid-murid kelas VIII E

Peneliti sampai disekolah pada pukul 8.15 dan langsung menuju kantor menunggu jam pelajaran ke tiga dimulai. Setelah bel berbunyi, P, K langsung menuju kelas VIII E. GBI tidak bisa mengikuti karena mempunyai kesibukan lain. P dan K memasuki ruang kelas dan segera menertibkan para murid karena kelas sangat gaduh dan ramai.

P meminta para murid untuk diam dan mempersiapkan diri untuk belajar bahasa inggris. Beberapa murid masih terlihat mengobrol sendiri dan berisik. P meminta para murid untuk diam agar pelajaran bisa dimulai. P juga meminta agar semua *gadget* disimpan terlebih dahulu. P menyapa para murid dan mereview pelajaran sebelumnya berkaitan dengan narrative text dan strategi untuk memahami yang sudah dilakukan selama tiga pertemuan. "Masih ingat kemarin kita belajar tentang apa?" tanya peneliti. Beberapa murid menjawab "Greedy dog story" Karena situasi kelas yang mulai gaduh, P dan K meminta para murid untuk memberi perhatian mereka kepada pelajaran, "Ayo, diem sebentar, jangan bicara sendiri, kemaren kita belajar tentang apa lagi?" "*game,rap, paraphrasing*", jawab beberapa murid. P pun kembali menjelaskan sedikit dari materi kemarin untuk memastikan semua murid ingat dan paham tentang strategy yang mereka gunakan dan teks narrative yang mereka pelajari.

P memulai pelajaran dengan mengajak para murid bermain game yang masih berkaitan dengan sinonim yang terdapat pada bacaan. Kali ini P membagi kelompok para murid menjadi 4 kelompok besar. Untuk meningkatkan motivasi murid dalam belajar, kali ini P memilih "fly swat game" untuk membatu meningkatkan vocabulary murid. Pada pertemuan pertama pada Cycle kedua, para murid akan bermain game tentang synonym. P menjelaskan aturan permainan serta menjelaskan bahwa kelompok yang tercepat menyelesaikan permainan adalah pemenang dan akan mendapatkan reward dari P.

Permainan berlangsung sangat seru, tiap kelompok terlihat sangat kompetitif dan bersemangat. P berkata, "the first word is jungle." Representative dari tiap kelompok maju dan mencari kata pada papan tulis. Beberapa murid terlihat semangat mendukung kelompok mereka. "Cepet, woods, diatas." "Ya bener, yes," terdengar para murid memberi arahan

kepada kawan mereka. Permainan berlangsung selama 10 menit dan kelompok B keluar menjadi pemenang. P dan para murid secara bersamasama membahas hasil permainan tersebut dan memperbaiki kesalahan yang ada. P bertanya, " did you have fun?" "Yes," the students shouted happily. "Did it improve your vocab?" tanya P. " Yes, miss," jawab para murid.

P melanjutkan pelajaran dengan membagikan teks yang berjudul "A Bear and a Rabbit Story" dan beberapa worksheet. Kali ini mereka bekerja dalam grup dengan empat anggota. Sebelum membaca, P meminta para murid untuk menuliskan synonym dan definisi dari aktifitas bermain game. Kegiatan dilanjutkan dengan membaca dan setelah itu menentukan main idea dan supporting details tiap paragraph. Kali ini P meminta tiap kelompok untuk menuliskan hasil paraphrase mereka di papan tulis. Kelompok satu akan menulis main idea paragraph satu, kelompok dua akan melanjutkan memparaphrase supporting details ke satu, kelompok tiga akan menuliskan supporting details ke dua dari paragraph pertama dan diteruskan oleh kelompok lain pada paragraph ke dua dan tiga. Setelah semuanya selesai, P meminta tiap kelompok mendiskusikan hasil kelompok mereka dengan hasil yang ada dipapan tulis. P bertanya, "apakah kalian setuju dengan main idea dan supporting details dari paragraph pertama?" "Setuju miss," jawab para murid. P bertanya, "Is there any mistakes on the grammar?" Kelompok dua menjawab, "pada supporting details ke dua dari paragraph pertama seharusnya didepan not memakai would miss." "That's right, good. Sekarang coba diteliti lagi ya untuk kalimat selanjutnya."

Setelah melakukan kegiatan memahami bacaan, P meminta para murid untuk mengerjakan soal dalam bentuk crossword puzzle, true-false question untuk mengecek pemahaman reading comprehension mereka. Para murid juga melakukan aktifitas writing past tense form sentences untuk meningkatkan kemampuan grammar mereka. P membantu beberapa kelompok yang masih kesulitan dalam menjawab. Tanpa dikomando dalam kelompok mereka berdiskusi bersama., Para murid terlihat lebih semangat mengerjakan karena mendapat soal dengan bentuk yang berbeda. Setelah para murid selesai melakukan pelajaran. P mereview pelajaran dan mengahiri pertemuan dengan saam.

No : FN 12

Hari, tanggal: Jumat, 15 Mei 2015

Jam : 09.30-10.50

Tempat : Ruang Kelas VIII E

Kegiatan : Implementasi Cycle II Pertemuan ke dua

Responden: P (Peneliti)

GBI (Guru Bahasa Inggris Kelas VIII)

Kolaborator

Murid-murid kelas VIII E

P sampai ke sekolah pada pukul 8.45 kemudian P dan K menuju ruang guru bersama. P dan K menunggu bel pergantian jam pelajaran berbunyi sembari mempersiapkan materi. Saat bel berbunyi, P dan K menuju ruang kelas VIII E. Keadaan kelas masih gaduh dan ramai, P meminta ketua kelas untuk mengkondisikan kelas. "tolong, dikondisikan dulu kelaasnya," ucap P. "Iya miss," jawab ketua kelas. Setelah semua murid berkumpul, P memulai pelajaran dengan mengucap salam dan bertanya kabar para murid. "Hello good morning, how are you doing?"." Good morning I am fine, thank you and you?" "I am good, thank you," jawab P.

Sebelum P memulai aktivitas pembelajaran membaca, P menunjukkan beberapa gambar pada murid. P bertanya kepada murid, "what is on your mind when you see the picture?" Terdengar beberapa murid menjawab, "angsa bertelur emas miss", "golden eeg miss" "Good, so do you know, who is he?" "Poor man, miss." "Farmer, miss.", jawab sebagian murid. Selanjutnya, P menjelaskan bahwa murid akan melakukan berbagai aktivitas menarik hari ini. Seperti biasanya sebelum kegiatan membaca, P akan melakukan kegiatan game terlebih dahulu. Para murid pun sudah terlihat antusias "Game, miss, game." Karena banyak murid yang menyukai "match the word" game, untuk pertemuan kali ini P memutuskan untuk menggunakannya untuk menambah vocabulary mereka. P kembali menjelaskan aturan bermain, karena permainan ini sudah pernah dilakukan sebelumnya, para murid sudah lebih paham dan tertib dalam bermain. Kali ini yang menjadi pemenang adalah grup A. Seusai melakukan aktivitas tersebut, P membagi murid menjadi 9 kelompok yang masing-masing beranggotakan empat murid. emnjelaskan bahwa para murid akan melakukan hal yang sama pada pertemuan sebelumnya. P bertanya pada murid." Students, could you tell me the step of RAP strategy? Anyone knows? Para murid menjawab bersahutan, "Read, Ask, Paraphrase miss." Setelah semua murid berdiskusi dan menentukan main idea dan supporting details dari tiap paragraph, kali ini mereka akan menuiskan hasilnya di papan tulis. Setiap kelompok menuliskan pendapat mereka mengenai main idea dan supporting details. Karena ini kali kedua mereka melakukan hal tersebut,

mereka menjadi lebih tertib dan patuh. Secara bergantian tiap kelompok menuliskan pendapat mereka dan mendiskusikan isi bacaan. Kali ini kesalahan grammar lebih sedikit disbanding pertemuan sebelumnya. "Main idea dari paragraph satu sudah benar?" "Benar miss." "Ada yang salah tidak grammarnya?" "betuul" jawab murid semnagat.

Setelah melakukan kegiatan RAP paraphrasing strategy, para murid akan diuji pemahamannya. Kali ini, P membuat media menarik agar para murid tidak bosan. P membuat siklus bagan narrative text yang berisi tokoh, setting, karakter, maupun struktur teks. P menjelaskan bahwa yang perlu murid lakukan ialah memilih gambar yang telah disediakan kemudian ditempel pada posisi bagan yang tepat. Hal ini akan memperlihatkan pemahaman mereka. Para murid terlihat lebih tertib dan antusias "Nempelnya terserah kita kan miss yang milih?" "Iya, temple sesuai pemahaman kalian." "Yes," jawab beberapa murid. Para murid mengerjakan aktivitas tersebut selama 15 menit dan sisa waktu yang masih banyak diisi dengan mengerjakan aktivitas yang lain seperti crossword puzzle maupun true false question.

Waktu yang tersisa dimanfaatkan P untuk mengulas pelajaran hari ini dan sebelumnya. Hal ini dilakukan untuk memastikan bahwa murid benar-benar paham. P mereview semua kegiatan yang dilakukan oleh murid selama lima pertemuan. P menjelaskan bahwa kegiatan besok adalah post test. Para murid terlihat kecewa, "Yaah, miss." P meminta semua murid untuk mempersiapkan diri dan mengingat lagi materi yang telah diajarkan oleh P. Berhubung bel berbunyi, P memutuskan untuk menutup pelajaran hari ini dengan doa dan salam.

No : FN 13

Hari, tanggal: Rabu, 20 Mei 2015

Jam : 08.30- 09.40

Tempat : Ruang kelas VIII E

Kegiatan : Post-test

Responden: P (Peneliti)

Murid-murid kelas VIII E

P sampai di sekolah pada pukul 8.20. P tidak langsung menuju kelas namun menunggu pergantian jam pada pukul 8.30. Saat bel berbunyi P langsung menuju ruang kelas VIII E, hal ini telah menjadi kesepakatan dengan GBI.

Sesampainya P di depan kelas VIII E, keadaan murid-murid masih gaduh dan sebagian masih ada yang diluar kelas. P meminta murid-murid untuik memasuki ruang kelas. Setelah semua murid berkumpul, P menyapa para murid, mengecek daftar hadir dan mengungkapkan maksud pertemuan hari ini. P menjelaskan bahwa hari ini merupakan pertemuan

terahir dan para murid akan mengerjakan *Post test.* "Ya miss, ko sudah selese." "Ngajar sini aja lagi miss," teriak beberapa murid. P meminta semua murid untuk diam dan mulai membagikan soal berjumlah 40 butir.

Pada sekitar pukul 08.40 *post-test* dilaksanakan. P mengingatkan untuk mengerjakan soal secara individu dan apabila murid mengalami kesulitan, murid boleh langsung menanyakan pada P. Murid-murid kelas VIII E mengerjakan soal dengan waktu sekitar 40 menit.

Setelah semua murid-murid selesai mengerjakan soal, mereka langsung mengumpulkan soal dan lembar jawab di meja guru dengan teratur. P mengucapkan terimakasih kepada para murid dan memberikan kenang-kenangan sederhana sebagai tanda ucapan terimakasih pada semua murid kelas VIII E. P berpamitan dan meninggalkan kelas dengan mengucapkan "thank you,good bye everyone, nice to meet you."

Appendix B Interview Transcripts

INTERVIEW TRANSCRIPTS

Interview 1 (with the English teacher before implementation)

Day

: Friday : March 13th, 2015 Date

: 8.35 a.m. Time R : Researcher : English Teacher \mathbf{T}

R	:	Bu, Bagaimana pembelajaran reading di kelas?
T	:	Pembelajaran kaitannya dengan apa mbak?
R	:	Reading bu, jadi aktifitas di kelasnyabagaimana? Apakah siswa
		antusias?
T	:	emkalo kaitannya dengan reading, kita buat RPP yang menarik
		bagi siswa, karena terus terang kalo reading itu sesuatu yang kalo
		kita tidak meng-create kelas itu memang membosankan karena
		membaca teks, terutama kalo teks-teksnya narrative. Narrative itu
		memang susah dipahami, kalo recaunt masih bisa vocabnya, kelau
		seperti narrative, kita harus meng-create semenarik mungkin bagi
D		siswa.
R	:	Lalu bu, Bagaimana kemampuan membaca siswa, apakah sudah
Т		memenuhi harapan? Kalo saya memang ada kelas-kelas yang, apa namanya, bisa secara
1	•	kalo nanti penilaian itu nilainya memang sesuai ketuntasan, dalam
		arti vocabnya itu bisa sudah banyak, perbendaharaanya dikelas
		tertentu, tapi ada juga kelas-kelas yang vocabnya minim
R	:	Jadi, kesulitan siswa dalam memahami teks Bahasa Inggris itu apa
		bu?
T	:	Ya vocab itu,
R	:	Terus bu, strategi membaca apa yang sudah Ibu terapkan untuk
		membantu pemahaman siswa?
T	:	Kalau saya ya hanya diberikan banyak teks saja supaya apa namanya,
		perbendaharaannya semakin banyak.
R	:	Terus bu, apakah siswa sudah menerapkan strategi tersebut dalam
Т		kegiatan reading dikelas?
T	<u>:</u>	Ya sudah, selama pembelajaran ini
R		Apakah strategi yang sudah efektif membantu siswa dalam memahami teks bacaaan?
Т		Saya rasa belum, karena apa namanya untuk memudahkan siswa
1	•	dalam konteks itu nanti waktu yang lain lagi sudah lupa lagiiya
R	•	Apakah Ibu memeriksa pemahaman siswa setelah kegiatan <i>reading</i> ?
T	•	Iyaa
R	:	Apakah siswa bertanya kepada guru jika menemui kesulitan dalam
	-	memahami bacaan?

T	:	Iya, iya,
R	:	Lalu bu, apakah siswa bertukar pendapat mengenai pemahaman
		mereka terhadap bacaan?
Т	:	Iya, biasanya em, cari di kamus, sya memang sebelum tanya ke saya, tanya dulu ketemen, lalu cari di kamus, kalau belum tahu baru tanya ke saya
R	:	Ya sudah bu, terimakasih atas waktunya ya bu

Interview 2 (with the student before implementation)

Day : Friday Date : March 13th, 2015

Time : 10.20 a.m. R : Researcher **S1** : Student 1

R	:	Wawancara sebentar ya dek,
S1	:	Oke
R	:	Oke,kondisi pembelajaran <i>reading</i> di kelas itu gimana dek?
S1	:	Emmm ya gitu mbak mbaca teks
R	:	Biasanya, teknik Ibu guru mengajar teks Bahasa Inggris tu
0.1		gimana?
S1	:	Ya biasa mba, mbaca-mbaca teks terus dibahas.
R	:	Oo, keras sedikit ya, terus kesulitan apa si yang kamu hadapi selama belajar Bahasa Inggris terutama saat membaca teks?
S1	:	Biasanya kata-katanya sulit dimengerti
R	:	Sulit dimengerti
S1	:	terus nggak tau artinya juga, jadi susah paham teksnya mba.
R	:	artinya, terus apalagi? Cuma itu?
S1	:	kesulitannya si itu doang
R	:	Terus kamu tau ga strategi membaca apa yang telah diajarkan ibu
		guru?
S1	:	Maksudnya mbak?
R	:	Ya biasanya dikasih langkah-langkahnya dulu atau ga?
S1	:	emmm disuruh baca si mbak, ntar kata susah dicari
R	:	Terus dek,strategi tersebut sering kamu gunain ga kalo lagi baca?
S1	:	Ya pas pelajaran mbak
R	:	Strategi itu kamu rasa udah membantu belum?
S1	:	Ga begitu mbak, soalnya masih banyak yang ga mudeng kadang
R	:	Biasanya habis pelajaran, bu guru ngecek pemahaman kalian ga?
S1	:	Kadang-kadang kalo ga ada dikamus mbak
R	:	Biasanya Ibu guru ngasih waktu kalian buat tuker pendapat
		tentang pemahaman kalian ga?
S1	:	Iya Mbak
R	:	Iya udah, makasih ya

Interview 3 (with the student before implementation)

Day : Friday
Date : March 13th, 2015
Time : 10.22 a.m. R : Researcher **S2** : Student 2

-		5
R	:	Emm, mau wawancara sebentar yaBiasanya kondisi pembelajaran
		reading di kelas gimana?
S2		Kondisinya ya gimana ya mbak, mbaca teks dibuku si mba
R		Biasanya teknik yang ibu guru gunain itu gimana?
S2	:	Disuruh mbaca terus misal ada yang gak tau, dicari artinya.
R	:	
		bacaan bahasa inggris itu apa si?
S2	:	Kosakata nya yang belum ngerti
		entang yang belum dijelasin ya itu kata-katanya juga gitu
R	:	Terus dek,strategi membaca apa yang diajarin ibu guru ada gak?
S2	:	Emm ga ada si mbak, paling yo mbaca terus njawab pertanyaan, kalo ga
		tau cari dikamus
R	:	Ooo, terus kalo gitu, strategi itu sering kamu gunain ga di luar atau
		didalam kelas?
S	:	Ya mbak, kadang-kadang
R	:	Kamu udah merasa terbantu ga waktu memahami membaca teks Bahasa
		Inggris?
S2	:	Sedikit si mbak, soalnya biasannya tuh apa bingung masih ga ngerti
R	:	Terus nih, ibu guru gecek pemahaman kalian ga setelah kegiatan
		membaca?
S2	:	Maksudnya mbak?
R	:	Ya ditanya semisal atau ngerjain tugas?
S2		Iya mbak ditanya, nggarap soal
R	:	Terus dek, biasanya kalo ga paham atau ga ngerti artinya kamu tanya ke
		bu guru gak?
S2	:	Jarang, paling kalo ga tau mbak
R	:	Biasanya suka tukar pendapat sama temen ga?
S2	:	Iya mbak, kalo ga ngerti artinya biasanya tanya
R	:	Oke, makasih yaa

Interview 4 (with the student before implementation)

Day : Friday
Date : March 13th, 2015
Time : 10.24 a.m.

: Researcher R S : Student 3

R	:	biasanya kondisi pembelajaran <i>reading</i> di kelas gimana?
S3	:	Biasa aja miss, kaya pelajaran biasa
R	:	Biasanya teknik yang ibu guru gunain itu gimana?
S3	:	Tekniknya kaya biasa si
R	:	Terus biasanya kesulitan yang kamu rasain selama memahami teks
		bacaan bahasa inggris itu apa si?
S3	:	Kosakata nya yang belum ngerti terus tentang yang belum dijelasin,
		isi pokok, ya itu kata-katanya juga gitu
R	:	Terus dek,strategi membaca apa yang diajarin ibu guru ada gak?
S3	:	Disuruh memahami bacaan
R	:	Ooo, terus kalo gitu, strategi itu sering kamu gunain ga di luar atau
		didalam kelas?
S3	:	jarang
R	:	Kamu udah merasa terbantu ga waktu memahami membaca teks
		Bahasa Inggris?
S3	:	Belum, soalnya banyak kata-kata yang ga ngerti
R	:	Terus nih, ibu guru gecek pemahaman kalian ga setelah kegiatan
		membaca?
S3	:	Iyaa
R	:	Terus dek, biasanya kalo ga paham atau ga ngerti artinya kamu tanya
		ke bu guru gak?
S3	:	Iyaa
R	:	Biasanya suka tukar pendapat sama temen ga?
S3	:	Kadang-kadang
R	:	Oke, makasih yaa
		·

Interview 5 (with the student before implementation)

Day : Friday

: March 13th, 2015 **Date**

Time : 10.24 a.m. R : Researcher **S4** : Student 4

R	:	Mbak mau wawancara sdikit yaa, gimana si kondisi pembelajaran
		reading di kelas?
S4	:	Kadang bosenin
R	:	Oooo, terus biasanya kesulitan yang kamu rasain selama memahami
		teks bacaan bahasa inggris itu apa si?

S4	:	bahasa inggris cuman kesulitan mencari arti arti katanya saja
R	:	Terus dek, strategi membaca apa yang diajarin ibu guru, ada gak?
S4	:	Ga ada si, paling dijelasin trus baca, kalo ada yang gak tau cari dikamus
R	:	Ooo, terus kalo gitu, strategi itu sering kamu gunain ga di luar atau
		didalam kelas?
S4	:	Iya mbak
R	:	Kamu udah merasa terbantu ga waktu memahami membaca teks
		Bahasa Inggris?
S4	:	Sedikit
R	:	Terus nih, ibu guru suka ngecek pemahaman kalian ga setelah kegiatan
		membaca?
S4	:	Iyaa
R	:	Terus dek, biasanya kalo ga paham atau ga ngerti artinya kamu tanya ke
		bu guru gak?
S4	:	Ya, kadang
R	:	Biasanya suka tukar pendapat sama temen ga?
S4	:	Iya mbak
R	:	Udah, makasih yaa

Interview 6 (with the student before implementation) Day : Friday Date : March 13th, 2015 Time : 10.26 a.m.

R : Researcher \mathbf{S} : Student 5

- D		
R	:	Biasanya menurut mega kondisi pembelajaran reading di kelas itu
		gimana?
S5	:	Kadang kalo teksnya banyak ga ngerti suka bosen
R	:	bosen, terus biasanya kesulitan yang kamu rasain selama memahami
		teks bacaan bahasa inggris itu apa si?
S5	:	Nggak tau artinyaSusah ngomongnya
R	:	Terus mega, strategi membaca apa yang diajarin ibu guru, ada gak?
S5	:	Disuruh mbaca ttrus kalo ga tau artinya tanya cari dikamus
R	:	oya, strategi itu sering kamu gunain ga di luar atau didalam kelas?
S5	:	Iya kadang
R	:	Kamu udah merasa terbantu ga waktu memahami membaca teks
		Bahasa Inggris?
S5	:	Lumayan tp susah si kadang
R	:	Terus nih, ibu guru suka ngecek pemahaman kalian ga setelah kegiatan
		membaca?
S5	:	Iyaa
R	:	Terus dek, biasanya kalo ga paham atau ga ngerti artinya kamu tanya ke
		bu guru gak?
S5	:	iya

R	:	Biasanya suka tukar pendapat sama temen ga?
S5	:	Iya mbak
R	:	Oke, makasih yaa

Interview 7 (with the student before implementation) Day : Friday Date : March 13th , 2015 Time : 10.32 a.m.

: Researcher **S6** : Student 6

R	:	Biasanya, kondisi pembelajaran <i>reading</i> di kelas gimana?
S6	:	Maksudnya?
R	:	Iya menyenangkan,biasa aja atau kadang membosankan?
S6	:	Kalo teksnya susah kadang bosen kalo gampang enak
R	:	Gitu ya, terus biasanya kesulitan yang kamu rasain selama memahami
		teks bacaan bahasa inggris itu apa si?
S6	:	Ga paham
R	:	Ga paham isi, kosak katanya juga?
S6	:	Iya, informasi informasi teks biasanya, kata-katanya juga harus dibaca
		berulang-ulang biar tau.
R	:	Terus dek,strategi membaca apa yang diajarin ibu guru, ada gak?
S6	:	Dijelasin terus disuruh baca si ngerjain
R	:	Ooo, terus kalo gitu, strategi itu sering kamu gunain ga di luar atau
		didalam kelas?
S6	:	Kadang-kadang
R	:	Kamu udah merasa terbantu ga waktu memahami membaca teks
		Bahasa Inggris?
S6	:	Ya, kadang
R	:	Terus nih, ibu guru suka ngecek pemahaman kalian ga setelah kegiatan
		membaca?
S6	:	Suka
R	:	Terus dek, biasanya kalo ga paham atau ga ngerti artinya kamu tanya ke
		bu guru gak?
S6	:	Iya, cari di kamus, tanya temen, kadang ya bu guru
R	_:	Biasanya suka tukar pendapat sama temen kalo lagi memahami teks?
S6	_:	Sukaa
R	_:	Udah ya, makasih yaa

Interview 8 (with the English teacher after implementation Cycle 1)

Day : Wednesday Date : March 30th, 2015

Time : 11.00 a.m.
R : Researcher
T : English Teacher

R	:	Bagaimana pendapat ibu mengenai action yang baru saja peneliti terapkan?
Т	:	Menurut saya pembelajarannya sudah baik mbak, pelajaran reading yang biasanya membosankan bisa dibuat menyenangkan, strategi RAP tadi ya juga sistematis jadi anak bisa paham satu-satu, dari main idea dan lebih paham tentang bacaannya, saya kira demikian.
R	:	Apa kekurangan dari action yang tadi saya terapkan bu?
Т	:	emkalo bicara tentang kekurangan, saya rasa menejemen waktunya harus dikelola lebih baik lagi agar punya waktu lebih banyak untuk mereview, dan kadang siswanya kurang kondusif ya, masih ada beberapa anak yang ribut sendiri
R	:	Lalu bu, Bagaimana pendapat ibu mengenai implementasi berbagai macam synonym game sebelum siswa melakukan RAP?
T	÷	Saya rasa cukup baik mbak, siswa juga terlihat antusias, tidak membosankan dan menambah vocabulary mereka saya rasa kalo bisa terus dibuat kegiatan menarik seperti ini agar kosak katanya juga meningkat.
R	:	Jadi aspek apa saja yang perlu ditingkatkan dan diperbaiki bu pada strategi ini?
T	:	Ya saya rasa sudah baik mbak, mungkin lebih jelas lagi dalam memberikan instruksi kepada siswa, oh ya saya rasa memberikan tips untuk menentukan moral value perlu diberikan, saya kira demikian, sudah cukup bagus.
R	:	Terimakasih bu

Interview 9 (with the student after implementation Cycle 1)

Day : Wednesday
Date : March 30th, 2015

Time : 10.40 a.m. R : Researcher S7 : Student 7

R	:	Bagaimana pendapat kamu tentang pembelajaran yang baru saja
		dilakukan?
S7	:	Bagus ko caranya,
R	:	Terus, kelebihannya dibanding pelajaran reading dengan strategi
		lainnya apa?
S7	:	Kalo sama bu guru si cuma bahas-bahas doing, tapi kalo pelajaran yang
		ini asik aja gitu, soalnya ada langkah-langkahnya apalagi gamenya.

R		Oke, terus kegiatan synonym game yang kita lakukan sebelum kegiatan membaca apakah membantu kamu dalam menambah vocab dan memahami kata dalam bacaan?
07		
S7		Iya, iya
R	:	Terus kekurangan dari pelajaran reading tadi disbanding pelajaran
		reading yang lain kira-kira apa?
S7		Kekurangannya mungkin pada rame
R		Terus saran kamu untuk pelajaran selanjutnya apa?
S7	:	Udah bagus si sebenernya, paling sarannya lebih ga rame lagi
R		Makasiiih

$\begin{array}{ll} \textbf{Interview 10 (with the student after implementation Cycle 1)} \\ \textbf{Day} & : Wednesday \\ \textbf{Date} & : March 30^{th} \ , 2015 \\ \textbf{Time} & : 10.40 \ a.m. \end{array}$

R : Researcher **S8** : Student 8

R	:	Bagaimana pendapat kamu tentang pembelajaran yang baru saja dilakukan?
S8	:	Seru, asyik, nyenengin juga mba soalnya gampang dimengerti.
R	:	Terus, kelebihannya dibanding pelajaran reading dengan strategi lainnya apa?
S8	:	Terus kelebihan pelajarannya tuh, kalo diajar mbaknya tuh lebih seru, lebih ada pacuan untuk lebih belajar lagi karena ada langkah-langkahnya.
R	÷	Oke, terus kegiatan synonym game yang kita lakukan sebelum kegiatan membaca apakah membantu kamu dalam menambah vocab dan memahami kata dalam bacaan?
S8	:	Iya si asyik gitu kelompokku menang, lebih nambah wawasan vocabulary juga, lebih paham bacaannya juga
R	:	Terus kekurangan dari pelajaran reading tadi dibanding pelajaran reading yang lain kira-kira apa?
S8	:	Mungkin masih kadang bingung artinya apa,
R		Terus saran kamu untuk pelajaran selanjutnya apa?
S8		Gamenya ditambahin lagi biar tambah asik, terus apa yaa, udah itu aja
R	:	Makasih yaa

Interview 11 (with the student after implementation Cycle 1)

Day : Wednesday
Date : March 30th, 2015
Time : 10.40 a.m.
R : Researcher
S9 : Student 9

R	:	Bagaimana pendapat kamu tentang pembelajaran yang baru saja dilakukan?
S9	:	Pendapatnya ya ser uterus lebih semangat lagi buat belajar
R	•	Terus, kelebihannya dibanding pelajaran reading dengan strategi lainnya apa?
S9	:	Kelebihannya iya itu kalo yang ini lebih mudah dipahami, terus kan ada game nya jadi ya nyenengin aja gitu
R	:	Oke, terus kegiatan synonym game yang kita lakukan sebelum kegiatan membaca apakah membantu kamu dalam menambah vocab dan memahami kata dalam bacaan?
S9	:	Iya nambah dan lebih paham.
R	:	Terus kekurangan dari pelajaran reading tadi dibanding pelajaran reading yang lain kira-kira apa?
S9	:	Iya mungkin tadi terlalu rame, kurang kondusif.
R	:	Terus saran kamu untuk pelajaran selanjutnya apa?
S9	:	Ya semoga lebih kondusif, lebih tenang, sama dengerin musik biar lebih enjoy haha
R	:	Makasih yaa

Interview 12 (with the student after implementation Cycle 1)

Day : Wednesday Date : March 30th, 2015

Time : 10.40 a.m. R : Researcher S 10 : Student 10

R	:	Bagaimana pendapat kamu tentang pembelajaran yang baru saja dilakukan?
S10		Lebih seru karna banyak gamesnya, mudah di pahami pelajaran dan pengajarannya
R		Terus, kelebihannya belajar reading menggunakan RAP dibanding pelajaran reading dengan strategi lainnya apa?
S10	:	Ya lebih dimengerti dari pada yg lain, lebih terstruktur
R	•	Oke, terus kegiatan synonym game yang kita lakukan sebelum kegiatan membaca apakah membantu kamu dalam menambah vocab dan memahami kata dalam bacaan?
S10	:	Lebih seru, lebih dimengerti sama ya gitulah banyak.

R	:	Terus kekurangan dari pelajaran reading tadi dibanding pelajaran
		reading yang lain kira-kira apa?
S10	:	Rame, brisik-brisik gitu,
R	:	Terus saran kamu untuk pelajaran selanjutnya apa?
S10	:	Lebih tenang lagi, mbaknya lebih jelas lagi ngajarinnya
R	:	Makasih yaa

Interview 13 (with the student after implementation Cycle 1)

Day

: Wednesday : March 30th, 2015 Date

: 10.40 a.m. Time R : Researcher **S11** : Student 11

R	:	Bagaimana pendapat kamu tentang pembelajaran yang baru saja dilakukan?
S11	:	Ya membatu, lebih paham
R	:	Terus, kelebihannya dibanding pelajaran reading dengan strategi
		lainnya apa?
S11	:	Lebih banyak dapat kosak kata baru
R	:	Oke, terus kegiatan synonym game yang kita lakukan sebelum kegiatan
		membaca apakah membantu kamu dalam menambah vocab dan
		memahami kata dalam bacaan?
S11	:	Iya mbak
R	:	Terus kekurangan dari pelajaran reading tadi dibanding pelajaran
		reading yang lain kira-kira apa?
S11	:	Banyak kata-kata yang kurang jelas
R	:	Terus saran kamu untuk meeting selanjutnya apa?
S11	:	Materinya lebih diperbaiki lagi hehe
R	:	Makasih yaa

Interview 14 (with the student after implementation Cycle 1)

Day : Wednesday : March 30th, 2015 Date

Time : 10.40 a.m. : Researcher R **S12** : Student 12

R	:	Bagaimana pendapat kamu tentang pembelajaran yang baru saja dilakukan?
S12	:	Menarik, games kan. Kan kelas ini gak bisa diem terus dibuat games
		dulu biar pada diem ya bagus menarik aja
R	:	Terus, kelebihannya dibanding pelajaran reading dengan strategi

		lainnya apa?
S12	:	Lebih mudah dipahami aja dari pada yang lain
R	:	Oke, terus kegiatan synonym game yang kita lakukan sebelum kegiatan membaca apakah membantu kamu dalam menambah vocab dan memahami kata dalam bacaan?
S12	:	Iya, nambah banget. Apalagi ada hadiahnya jadi tambah semangat
		belajar mba.
R	:	Terus kekurangan dari pelajaran reading tadi dibanding pelajaran
		reading yang lain kira-kira apa?
S12	:	Kekurangannya apa ya, bingung, mungkin berisiknya
R	:	Terus saran kamu untuk meeting selanjutnya apa?
S12	:	Sarannya apa cha, lebih banyakin gamenya
R	:	Makasih yaa

 $\begin{array}{ll} \textbf{Interview 15 (with the student after implementation Cycle 1)} \\ \textbf{Day} & : Wednesday \\ \textbf{Date} & : March 30^{th}, 2015 \\ \textbf{Time} & : 10.40 \text{ a.m.} \end{array}$

R : Researcher : Student 13 S 13

R	:	Bagaimana pendapat kamu tentang pembelajaran yang baru saja
		dilakukan?
S13	:	Emm menurut aku ya seru si, dari pelajarannya yang lain itu kan cuma
		memahimi dari buku bukan dari game , kalo dari game kan jadi lebih mengerti
R	:	Terus, kelebihannya dibanding pelajaran reading dengan strategi
		lainnya apa?
S13		Kalo untuk aku tu kan, kita habis baca, terus kita langsung praktek, oh
		gitu cara carinya, lebih paham soalnya kita diarahin pake step-step
R	:	Oke, terus kegiatan synonym game yang kita lakukan sebelum kegiatan
		membaca apakah membantu kamu dalam menambah vocab dan
		memahami kata dalam bacaan?
S13	:	Iya soalnya ada tadi kan kita belajar synonym soalnya sebelumnya kita
		gak pernah dapat itu dan mudah memahami dalam kata dalam bacaan
		soalnya kita bisa tau synonimnya
R	:	Terus kekurangan dari pelajaran reading tadi dibanding pelajaran
		reading yang lain kira-kira apa?
S13	:	Mungkin tadi yang kurang sportif gitu, tapi tetep berjalan, seruu
R		Terus saran kamu untuk meeting selanjutnya apa?
S13		Game lagii
R	:	Makasih yaa

Interview 16 (with the student after implementation Cycle 2)

Day

: Friday : May 15th, 2015 **Date** : 10.50 a.m. Time R : Researcher **S14** : Student 14

R	:	Bagaimana pendapat kamu tentang pembelajaran yang baru saja dilakukan?
S14	:	Menurut saya tadi pelajarannya asyik mba, anak-anaknya juga lebih tertib tadi.
R	:	Terus, pendapat kamu tentang group discussion yang tadi diterapkan gimana?
S14	:	Lebih enak mba, soalnya kita jadi lebih berani terus juga bisa saling bantu.
R	:	Kalau penerapan peer correction-nya membantu atau tidak?
S14	:	Iya, soalnya kan kadang kita kan ga teliti jadi kalau temennya yang ngoreksi jadi lebih mudah. Kitanya juga lebih mudeng mba.
R	:	Oke, Makasih yaa

Interview 17 (with the student after implementation Cycle 2)

Day

: Friday : May 15th, 2015 : 10.50 a.m. Date Time R : Researcher **S15** : Student 15

R	:	Bunga, bagaimana pendapat kamu tentang pembelajaran yang baru saja
		dilakukan?
S15	:	Emmm, menurut aku enak si mba, ga rebut juga kaya sebelumnya.
R	:	Terus, pendapat kamu tentang group discussion yang tadi diterapkan
		gimana?
S15	:	Ya aku si seneng mba, soalnya kalau ada yang ga bisa bisa tanya, kalo
		temennya tau kita juga jadi tau
R	:	Kalau penerapan peer correction-nya membantu atau tidak?
S15	:	Membantu.
R	:	Membantunya gimana?
S15	:	Kan kalo orang lain yang ngoreksi lebih teliti terus langsung dibahas
		jadi paham.
R	:	Oke, makasih yaa

Interview 18 (with the student after implementation Cycle 2)

Day

: Friday : May 15th, 2015 Date : 10.50 a.m. Time R : Researcher **S16** : Student 16

R :	Dek, bagaimana pendapat kamu tentang pembelajaran yang baru saja
	dilakukan?
S16 :	Jelas mba, menyenangkan juga.
R :	Terus, pendapat kamu tentang group discussion yang tadi diterapkan
	gimana?
S16 :	Menurutku efektif mba, jadi ga terpaku sama penjelasan guru, kita belajar
	satu sama lain.
R :	Kalau penerapan peer correction-nya membantu atau tidak?
S16 :	Membantu.
R :	Membantunya gimana dek?
S16 :	Jadi kita bisa saling mengkoreksi dan lebih paham
R :	Oke, makasih yaa

Interview 19 (with the student after implementation Cycle 2)

Day

: Friday : May 15th, 2015 : 10.50 a.m. Date Time R : Researcher **S17** : Student 17

R		Bagaimana pendapat kamu tentang pembelajaran yang baru saja dilakukan?						
S17	:	Jelas mba, ga rebut kaya biasanya						
R		Terus, pendapat kamu tentang group discussion yang tadi diterapkan						
		gimana?						
S17	:	Menurut aku membantu.						
R	:	Kalau penerapan peer correction-nya membantu atau tidak?						
S17		Iya soalnya kan kaya diskusi jadi lebih jelas						
R	:	Makasih yaa						

Interview 20 (with the student after implementation Cycle 2)

Day

: Friday : May 15th, 2015 Date : 10.50 a.m. Time \mathbf{R} : Researcher **S18** : Student 18

R	:	Dan, bagaimana pendapat kamu tentang pembelajaran yang baru saja dilakukan?
S18	:	Kaya biasanya mba, jelas, enak juga.
R	:	Terus, pendapat kamu tentang group discussion yang tadi diterapkan
		gimana?
S18	:	Lebih enak si mba ga terlalu serius jadi ga bosen
R	:	Kalau penerapan peer correction-nya membantu atau tidak?
S18	:	Membantu mba, bisa mbenerin satu sama lain
R	:	Oke, makasih yaa

Interview 21 (with the student after implementation Cycle 2)

Day

: Friday : May 15th, 2015 Date : 10.50 a.m. Time R : Researcher **S19** : Student 19

R	:	Dek, bagaimana pendapat kamu tentang pembelajaran yang baru saja
		dilakukan?
S19	:	Ya asyik mba
R	:	Terus, pendapat kamu tentang group discussion yang tadi diterapkan
		gimana?
S19	:	Aku si suka soalnya bisa diskusi
R	:	Kalau penerapan peer correction-nya membantu atau tidak?
S19	:	Iya,
R	:	Membantunya gimana dek?
S19	:	Jadi lebih paham aja
R	:	Oke, makasih yaa

Appendix C Observations Sheets

OBSERVATION SHEET Cycle 1 (Narrative text)

The first meeting of Cycle 1

Date : Friday, 24 April 2015 Class : VIII E

Time : 09.30-10.50 Observer : Daruning, S.Pd.

	Researcher's Activity		lition				
No			No	Note			
Pre-	Pre-reading Pre-reading						
1.	The researcher introduces the topic material to the students. (narrative text)	✓					
2.	The researcher prepares the students' mind by asking them some background knowledge related to the topic.	√					
3.	The researcher outlines the lesson	✓					
4.	The researcher explains the aims and steps of the strategy that will be used.	✓					
5.	The researcher gathers the students' attention by guiding the students to do a simple synonyms game that related with the today's topic.	√					
6	The researcher devides the students into some groups.	√					
7	The researcher explaine the rule of the game.	✓		The researcher should explaine the rules clearly.			
8.	The researcher asks the students to discuss the result of the game.	✓					
9.	The researcher asks the students to write down the result on the worksheet.	✓					
Whi	llst-Reading		•	_			
RAI	P Strategy (Read, Ask, Paraphrase)						
(R) l	Read						
9.	The researcher distributes a set of narrative text included the worksheet.	✓					
10.	The researcher asks the students to observe the narrative text that they have got.	✓					
11.	The researcher and the student read the text and learn the pronunciation of some difficult words.	✓					
12.	The researcher asks the students to read the narrative text by changing some vocabulary there with its synonyms that they have already got before.	√					

13.	The researcher helps the students to create	✓		
	questions that related to social function, text			
	structure and language features of the narrative			
	text.			
14.	The researcher helps the students to create	✓		
	questions about the way to identify and put the			
	paraphrasing of the main idea and supporting			
	details			
15.	The reasearcher helps the students by	✓		
	demonstrating the way finding and			
	paraphrasing the main idea and supporting			
	details.			
(P) I	Paraphrase			
17.	The researcher asks the students to identify the	✓		
	main idea anad supporting details of each			
	paragraph.			
18.	The researcher helps the students in writing the	✓		
	main idea and supporting details with their own			
	words or by using the synonyms of the words			
	they have gotten before.			
Post	t-Reading			
Tea	cher Debriefing			
19.	The researcher asks the students to read their	✓		
	result of paraphrasing.			
20.	The researcher discusses the result by	√		
	comparing the differences and similarities of			
	each sentence.			
21	The researcher distributes reading	✓		
	comprehension worksheets to the students to			
	check their reading comprehension.			
22.	The researcher asks the students to do the	✓		
	reading comprehension worksheets.			

		Cond	lition	Note
No	Students' activity	Yes	No	11010
Pre-	reading	103	110	
1.	The students pay attention on the researcher's explanation about narrative text and today's activity.	√		Some students played by themselves.
2.	The students tell about their background knowledge of narrative text.	✓		
3.	The students make some groups to play the synonym game.	✓		
4.	The students pay attention on the researcher's explanation about the rules of the game.	√		The class' condition was not condusive.
5.	The students play the synonyms game together.	√		Most of the students played the game loadly.
6.	The students discuss the result of the game.		√	
7.	The students write the result of synonyms game on the worksheet.	✓		Some students did not write it.
Whi	llst-Reading			
RAI	P Strategy (Read, Ask, Paraphrase)			
(R)	Read			
8.	The students get the narrative text and the worksheet.	✓		
9.	The students observe the narrative text.	✓		
10.	The students read the text and study the pronounciation of some difficult words.	✓		
11.	The students read the text by changing some words with the synonyms that they have already got.	✓		
(A).	Ask			
12.	The students ask the researcher quations about the social function, language features, or generic structure of the text.	√		
13.	The students ask the researcher question about the way to identify the main idea and supporting details of each paragraph.	✓		
14.	The students pay attention to the researcher's explanation.	√		Some students chatting with their friends during reseracher's explanation.
(P)	Paraphrase			

15.	The students found the main idea and the supporting details by the researcher's help.	✓	
16.	The students paraphrase the main idea and the supporting details of each paragraph by using the synonyms that they got before and discussing with their friends and the researcher.	√	
Post	-Reading		
Tea	cher Debriefing		
19.	The students read their result of paraphrasing	✓	
20.	The students and the researcher discuss the work result and compare the similarity and difference of each sentence.	√	
21	The students get the worksheet activity to check their understanding.	✓	
22.	The students do the worksheet activity.	✓	

OBSERVATION SHEET Cycle 1 (Narrative text)

The second meeting of Cycle 1

Date : Wednesday, 29 April 2015 Class : VIII E

Time : 08.30-9.50 Observer : Anis Fihayati

.	D 1 1 4 4 4 4	Con	dition	N.T. d
No	Researcher's Activity	Yes	No	Note
Pre-	reading			
1.	The researcher introduces the topic material to	✓		
	the students. (narrative text)			
2.	The researcher prepares the students' mind by	✓		
	asking them some background knowledge			
	related to the topic.			
3.	The researcher outlines the lesson	✓		
4.	The researcher explains the aims and steps of	✓		
	the strategy that will be used.			
5.	The researcher gathers the students' attention	✓		
	by guiding the students to do a simple			
	synonyms game that related with the today's			
	topic.			
6	The researcher devides the students into some	\checkmark		
	groups.			
7	The researcher explaine the rule of the game.	<		
8.	The researcher asks the students to discuss the	✓		
	result of the game.			
9.	The researcher asks the students to write down	✓		
	the result on the worksheet.			
	ilst-Reading			
	P Strategy (Read, Ask, Paraphrase)			
	Read		ı	
9.	The researcher distributes a set of narrative text	✓		
10	included the worksheet.			
10.	The researcher asks the students to observe the	\checkmark		
	narrative text that they have got.			
11.	The researcher and the student read the text and	✓		
10	learn the pronunciation of some difficult words.			
12.	The researcher asks the students to read the	✓		
	narrative text by changing some vocabulary			
	there with its synonyms that they have already			
(4)	got before.			
(A)		√	T	
13.	The researcher helps the students to create	✓		
	questions that related to social function, text			

	structure and language features of the narrative			
	text.			
14.	The researcher helps the students to create questions about the way to identify and put the paraphrasing of the main idea and supporting details	√		
15.	The reasearcher helps the students by demonstrating the way finding and paraphrasing the main idea and supporting details.	√		
(P) I	PARAPHRASE			
17.	The researcher asks the students to identify the main idea anad supporting details of each paragraph.	✓		
18.	The researcher helps the students in writing the main idea and supporting details with their own words or by using the synonyms of the words they have gotten before.	✓		
Post	-Reading			
	cher Debriefing			
19.	The researcher asks the students to read their result of paraphrasing.		√	
20.	The researcher discusses the result by comparing the differences and similarities of each sentence.	✓		
21	The researcher distributes reading comprehension worksheets to the students to check their reading comprehension.	√		
22.	The researcher asks the students to do the reading comprehension worksheets.	√		

No	Students' activity	Con	dition	Note
110		Yes	No	
Pre-	-reading			
1.	The students pay attention on the researcher's explanation about narrative text and today's activity.	√		
2.	The students tell about their background knowledge of narrative text.	✓		
3.	The students make some groups to play the synonym game.	✓		
4.	The students pay attention on the researcher's explanation about the rules of the game.		✓	
5.	The students play the synonyms game together.	✓		
6.	The students discuss the result of the game.	✓		

7.	The students write the result of synonyms game	✓		
	on the worksheet.			
Wh	ilst-Reading			
RA	P Strategy (Read, Ask, Paraphrase)			
	Read			
8.	The students get the narrative text and the	✓		
	worksheet.			
9.	The students observe the narrative text.	✓		
10.	The students read the text and study the	✓		
	pronounciation of some difficult words.			
11.	The students read the text by changing some	✓		
	words with the synonyms that they have			
	already got.			
(A)	Ask			
12.	The students ask the researcher quetions about	✓		
	the social function, language features, or			
	generic structure of the text.			
13.	The students ask the researcher question about	✓		
	the way to identify the main idea and			
	supporting details of each paragraph.			
14.	The students pay attention to the researcher's	✓		
	explanation.			
	Paraphrase		Г	1
15.	The students found the main idea and the	✓		
	supporting details by the researcher's help.			
16.	The students paraphrase the main idea and the	✓		
	supporting details of each paragraph by using			
	the synonyms they got before and discussing			
_	with their friends and the researcher.			
	t-Reading			
	cher Debriefing			T
19.	The students read their result of paraphrasing		✓	
20.	The students and the researcher discuss the	✓		
	work result and compare the similarity and			
21	difference of each sentence.			
21	The students get the worksheet activity to	✓		
-	check their understanding.			
22.	The students do the worksheet activity.	✓		

OBSERVATION SHEET Cycle 1 (Narrative text)

The third meeting of Cycle 1

Date : Friday, 08 May 2015 Class : VIII E

Time : 09.30-10.50 Observer : Daruning, S.Pd.

NT.	D 1 . 1 . A . 4 . 4	Cone	dition	Note
No	Researcher's Activity	Yes	No	Note
Pre-	reading		•	
1.	The researcher introduces the topic material to	✓		
	the students. (narrative text)			
2.	The researcher prepares the students' mind by	✓		
	asking them some background knowledge			
	related to the topic.			
3.	The researcher outlines the lesson	✓		
4.	The researcher explains the aims and steps of	✓		
	the strategy that will be used.			
5.	The researcher gathers the students' attention	✓		
	by guiding the students to do a simple			
	synonyms game that related with the today's			
	topic.			
6	The researcher devides the students into some	✓		
	groups.			
7	The researcher explaine the rule of the game.	✓		
8.	The researcher asks the students to discuss the	√		
	result of the game.			
9.	The researcher asks the students to write down	✓		
	the result on the worksheet.			
	ilst-Reading			
	P Strategy (Read, Ask, Paraphrase)			
/	Read		1	
9.	The researcher distributes a set of narrative text	✓		
	included the worksheet.			
10.	The researcher asks the students to observe the	✓		
	narrative text that they have got.			
11.	The researcher and the student read the text and	✓		
	learn the pronunciation of some difficult words.			
12.	The researcher asks the students to read the	✓		
	narrative text by changing some vocabulary			
	there with its synonyms that they have already			
	got before.			
(A)			1	
13.	The researcher helps the students to create	✓		
	questions that related to social function, text			

	structure and language features of the narrative	
	text.	
14.	The researcher helps the students to create questions about the way to identify and put the paraphrasing of the main idea and supporting details	
15.	The reasearcher helps the students by demonstrating the way finding and paraphrasing the main idea and supporting details.	
(P) I	Paraphrase	
17.	The researcher asks the students to identify the main idea anad supporting details of each paragraph.	
18.	The researcher helps the students in writing the main idea and supporting details with their own words or by using the synonyms of the words they have gotten before.	
Post	-Reading	
Tea	cher Debriefing	
19.	The researcher asks the students to read their result of paraphrasing.	· 🗸
20.	The researcher discusses the result by comparing the differences and similarities of each sentence.	
21	The researcher distributes reading comprehension worksheets to the students to check their reading comprehension.	'
22.	The researcher asks the students to do the reading comprehension worksheets.	

Na	Students' activity	Con	dition	Note
No	Students' activity	Yes	No	
Pre-	-reading			
1.	The students pay attention on the researcher's explanation about narrative text and today's activity.		>	
2.	The students tell about their background knowledge of narrative text.	✓		
3.	The students make some groups to play the synonym game.	✓		
4.	The students pay attention on the researcher's explanation about the rules of the game.	✓		
5.	The students play the synonyms game together.	√		
6.	The students discuss the result of the game.	√		

7.	The students write the result of synonyms game	✓		
	on the worksheet.			
Whi	ilst-Reading			
	P Strategy (Read, Ask, Paraphrase)			
(R) l	Read			
8.	The students get the narrative text and the worksheet.	√		
9.	The students observe the narrative text.	✓		
10.	The students read the text and study the pronounciation of some difficult words.	✓		
11.	The students read the text by changing some words with the synonyms that they have already got.	✓		
(A).	Ask			
12.	The students ask the researcher quations about the social function, language features, or generic structure of the text.	√		
13.	The students ask the researcher question about the way to identify the main idea and supporting details of each paragraph.	✓		
14.	The students pay attention to the researcher's explanation.	✓		
(P) I	Paraphrase		<u> </u>	
15.	The students found the main idea and the supporting details by the researcher's help.	✓		
16.	The students paraphrase the main idea and the supporting details of each paragraph by using the synonyms that they got before and discussing with their friends and the researcher.	√		
	-Reading			
	cher Debriefing			
	The students read their result of paraphrasing	✓		
20.	The students and the researcher discuss the work result and compare the similarity and difference of each sentence.	✓		
21	The students get the worksheet activity to check their understanding.	√		
22.	The students do the worksheet activity.	✓		

OBSERVATION SHEET Cycle 1I

The first meeting of Cycle II

Date : Wednesday, 13 May 2015 Class : VIII E

Time : 08.30-9.50 Observer : Daruning, S.Pd.

		Con	dition	N T (
No	Researcher's Activity	Yes	No	Note
Pre-	reading		•	
1.	The researcher introduces the topic material to	✓		
	the students. (narrative text)			
2.	The researcher prepares the students' mind by	✓		
	asking them some background knowledge			
	related to the topic.			
3.	The researcher outlines the lesson	√		
4.	The researcher explains the aims and steps of	✓		
	the strategy that will be used.			
5.	The researcher gathers the students' attention	✓		
	by guiding the students to do a simple			
	synonyms game that related with the today's			
6	topic. The researcher devides the students into some	√		
O	groups.	•		
7	The researcher explaine the rule of the game.	√		
8.	The researcher asks the students to discuss the	· ✓		
0.	result of the game.	·		
9.	The researcher asks the students to write down	✓		
	the result on the worksheet.			
Whi	ilst-Reading			
	P Strategy (Read, Ask, Paraphrase)			
	Read			
9.	The researcher distributes a set of narrative text	✓		
	included the worksheet.			
10.	The researcher asks the students to observe the	✓		
	narrative text that they have got.			
11.	The researcher and the student read the text and	✓		
	learn the pronunciation of some difficult words.			
12.	The researcher asks the students to read the	✓		
	narrative text by changing some vocabulary			
	there with its synonyms that they have already			
(4)	got before.			
(A)			1	
13.	The researcher helps the students to create	✓		
	questions that related to social function, text			

	structure and language features of the narrative	
	text.	
14.	The researcher helps the students to create questions about the way to identify and put the paraphrasing of the main idea and supporting details	
15.	The reasearcher helps the students by demonstrating the way finding and paraphrasing the main idea and supporting details.	
(P) I	PUT	
17.	The researcher asks the students to identify the main idea anad supporting details of each paragraph.	
18.	The researcher helps the students in writing the main idea and supporting details with their own words or by using the synonyms of the words they have gotten before.	1
Post	-Reading	
Tea	cher Debriefing	
19.	The researcher asks the students to read their result of paraphrasing.	· 🗸
20.	The researcher discusses the result by comparing the differences and similarities of each sentence.	
21	The researcher distributes reading comprehension worksheets to the students to check their reading comprehension.	′
22.	The researcher asks the students to do the reading comprehension worksheets.	

Nia	Students' estivity	Con	dition	Note
No	Students' activity	Yes	No	
Pre-	-reading			
1.	The students pay attention on the researcher's	✓		
	explanation about narrative text and today's			
	activity.			
2.	The students tell about their background	✓		
	knowledge of narrative text.			
3.	The students make some groups to play the	✓		
	synonym game.			
4.	The students pay attention on the researcher's	✓		
	explanation about the rules of the game.			
5.	The students play the synonyms game together.	✓		
6.	The students discuss the result of the game.	✓		

7.	The students write the result of synonyms game	✓	
***	on the worksheet.		
	ilst-Reading		
	P Strategy (Read, Ask, Paraphrase)		
/	Read	/	
8.	The students get the narrative text and the worksheet.	√	
9.	The students observe the narrative text.	✓	
10.	The students read the text and study the pronounciation of some difficult words.	✓	
11.	The students read the text by changing some words with the synonyms that they have already got.	√	
(A)			
12.	The students ask the researcher quations about the social function, language features, or generic structure of the text.	✓	
13.	The students ask the researcher question about the way to identify the main idea and supporting details of each paragraph.	✓	
14.	The students pay attention to the researcher's explanation.	√	
(P) I	PUT Paraphrasing		
15.	The students found the main idea and the supporting details by the researcher's help.	√	
16.	The students paraphrase the main idea and the supporting details of each paragraph by using the synonyms that they got before and discussing with their friends and the researcher.	√	
Post	t-Reading		
	cher Debriefing		
19.	1 1 5	✓	
20.	The students and the researcher discuss the work result and compare the similarity and	✓	
	difference of each sentence.		
21	The students get the worksheet activity to check their understanding.	√	
22.	The students do the worksheet activity.	✓	
	J	II_	1

OBSERVATION SHEET Cycle 1I

The second meeting of Cycle II

Date : Friday, 15 May 2015 Class : VIII E

Time : 09.30-10.50 Observer : Anis Fihayati

1 1111	e . 09.50-10.50 Observer .	Ams	mayaı	.1
N T	Danasaka 20 A 41 14	Cond	ition	NT 4
No	Researcher's Activity	Yes	No	Note
Pre-	reading			
1.	The researcher introduces the topic material to	✓		
	the students. (narrative text)			
2.	The researcher prepares the students' mind by	✓		
	asking them some background knowledge			
	related to the topic.			
3.	The researcher outlines the lesson	✓		
4.	The researcher explains the aims and steps of	✓		
	the strategy that will be used.			
5.	The researcher gathers the students' attention	✓		
	by guiding the students to do a simple			
	synonyms game that related with the today's			
	topic.			
6	The researcher devides the students into some	✓		
	groups.			
7	The researcher explaine the rule of the game.	✓		The researcher
				explaine the rules
				clearer than before.
8.	The researcher asks the students to discuss the	✓		
	result of the game.			
9.	The researcher asks the students to write down	✓		
	the result on the worksheet.			
	ilst-Reading			
	P Strategy (Read, Ask, Paraphrase)			
/	Read		1	Г
9.	The researcher distributes a set of narrative text	✓		
	included the worksheet.			
10.	The researcher asks the students to observe the	✓		
	narrative text that they have got.			
11.	The researcher and the student read the text	✓		
	and learn the pronunciation of some difficult			
1.0	words.			
12.	The researcher asks the students to read the	✓		
	narrative text by changing some vocabulary			
	there with its synonyms that they have already			
	got before.			

(A)	Ask	
13.	The researcher helps the students to create questions that related to social function, text structure and language features of the narrative text.	
14.	The researcher helps the students to create questions about the way to identify and put the paraphrasing of the main idea and supporting details	
15.	The reasearcher helps the students by demonstrating the way finding and paraphrasing the main idea and supporting details.	
(P) I	PUT	
17.	The researcher asks the students to identify the main idea anad supporting details of each paragraph.	
18.	The researcher helps the students in writing the main idea and supporting details with their own words or by using the synonyms of the words they have gotten before.	
Post	t-Reading	
	cher Debriefing	
19.	The researcher asks the students to read their result of paraphrasing.	√
20.	The researcher discusses the result by comparing the differences and similarities of each sentence.	
21	The researcher distributes reading comprehension worksheets to the students to check their reading comprehension.	
22.	The researcher asks the students to do the reading comprehension worksheets.	✓

No	Students? activity	Condition		Note
110	Students' activity	Yes	No	Note
Pre-	-reading			
1.	The students pay attention on the researcher's explanation about narrative text and today's activity.	√		The students pay attention during TLP process obediently.
2.	The students tell about their background knowledge of narrative text.	✓		
3.	The students make some groups to play the synonym game.	✓		

4.	The students pay attention on the researcher's	✓	
	explanation about the rules of the game.		
5.	The students play the synonyms game together.	√	
6.	The students discuss the result of the game.	√	
7.	The students write the result of synonyms game	✓	
	on the worksheet.		
Whi	ilst-Reading		
	P Strategy (Read, Ask, Paraphrase)		
(R)	Read		
8.	The students get the narrative text and the worksheet.	√	
9.	The students observe the narrative text.	✓	
10.	The students read the text and study the pronounciation of some difficult words.	✓	
11.	The students read the text by changing some	1	
11.	words with the synonyms that they have	•	
	already got.		
	aneady got.		
(A)	Ask		
12.	The students ask the researcher quations about	✓	
	the social function, language features, or		
	generic structure of the text.		
13.	The students ask the researcher question about	✓	
	the way to identify the main idea and		
	supporting details of each paragraph.		
14.	The students pay attention to the researcher's	✓	
	explanation.		
(P) I	Paraphrase		
15.	The students found the main idea and the	✓	
	supporting details by the researcher's help.		
16.	The students paraphrase the main idea and the	✓	
	supporting details of each paragraph by using		
	the synonyms that they got before and		
	discussing with their friends and the researcher.		
	t-Reading		
	cher Debriefing		
19.	The students read their result of paraphrasing	✓	
20.	The students and the researcher discuss the	✓	
	work result and compare the similarity and		
	difference of each sentence.		
21	The students get the worksheet activity to	✓	
	check their understanding.		
22	The students do the worksheet activity	√	

Appendix D Instruments

BLUE PRINT OF THE INTERVIEW GUIDELINES

A. Before the Implementation

1. For the English Teacher

No.	Topic Areas	Item	Total
		Number	
1.	Current teaching reading technique	1,4,6	3
2.	Students' reading comprehension ability	2,5	2
3.	Students' participation	8,9	2
4.	Problem in reading comprehension	3	1
5.	Assessment of reading comprehension	7	1

2. For Students

No.	Topic Areas	Item	Total
		Number	
1.	Current teaching reading technique	1,4,6	3
2.	Students' reading comprehension ability	2,5	2
3.	Students' participation	8,9	2
4.	Problem in reading comprehension	3	1
5.	Assessment of reading comprehension	7	1

B. After The implementation (Cycle 1)

1. For the English Teacher as the Collaborator

No.	Topic Areas	Item Number	Total
1.	Comment on teaching reading	1,2,5	3
2.	Effects of the RAP-Paraphrasing Strategy	3,4	2
3.	Expectation in the next teaching reading	6	1
	activity		

2. For Students

No.	Topic Areas	Item Number	Total
1.	Comment on teaching reading	1,2,5	3
2.	Effects of the RAP-Paraphrasing Strategy	3,4	2
3.	Expectation in the next teaching reading	6	1
	activity		

INTERVIEW GUIDELINES

A. Before the Implementation

- Teacher
- 1. Bagaimana pembelajaran *reading* di kelas?
- 2. Apakah kemampuan membaca siswa sudah memenuhi harapan?
- 3. Apakah kesulitan siswa dalam memahami teks Bahasa Inggris?
- 4. Strategi membaca apa yang sudah Ibu terapkan untuk membantu pemahaman siswa?
- 5. Apakah siswa sudah menerapkan strategi tersebut dalam kegiatan *reading* dikelas?
- 6. Apakah strategi yang sudah efektif membantu siswa dalam memahami teks bacaaan?
- 7. Apakah Ibu memeriksa pemahaman siswa setelah kegiatan *reading*?
- 8. Apakah siswa bertanya kepada guru jika menemui kesulitan dalam memahami bacaan?
- 9. Apakah siswa bertukar pendapat mengenai pemahaman mereka terhadap bacaan?
- Students
- 1. Bagaimana kondisi pembelajaran reading di kelas?
- 2. Bagaimana teknik Ibu guru mengajar dalam mengajarkan teks Bahasa Inggris?
- 3. Apakah kesulitan yang Anda rasakan dalam memahami teks Bahasa Inggris?
- 4. Strategi membaca apa yang teah diajarkan ibu guru?
- 5. Apakah strategi tersebut sering anda gunakan dalam kegiatan membaca teks Bahasa Inggris baik di dalam maupun di luar kelas?
- 6. Apakah strategi tersebut dirasa sudah membantu pemahaman anda dalam membaca teks Bahasa Inggris?
- 7. Apakah Ibu mengecek pemahaman Anda setelah kegiatan membaca?
- 8. Apakah Anda bertanya kepada Ibu guru jika menemui kesulitan dalam memahami teks bacaan Bahasa Inggris?
- 9. Apakah Ibu guru memfasilitasi Anda untuk bertukar pendapat dengan siswa lain terkait oemahaman Anda terhadap bacaan?

B. After the Implementation

- Teacher
- 1. Setelah Implementasi *RAP Strategy* dalam pembelajran teks-teks Bahasa Inggris, bagaimana menurut Ibu tentang penggunaan strategi ini dalam pembelajaran?
- 2. Bagaimana menurut Ibu mengenai pemaksimalan *background knowledge* dalam pembelajaran membaca?
- 3. Apakah menurut Ibu *paraphrasing* membantu dalam memandu siswa memahami teks?
- 4. Apakah menurut Ibu dengan siswa membuat *paraphrasing* dapat membantu dalam memahami informasi penting dalam teks?

- 5. Apakah strategi ini dapat diterapkan untuk mengajarkan *reading* dalam pembelajaran selanjutnya?
- 6. Apakah yang Ibu harapkan dari pembelajaran reading berikutnya?

• Students

- 1. Setelah mengikuti pembelajaran reading menggunakan *RAP Strategy*, apakah pendapat Anda tentang strategi ini?
- 2. Apakah menurut Anda strategi ini membantu dalam memahami teks Bahasa Inggris?
- 3. Apakah kegiatan paraphrasing yang dilakukan, membantu Anda dalam memahami teks?
- 4. Apakah paraphrasing dapat membantu Anda dalam memahami informasi penting dalam teks bacaan?
- 5. Apakah strategi ini dapat diterapkan dalam pembelajaran reading selanjutnya?
- 6. Apakah yang Anda harapkan dari pembelajaran *reading* berikutnya?

BLUEPRINT OF READING COMPREHENSION PRE-TEST

School : SMP N 15 Yogyakarta Time Allocation : 70 minutes

: English : Narrative text Subject Total Item : 40

Topic Curikulum : Multiple Choices : Dwi Yunitasari Test Type : 2013 Arranger

Standard Competencies	Class/Smt.	Topic	Indicators	Test Type	Item Numbers	Total
3.14. Understanding the social function, generic structure and language features of narrative text in the form of simple and short fable.	VIII/2	Narrat ive text	• Skimming Identifying the social function of narrative text in the form of short and simple fable.	Multiple Choice	1,7,8,20 ,30	5
4.18.Comprehending			Identifying the <i>generic structure</i> of narrative text in the form of short and simple fable. (Reading)		3,10, 22,32	4
the meaning and the purpose of narrative text (spoken or written) in the form of simple and short			Identifying the main idea and topic of narrative text.		11,12,23,24,33, 34	6
fable.			• Referencing Identifying and understanding the relations between parts of a text through reference.		2,9,21,31	4

• Scanning Identifying specific information from the text.	4,5,13,14,15,16, 25,26,27,35,36,3 7,38	13
• Inferring Unknown Vocabulary Understanding the meaning of unknown words in the narrative text.	6,17,18,19,28,29 ,39,40	8

Subject Teacher,

Yogyakarta, 9 February 2015 Researcher,

Daruning, S.pd. NIP.

Dwi Yunitasari NIM.11202241011

BLUEPRINT OF READING COMPREHENSION POST-TEST

School : SMP N 15 Yogyakarta Time Allocation : 70 minutes

Subject : English : Narrative text Total Item : 40

: Multiple Choices : Dwi Yunitasari Topic Test Type Curikulum : 2013 Arranger

Standard Competencies	Class/ Smt.	Topic	Indicators	Test Type	Item Numbers	Total
3.14. Understanding the social function, generic structure and language features of narrative text in the form of simple and	VIII/2	Narrative text	• Skimming Identifying the social function of narrative text in the form of short and simple fable.	Multiple Choice	1,11,21,31	4
short fable. 4.18.Comprehending			Identifying the <i>generic structure</i> of narrative text in the form of short and simple fable. (Reading)		3,14, 23,33	4
the meaning and the purpose of narrative text (spoken or written) in the form of simple and short fable.			Identifying the main idea and topic of narrative text.		4, 12,15,24,34,	5
idole.			• Referencing Identifying and understanding the relations between parts of a text		2,13,19,22,32,36	6

through reference.		
• Scanning Identifying specific information from the text.	5,6, 7,8,16,17,18, 25,26,27,28,35, 37,38	14
• InferringUnknown Vocabulary		
Understanding the meaning of unknown words in the narrative text.	9,10,20,29,30,39	7

Subject Teacher,

Yogyakarta, 9 March 2015 Researcher,

Daruning, S.pd.

NIP.

Dwi Yunitasari

NIM.11202241011

ATTENDANCE LIST

Class : VIII E

		Meeting								
No Nama		Pre-		Cycle			cle II	Post-	TF ()	
		Test	I	II	III	I	II	Test	Total	
1	Adea Rizki Amanda	✓	✓	✓	✓	✓	✓	✓	7	
2	Adella Saputri	✓	✓	✓	✓	✓	✓	✓	7	
3	Alfin Aditya P.	✓	✓	✓	✓	✓	✓	✓	7	
4	Alifia Rizha Utami	✓	✓	✓	✓	✓	✓	✓	7	
5	Alma Widya Arista H.	✓	✓	✓	✓	✓	✓	✓	7	
6	Anggito Hastu Brata	✓	✓	✓	✓	✓	✓	✓	7	
7	Anisa Putri R.	✓	✓	✓	✓	✓	✓	✓	7	
8	Ardan Setyawan	✓	✓	✓	✓	✓	✓	✓	7	
9	Avlia Ankin Nadella	✓	✓	✓	✓	✓	✓	✓	7	
10	Bursa Jondan S.	✓	✓	✓	✓	✓	✓	✓	7	
11	Daniela Artamega S.	✓	✓	✓	✓	✓	✓	✓	7	
12	Deva Anggraeni	✓	✓	✓	✓	✓	✓	✓	7	
13	Dhiya Aina Ulhaq	✓	✓	✓	✓	✓	✓	✓	7	
14	Drafina Puspita	✓	✓	✓	✓	✓	✓	✓	7	
15	Egih Zusnandi	✓	✓	✓	✓	✓	✓	S	6	
16	Elsa Ayu M.	✓	✓	✓	✓	✓	✓	✓	7	
17	Fanny Nabila Putri	✓	✓	✓	✓	✓	✓	✓	7	
18	Febina Amalia Putri	✓	✓	✓	✓	✓	✓	✓	7	
19	Ferdian Deandro T. P.	✓	✓	✓	✓	✓	✓	✓	7	
20	Fita Permata Sari	✓	✓	✓	✓	✓	✓	✓	7	
21	Matahari Bunga Indonesia	✓	√	√	✓	√	√	√	7	
22	Monica Indriani P.	✓	✓	✓	✓	✓	✓	✓	7	
23	Muh. Handi W.	✓	✓	✓	✓	✓	✓	✓	7	
24	M. Syahid Husain	✓	✓	✓	✓	✓	✓	✓	7	
25	Mutia Maurly Shaliha	✓	✓	✓	✓	✓	✓	✓	7	
26	Natalia Eka Putri	✓	✓	✓	✓	✓	✓	✓	7	
27	Prisilia Oktaviana	✓	✓	✓	✓	✓	✓	✓	7	
28	Rafli Adam	✓	✓	✓	✓	✓	✓	✓	7	
29	Rakananda E. S.	✓	✓	✓	✓	✓	✓	✓	7	
30	Riandaka Kharisma P.	✓	✓	✓	√	✓	✓	✓	7	
31	Rifai Aslam	✓	✓	✓	√	✓	✓	✓	7	
32	Rino Zul Fahmi	✓	✓	✓	√	✓	✓	✓	7	
33	Risky Akbar Indarto	✓	✓	✓	✓	✓	✓	✓	7	
34	Romi Wastoka	✓	✓	✓	✓	I	√	✓	6	
35	Tegar Yulianto	✓	✓	✓	✓	✓	√	✓	7	
36	Yonathan Hendri L.	✓	✓	✓	✓	✓	✓	✓	7	

Appendix E Course Grid and Lesson Plan

THE COURSE GRID OF THE TEACHING AND LEARNING PROCESS OF GRADE VIII STUDENTS OF SMPN 15 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

School : SMPN 15 Yogyakarta

Grade/ Semester : VIII/ 2

Subject : English Language

Core competences:

KI. 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Basic competences:

KD. 3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

KD. 4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fable pendek dan sederhana penggunaannya.

	Cycle 1							
Learning Objectives	Indicators	Teaching Learning Activities	Learning Materials	Media	Input Text	Evaluation	Allocated time	
At the end of the lesson, the students are able to comprehend a narrative text accurately, fluently, and appropriately .	1. Identifying the generic structure of a narrative text. 2. Identifying the use of Verb2 or past tense in the narrative text. 3. Identifying the main idea of each paragraph in the narrative text. 4. Identifying the specific information and supporting details in each paragraph of	 A. Observing a) Students observe and read a narrative text. b) Students identify thinks they want to know further related to the text (social function of the text, the generic structure of the text, the language features of the text). B. Questioning a) Students formulate questions by referring to the list of things they want to know further related to the text. b) In groups, students propose temporary answers to the questions. c) Students and the teacher discuss the answer of the questions. C. Collecting Information a) In groups, Students do synonym guessing game. Then, they study and 	Narrative text. - Generic structure of Narrative text; orientation, complication, resolution. -Language features The language features of a narrative text are often: • Written in the past tense. The form of simple Past Tense is: Subject + Verb ₂ • Adverb of time (Once upon a time, one day, etc) • Time conjunction (when, then,	A white board, LCD	Written Narrative texts - The Mouse deer Stole the Cucumber - A fox and A Little Rabbit Story -A Greedy Dog story	Multiple choice test, True false question	6 x 40 minutes	

narrative text.	find out the meaning and confirm the suddenly, next,	
	definition of the synonyms they got afterwards, just then,	
5. Knowing the	from the context. an hour later etc.)	
mean of difficult	/	
words in the	groups, define the main idea and The character of the	
narrative text by	specific information or supporting story is specific, not	
playing a	details of each paragraph. general.	
synonyms game.	c) Students find out some key words and • Action verbs. A verb	
	difficult words in each paragraph. that shows an action.	
6.	(ate, dug, walked,	
Comprehending	D. Associating etc)	
each paragraph	a) In group, students discuss and practice	
of narrative text	paraphrasing the main idea and	
by doing	supporting details of each paragraph	
paraphrasing.	using the synonym that they have got	
	before.	
	b) After paraphrasing the story, students	
	find out something that they can learn	
	of the story based on their	
	comprehension.	
	c) The students in the form of group do	
	the reading comprehension tasks to	
	check their comprehension	
	F. Communicating	
	E. Communicating a) Students compare their answers with	
	their classmates as they finish.	
	b) Students write what they have learned	
	and then share with their classmates.	
1	and then share with their classifiates.	- 1

	Cycle 2								
Learning Objectives	Indicators	Teaching Learning Activities	Learning Materials	Media	Input Text	Evaluation	Allocated		
At the end of the lesson, the students are able to comprehend a narrative text accurately, fluently, and appropriately.	1. Identifying the generic structure of a narrative text. 2. Identifying the use of Verb2 or past tense in the narrative text. 3. Identifying the main idea of each paragraph in the narrative text. 4. Identifying the specific information	 A. Observing a) Students observe and read a narrative text. b) Students identify thinks they want to know further related to the text (social function of the text, the generic structure of the text, the language features of the text). B. Questioning a) Students formulate questions by referring to the list of things they want to know further related to the text. b) In groups, students propose temporary answers to the questions. c) Students and the teacher discuss the answer of the questions. C. Collecting Information a) In groups, Students do synonym guessing game. Then, they study and 	Narrative text. - Generic structure of Narrative text; orientation, complication, resolution. reorientation -Language features The language features of a narrative text are often: • Written in the past tense. The form of simple Past Tense is: Subject + Verb ₂ • Adverb of time (Once upon a time, one day, etc) • Time conjunction (when, then, suddenly, next,	A white board, LCD, worksh eet.	Written Narrative texts A Bear and a Rabbit Story The Goose and the Golden Eggs	Answering reading comprehens ion multiple choice, true false question, crossword puzzle,	4 x 40 minutes		

	1	~		1	
and		find out the meaning and confirm the	afterwards, just then,		
supporting		definition of the synonyms they got from	an hour later etc.)		
details in		the context.	 Specific character. 		
each	b)	Students reread a narrative text entitled A	The character of the		
paragraph of		"Bear and a Rabbit Story" in the first	story is specific, not		
narrative		meeting and "The Goose and the Golden	general.		
text.		Eggs" in the second meeting in cycle 2.	• Action verbs. A verb		
		In groups, the students also define the	that shows an action.		
5. Knowing		main idea and specific information or	(ate, dug, walked,		
the mean of		supporting details of each paragraph.	etc)		
difficult	c)				
words in the	- /	difficult words in each paragraph.			
narrative text	d)	In groups, Students study and find out			
by playing a	<i>(L)</i>	the meaning and the synonyms by			
synonyms		playing game.			
game.		playing game.			
guine.	D	. Associating			
6.	a)	In group, students discuss and practice			
Comprehendi	α)	paraphrasing the main idea and			
ng each		supporting details of each paragraph			
paragraph of		using the synonym that they have got			
narrative text		before.			
	b)				
by doing	U)	After paraphrasing the story, students			
paraphrasing.		find out something that can be learned			
		from the story based on their			
		comprehension.			
	c)	In group the students correct other			
	15	groups' work by doing peer correction.			
	a)	In groups, the students do grammar task			
		together. They should write some			

	sentences based given pictures related to the text. E. Communicating a) Students compare their answers with their classmates as they finish. b) Students write what they have learned and then share with their classmates.				
\$ Subject Teacher,		Researc	her ,	2015	
Daruning. S,pd.			Yunitasari 20224101		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 15 Yogyakarta

Mapel : Bahasa Inggris

Kelas/Semester : VIII/2

Topik : Teks Naratif

Skill : Reading
Pertemuan : ke 1-3

Waktu : 6 x 40 Menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural)
 berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,
 teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan

- komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

C. Indikator

Spiritual

1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris

Sosial

- 2.3.1 Peserta didik bertanggung jawab selama proses belajar berlangsung
- 2.3.2 peserta didik menunjukkan rasa peduli selama proses belajar berlangsung
- 2.3.3 Peserta didik mampu bekerjasama selama proses belajar berlangsung
- 2.3.4 Peserta didik mampu menunjukan rasa cinta damai selama proses belajar berlangsung

Pengetahuan

- 3.3.1 Peserta didik mampu mengidentifikasi fungsi social dari naratif text dalam bentuk fable pendek dan sederhana
- 3.3.2 Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fables pendek dan sederhana. (reading)
- 3.3.3 Peserta didik mampu membaca naratif teks dalam bentuk fable pendek dan sederhana dari contoh tertulis yang telah diberikan. (Reading)

Skill

4.4.1 Peserta didik mampu mengidentifikasi generic structure dari naratif text dalam bentuk fable pendek dan sederhana. (Reading)

- 4.4.2 Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fables pendek dan sederhana. (reading)
- 4.4.3 Mengidentifikasi ide utama dari naratif.
- 4.4.4 Mengidentifikasi informasi spesifik dari teks
- 4.4.5 Mengetahui arti kata yang terdapat pada naratif text.

D. Tujuan Pembelajaran

Spiritual

1.1.1 Pada akhir pelajaran, peserta didik bersyukur mendapat kesempatan belajar bahasa Inggris dengan membuat refleksi pribadi (manfaat belajar teks naratif dalam bentuk fable pendek dan sederhana) dengan bahasa inggris yang benar.

Sosial

- 2.3.1 Dengan belajar materi pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu bertanggung jawab akan tugas yang diberikan secara konsisten.
- 2.3.2 Dengan belajar materi pada teks naratif dalam bentuk fable pendek dan sedrhana, peserta didik mampu menunjukan rasa peduli pada lingkungan selama proses belajar secara aktif.
- 2.3.3 Dengan belajar materi pada teks naratif dalam bentuk fable pendek dan sedrhana, peserta didik mampu bekerjasama dalam kelompok maupun dengan yang lain selama proses belajar dengan bekerjasama
- 2.3.4 Dengan belajar materi pada teks naratif dalam bentuk fable pendek dan sedrhana, peserta didik mampu menunjukan rasa inta damai secara konsisten.

Pengetahuan

8.3.1 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu mengidentifikasi fungsi social dalam naratif teks terutama pada bentuk fable pendek dan sederhana menggunakan bahasa inggris yang tepat.

- 3.3.2 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu mengidentifikasi unsure bahasa pada teks naratif dalam bentuk fable pendek dan sederhana menggunakan bahasa inggris yang benar dan tepat
- 3.3.3 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu mengidentifikasi generic structure pada teks naratif dalam bentuk fable pendek dan sederhana menggunakan bahasa inggris yang benar dan tepat
- 3.3.4 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu mengidentifikasi generic structure dari teks naratif text (fable pendek dan sederhana) yang disajikan dalam bentuk audio maupun lisan menggunakan bahasa inggris yang baik dan benar.

Skill

- 4.4.1 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu membaca teks naratif dalam bentuk fable pendek dan sederhana menggunakan bahasa inggris yang baik dan benar.
- 4.4.2 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana peserta didik mampu membuat tulisan dalam bentuk naratif pendek dan sederhana dengan bahasa inggris yang baik dan benar.

E. Materi Pembelajaran

- Teks Naratif
 - Teks naratif, berbentuk fabel pendek dan sederhana
- Fungsi Sosial :
 - Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.
- Struktur teks
 - Gagasan utama dan informasi rinci
- a) Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

- c) Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- d) Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia
- e) atau sedih.
- f) Memberikan alasan atau komentar umum (reorientasi), opsional.

• Unsur Kebahasaan

Beberapa unsur kebahasaan yang menjadi ciri fabel antara lain,

- a) Kata kerja dalam bentuk Past tense: Simple, Continuous, Perfect,
- Terdapat banyak kalimat langsung dan tidak langsung (quoted dan reported),
- c) Kosa kata mencakup nama binatang dan tempat, waktu, dan situasi yang
- d) terkait dengan tokoh,
- e) Penggunaan adverbia penghubung waktu, seperti first, then, after that, before,
- f) at last, finally, dsb.
- g) Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in
- h) the morning, the next day, immediately, dsb.
- i) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa
- j) Deictic (a, the, my, dsb.),
- k) Ucapan, tekanan kata, intonasi,
- 1) Ejaan dan tanda baca,
- m) Tulisan tangan.

• Teks Naratif

- a) Meeting 1: The Mouse deer Stole Cucumbers
- b) Meeting 2: A fox and A Little Rabbit Story
- c) Meeting 3: A Greedy Dog Story

F. Media Pembelajaran

- Teks narasi
- Lembar kerja
- White board
- Spidol
- Power point
- LCD

G. Teknik

Pendekatan : Scientific Learning

Strategi : RAP (Read, Ask, Put) Paraphrasing Strategy

H. Proses Belajar Mengajar

Pertemuan 1

Aktivitas	Deskripsi kegiatan	Waktu	Media
Pembukaan	1) Guru memberi salam. 2) Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. 3) Guru memeriksa kehadiran peserta didik. 4) Guru menyiapkan peserta didik secara psikis dan fisik dengan memperdengarkan penggalan lagu anak bertema binatang dan mengajukan pertanyaan yang berkaitan tentang background knowledge peserta didik mengenai pelajaran yang akan mereka pelajari (Teks naratif dalam bentuk fable pendek dan sederhana) 5) Guru menjelaskan tentang tujuan dan metode pembelajaran (RAP Pharaphraing strategy) atau kompetensi dasar yang akan dicapai. 6) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	15'	Power Point
Kegiatan Inti	Mengamati (READ) Peserta didik memperhatikan gambar dan membaca teks narasi bahasa inggris	50'	Power Point

berjudul The Mouse deer Stole The Cucumber (Aktifitas Kelompok). 2) Peserta didik dan mengamati menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, main idea, etc) Menanya (ASK) 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan. 2) Dengan bimbingan guru, peserta didik merumuskan pertanyaan tentang cara menentukan bagaimana dan menuliskan main idea dan supporting idea dengan kalimat sendiri. Mengumpulkan data (Collecting Information) 1) Peserta didik secara berkelompok synonym guessing bermain game menggunakan kata yang terdapat dalam Worksheet teks untuk menabah vocabulary dan pemahaman pada teks. 2) Dengan bantuan guru, peserta didik mencari arti dan sinonim dari keywords maupun kata-kata sulit yang telah mereka dapat. 3) Peserta didik menuliskan sinonimnya pada tempat yang disediakan (Synonims toolbox) (Synonims toolbox) berguna untuk membantu peserta didik dalam melakukan pharaphrasing)

	T	1	
	Mengasosiasi (PARAPHRASE)		
	 Peserta didik berdiskusi dan memparafrase ide utama maupun fakta pendukung dari setiap paragraph menggunakan sinonim yang mereka dapat sebelumnya. Peserta didik secara berkelompok menentukan moral story secara bersama- sama. 		
	• Menkomunikasikan		
	Peserta didik mempresentasikan hasil memparafrase mereka dengan membaca teks naratif yang beberapa katanya sudah diganti dengan sinonim.		
Penutup	 Guru dan peserta didik secara bersamasama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan 	15'	
	pembelajaran yang akan datang.		

Pertemuan 2

Aktivitas	Deskripsi kegiatan	Waktu	Media
Pembukaan	1) Guru memberi salam.	15'	
	Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.		
	Guru memeriksa kehadiran peserta didik.		
	4) Guru menyiapkan peserta didik secara psikis dan fisik dengan memperdengarkan penggalan lagu anak bertema binatang dan mengajukan		
	pertanyaan yang berkaitan tentang background knowledge peserta didik mengenai pelajaran yang akan mereka		Power Point

	pelajari (Teks naratif dalam bentuk fable pendek dan sederhana) 5) Guru menjelaskan tentang tujuan dan metode pembelajaran (<i>RAP Pharaphraing strategy</i>) atau kompetensi dasar yang akan dicapai.		
	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.		
Kegiatan Inti	Mengamati (READ)	50'	
	Peserta didik memperhatikan gambar dan membaca teks narasi bahasa inggris berjudul A fox and A Little Rabbit Story. (Aktifitas Kelompok).		Power Point
	Peserta didik mengamati dan menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, main idea, etc)		
	Menanya (ASK) 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.		
	2) Dengan bimbingan guru, peserta didik merumuskan pertanyaan tentang bagaimana cara menentukan dan menuliskan <i>main idea</i> dan <i>supporting idea</i> dengan kalimat sendiri.		
	Mengumpulkan data (Collecting Information)		
	Peserta didik secara berkelompok bermain synonym guessing game menggunakan kata yang terdapat dalam teks untuk menabah vocabulary dan pemahaman pada teks.		Worksheet
	2) Dengan bantuan guru, peserta didik mencari arti dan sinonim dari keywords		

	maupun kata-kata sulit yang telah mereka dapat.	
	3) Peserta didik menuliskan sinonimnya pada tempat yang disediakan (Synonims toolbox)	
	(Synonims toolbox) berguna untuk membantu peserta didik dalam melakukan pharaphrasing)	
	Mengasosiasi (PARAPHRASE)	
	 Peserta didik berdiskusi dan memparafrase ide utama maupun fakta pendukung dari setiap paragraph menggunakan sinonim yang mereka dapat sebelumnya. Peserta didik secara berkelompok mengerjakan tugas untuk mengecek pemahaman mereka terkait dengan teks yang telah dipelajari sebelumnya. 	
	 Menkomunikasikan 	
	 Peserta didik mempresentasikan hasil memparafrase mereka dengan membaca teks naratif yang beberapa katanya sudah diganti dengan sinonim. Peserta didik mempresentasikan hasil pekerjaan/ tugas reading comprehension dalam diskusi kelas. 	
Penutup	 Guru dan peserta didik secara bersamasama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan 	15'

Pertemuan 3

Aktivitas	Dodreini konistan	Waktu	Media
Pembukaan	Deskripsi kegiatan 1) Guru memberi salam.	15'	Media
Temouraan	Curu mengajak peserta didik untuk mengawali kegiatan dengan berdoa. Guru memeriksa kehadiran peserta didik. Guru menyiapkan peserta didik secara	13	
	psikis dan fisik dengan memperdengarkan penggalan lagu anak bertema binatang dan mengajukan pertanyaan yang berkaitan tentang background knowledge peserta didik mengenai pelajaran yang akan mereka pelajari (Teks naratif dalam bentuk fable pendek dan sederhana)		Power Point
	5) Guru menjelaskan tentang tujuan dan metode pembelajaran (RAP Pharaphraing strategy) atau kompetensi dasar yang akan dicapai.		
	6) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.		
Kegiatan Inti	Mengamati	50'	
	(READ) 1) Peserta didik memperhatikan gambar dan membaca teks narasi bahasa inggris berjudul <i>A Greedy Dog Story</i> (Aktifitas Kelompok).		Power Point
	2) Peserta didik mengamati dan menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, main idea, etc)		
	• Menanya (ASK)		
	1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.		
	2) Dengan bimbingan guru, peserta didik merumuskan pertanyaan tentang		

bagaimana cara menentukan dan menuliskan *main idea* dan *supporting idea* dengan kalimat sendiri.

• Mengumpulkan data (Collecting Information)

1) Peserta didik secara berkelompok bermain synonym guessing game menggunakan kata yang terdapat dalam teks untuk menabah vocabulary dan pemahaman pada teks.

Worksheet

- 2) Dengan bantuan guru, peserta didik mencari arti dan sinonim dari keywords maupun kata-kata sulit yang telah mereka dapat.
- 3) Peserta didik menuliskan sinonimnya pada tempat yang disediakan (Synonims toolbox)

(Synonims toolbox) berguna untuk membantu peserta didik dalam melakukan pharaphrasing)

• Mengasosiasi (PARAPHRASE)

- Peserta didik berdiskusi dan memparafrase ide utama maupun fakta pendukung dari setiap paragraph menggunakan sinonim yang mereka dapat sebelumnya.
- Peserta didik secara berkelompok mengerjakan tugas untuk mengecek pemahaman mereka terkait dengan teks yang telah dipelajari sebelumnya.

• Menkomunikasikan

- Peserta didik mempresentasikan hasil memparafrase mereka dengan membaca teks naratif yang beberapa katanya sudah diganti dengan sinonim.
- 2) Peserta didik mempresentasikan hasil

	pekerjaan/ tugas reading comprehension dalam diskusi kelas.		
Penutup	 Guru dan peserta didik secara bersamasama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 	15'	

I. Penilaian

	Indikator	Teknik	Bentuk	Instrumen
Skim r 3.3.1	Peserta didik mampu mengidentifikasi fungsi sosial dari naratif text dalam bentuk fable pendek dan sederhana	Written	Multiple choice,	1. Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.
3.3.2	Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fables pendek dan sederhana. (reading)	Written	Multiple choice, essay	 Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below. Make a sentence in the past tense form based on the sign on the picture.
4.4.1	Peserta didik mampu mengidentifikasi generic structure dari naratif text dalam bentuk fable pendek dan sederhana. (Reading)	Written	Multiple choice	1. Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.
4.4.3	Mengidentifikasi ide utama dari naratif.	Written	Multiple choice,es say	1. Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text

			below. 2. Ask yourself what the main idea of the paragraph is and what two key details support that main idea and paraphrase the main idea and two supporting details in your own words and write them in the blank provided.
Mengidentifikasi informasi spesifik dari teks	Written	Multiple choice, essay	1. Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.
			2.Read the fable above. Then, put tick (*) in the true column if the statement is true and put cross (x) in the false column if the statement is false. Look at the example. Number one was already done for you.
Mengetahui arti kata yang terdapat pada naratif text.	Written	Multiple choice,	1. Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.
Mengetahui,			2015
Guru Mata Pelajaran			Peneliti
Daruning. S,pd.		-	Dwi Yunitasari

NIM. 11202241011

NIP. ...

J. LAMPIRAN

(Pertemuan ke 1)



I. Read the narrative text below. READ (R)

The Mouse deer Stole Cucumbers



The mouse-deer is a *cunning* but *naughty* animal. It likes to eat cucumbers. One day while walking near a village it found a cucumber field with large cucumbers in it. Then, it *sneaked* to the farmer's cucumber field secretly. It stole some cucumbers from the farmer's field. It happily ate the large cucumbers in the field.

In the morning, the farmer was *angry* and *surprised* to see his cucumbers were stolen. He was so angry and wanted to *find* the thief. So, he built a scarecrow to scare away the thief. He put his clothes and his hat to make it looked like himself more. Then he collected the very sticky sap of a jackfruit tree and applied it on the scarecrow.

. . . .

(Adapted from: http://indonesianfolktales.wikia.com/)





Complete the blank spaces of the synonym words from *The Mouse deer Stole Cucumbers Story* by guessing each letter of each word. Each group has to guess different letters by turns. Work with your groups.

ADJECTIVE	VERB
ANGRY	SEE (V1)
SURPRISED	STOLEN (V3) STEAL (V1)
	FIND (V1)
1) ANGRY	
	~
	Þ
2) SURPRISED	
	2
3) SEE	
	T
4) FIND	
s	0
5) STEAL	
	<
	c



SYNONYMS TOOLBOX

Put the synonyms that you got before in the box below and use the Synonyms Toolbox before do paraphrasing.

Paragraph 1:

Words	Synonyms	Definition
cunning (adj)	wicked, bad, sly	
naughty (adj)	bad, disobedient, wicked	
sneaked (V2)	slunk, slipped	
stole (V2)	took, pinched	

Paragraph 2:

Words	Synonyms	Definition
angry (adj)		
surprised (adj)		
find (V1)		
stole (V2) steal (v1)		

ACTIVITY 4		
Read-Ask-Paraphra	se (RAP) Sheet	
Name:	Date:	
Title of Reading:		_

Student Directions: For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Example

Paragraph 1 :

Main Idea

THE MOUSE-DEER WAS A WICKED ANIMAL.

- Supporting details I
 IT SLUNK TO THE FARMER'S CUCUMBER FIELD.
- Supporting details II
 THE CUCUMBERS WERE STOLEN BY HIM.

Paragraph 2:

- Main Idea
- Supporting details I
- Supporting details II
 - Supporting details if

(Pertemuan ke 2)



I. Observe and read the narrative text below. READ (R)

A fox and A Little Rabbit Story



Once upon a time in the *jungle*, there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was *afraid* of him because his face and style looked very *vicious*.

One day, in a beautiful summer morning, when Rox was drinking at the side of river, he *saw* a little rabbit in danger. A snake came *sneaking* behind the little rabbit. The snake was going to eat it. Rox *jumped* over the snake as soon as possible and *scared* it away.

The little rabbit then felt *relieved* that Rox just saved his life from the threat of the dangerous snake. After that, it told the whole jungle that Rox was a *kind* fox. He just saved its life. There was no need to be afraid of him anymore.



Find and match each word card that has similar meaning. Each card has its own matched pair. Work in group within 15 minutes. The fastest group which done this game is the winner.



SYNONIMS TOOLBOX

Put the synonyms that you got from the matching game in the box below. Use the synonyms to paraphrase the main idea and supporting details later.

Paragraph 1:

Words	Synonyms	Definition
jungle	maze,	
afraid	frightened,	
vicious	fierce,	

Paragraph 2:

Words	Synonyms	Definition
saw	set eyes on,	
danger	hazard,	
sneaking	creep	
jumped	leap,	

Paragraph 3:

Words	Synonyms	Definition
relieved	reassured,	
kind	caring,	



Student Directions: For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

A fox and A Little Rabbit Story



Once upon a time in the *jungle*, there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was *afraid* of him because his face and style looked very *vicious*.

Orientation

One day, in a beautiful summer morning, when Rox was drinking at the side of river, he *saw* a little rabbit in danger. A snake came *sneaking* behind the little rabbit. The snake was going to eat it. Rox *jumped* over the snake as soon as possible and *scared* it away.

Complication

The little rabbit then felt *relieved* that Rox just saved his life from the threat of the dangerous snake. After that, it told the whole jungle that Rox was a *kind* fox. He just saved its life. There was no need to be afraid of him anymore.

Resolution

<u>Parag</u>	raph 1 :	
•	Main Idea	
	Supporting details I	_
	Supporting details II	_
	Supporting details if	
<u>Parag</u>	<u>raph 2 :</u>	
•	Main Idea	
		_
		_
•	Supporting details I	
•	Supporting details II	
Parag	raph 3 :	
•	Main Idea	
	Commenting data its I	
•	Supporting details I	
		_

• Supporting details II

What do you learn from the story

Task 1



Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.

A fox and A Little Rabbit Story



(http://www.gutenberg.org/files/35090/35090-h/images/illus-064.jpg)

Once upon a time in the jungle, there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was afraid of him because his face and style looked very vicious.

One day, in a beautiful summer morning, when Rox was drinking at the side of river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. The snake was going to eat it. Rox jumped over the snake as soon as possible and scared it away.

The little rabbit then felt relieved that Rox just saved his life from the threat of the dangerous snake. After that, it told the whole jungle that Rox was a kind fox. He just saved its life. There was no need to be afraid of him anymore.

Source: (www.mediabelajarbahasainggris.com)

- 1. What is the moral lesson from the text?
- a. Don't judge a book by the cover.
- b. Helping each other.
- c. A friend in need is a friend indeed.
- d. Sufferings bring happiness.

- 2. What is the purpose of the text above?
- a. To explain the reader a fox and a little rabbit.
- b. To entertain the readers with a fox and a little rabbit story.
- c. To inform the readers the factual information about a fox and a little rabbit story.
- d. To tell story in the past event between a fox and a little rabbit story.
- 3. "... *he* saw a little rabbit in danger." The underlined word refers to
- a. Rox
- b. the Rabbit
- c. the Snake
- d. the Animals

- 4. "Once upon a time in the jungle" (paragraph 1). The generic structure of the text is....
- a. classification
- b. complication
- c. resolution
- d. orientation
- 5. What is the main idea of the last paragraph?
- a. A little rabbit was in danger.
- b. Everybody in the jungle was afraid of Rox.
- c. Rox saved the little rabbit's live.
- d. The snake was going to eat rabbit.

- 6. The story is about a fox who....
- a. had a vicious looks but had a kind heart
- b. helped the little rabbit
- c. was very vicious
- d. did not have any friends
- happen?
- 7. Where and when did the story 8. Which statement is TRUE according to the text?

- a. One beautiful winter morning and in the field.
- b. One sunny morning and at grazing.
- c. One beautiful summer at grazing
- d. One beautiful summer morning and in the jungle.
- 9. What did the fox do when the snake was sneaking behind the little rabbit?
- a. He went to eat the snake.
- b. He didn't care.
- c. He jumped over and scared the snake away.
- d. He scared the little rabbit.

- a. The little rabbit was not in a danger.
- b. Rox is a kind fox.
- c. Everybody was never afraid of Rox.
- d. Rox jumped over and scared the little rabbit away.
- 10. The word "dangerous" (p3) means, EXCEPT....
- a. unsafe
- b. harmful
- c. hurtful
- d. innocent

(Pertemuan ke 3)





Read the narrative text below. READ (R)

A Greedy Dog Story



(www.mediabelajarbahasainggris.com)

There was a dog that was very <u>hungry</u>. He <u>searched</u> for food everywhere and at last he <u>found</u> a bone. He <u>picked</u> the bone with his mouth and started going back to his home. There was a bridge on the way to his home.

When he started crossing it, he <u>saw</u> his <u>reflection</u> in the water. The dog <u>thought</u> that there was another dog with a bone in water. He wanted to <u>get</u> that

other bone too.

So, he started <u>barking</u> at his own reflection. His bone <u>fell</u> in water as soon as he <u>opened</u> his mouth. The <u>greedy</u> dog <u>lost</u> his bone.

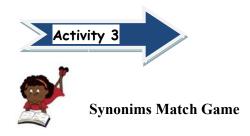
Adapted from: (www.isamaj.com)





Re-read the text above. Then, shade the words in the table that will form words and the synonym you found in the text. You may look up your dictionary.

A	В	R	Ε	F	L	Ε	C	Т	I	0	N	D	K	L	V	0	Q	S	Т
N	Н	В	C	K	0	L	Т	Н	0	U	G	Н	Т	0	W	S	R	С	0
R	C	U	C	Н	S	P	0	Т	D	Н	K	Z	W	С	0	Т	A	W	L
С	F	Ι	N	D	Т	R	G	J	С	D	R	0	Р	W	L	A	Е	Е	G
F	P	В	Н	G	R	Ε	Ε	D	Y	В	0	K	0	F	S	R	Ι	A	V
Ε	J	Ε	В	A	R	K	Т	X	V	F	V	0	R	A	C	Ι	0	U	S
Ε	K	Ε	S	Ι	W	Y	R	X	Т	Z	0	В	Т	A	Ι	N	Z	J	W
L	L	S	Ε	A	R	C	Н	L	K	A	Т	F	В	Ι	M	G	K	J	X



Match the words with the correct synonyms and definition by drawing a line to link them. Look at the example. Look at the example (Work in pairs)

1. Hungry	a. Starving, ravenous	a. mencari
2. searched	b. Spot, notice	b. menemukan
3. Found	c. voracious, gluttonous	e. lapar
4. Picked	d. look for, seek out	d. mengambil
5. greedy	e. water image, likeness	e. rakus
6. saw	f. discover,get	f. pantulan
7. reflection	g. take, bite	g. menggonggong
8. thought	h. obtain, acquire	h. jatuh
9. get	i. believe, feel	i. melihat
10. barking	j. gone,vanished	j. hilang
11. lost	k. woof, growl	k. berpikir
12. fell	l. drop, fell over	l. mendapatkan



SYNONIMS TOOLBOX



Put the synonyms that you got before in the box below and use the Synonyms Toolbox before do paraphrasing and use it to do paraphrasing later.

Paragraph 1:

Words	Synonyms	Definition
Hungry		
searched		
found		
picked		

Paragraph 2:

Words	Synonyms	Definition
saw		
reflection		
thought		
get		

Paragraph 3:

Words	Synonyms	Definition
barking		
opened		
fell		
greedy		
lost		



Read-	Ask-Paraphrase (RAP) Sheet
Name	:Date:
Title o	of Reading:
Studer	nt Directions: For each paragraph from your assigned reading, (1) READ
the pa	ragraph; (2) ASK yourself what the main idea of the paragraph is and what
two ke	ey details support that main idea; (3) PARAPHRASE the main idea and two
suppo	rting details in your own words and write them in the blank provided.
Parag	raph 1 :
•	Main Idea
•	Supporting details I
	Supporting details II
•	Supporting details if
Parag	graph 2:
•	Main Idea
•	Supporting details I
•	Supporting details II

Main Idea Supporting details I

What do you learn from the story?

Supporting details II





Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.

A Greedy Dog Story

One day, a greedy dog stole a large piece of tender meat from a butcher's shop. He grasped the meat tightly between his teeth and ran home with it.

On the way home, he came to a small bridge over a stream. As he was crossing the bridge, he looked down and saw his own reflection in the water below; he thought it was another dog that he saw. In this other dog's mouth he saw another large piece of meat. "If I can get the meat from that other dog, I will have two pieces instead of one," thought the greedy dog.

So, he bent down to get the meat and, as he opened his jaws, the meat fell out and was quickly lost in the water. In the end, the dog had nothing. He had been punished by his greed.

Source: (www.mediabelajarbahasainggris.com)

1. What do we learn from the text? A. Always be brave to everything. B. Being a headworker deserves a good reward. C. Being lazy brings to the misery. D. Never be greedy to get more. 2. What is the main idea of the first paragraph? A. A greedy dog that stole a meat from the butcher. B. A greedy dog saw his reflection. C. The greedy dog went back to his home. D. The meat fell out in the water 3. "... <u>he</u> came to a small bridge over a stream." The underlined word refers to A. The dog's reflection B. The greedy dog C. The bridge D. The meat 4. Which statement is TRUE according to the text? A. The dog was not greedy. B. The dog ate one pieces of meat. C. The dog got nothing in the end. D. The dog got two pieces of meat. 5. "... the meat *fell out* and was quickly lost in the water..." What does the underlined word mean?

A. lost

B. droppedC. trappedD. obtained





Read the fable above. Then, put tick (\checkmark) in the true column if the statement is true and put cross (x) in the false column if the statement is false. Look at the example. Number one was already done for you.

No.	Information of The Text	True	False
1.	The purpose of the text is to amuse the readers	✓	
	with a greedy dog story.		'
2.	The greedy dog lost his meat at the field.		
3.	The dog threw his meat when he saw another		
	meat on his reflection		
4.	The synonym of greedy is voracious.		
5.	The story is about a dog that was very greedy of		
	food.		
6.	The dog got two pieces of meat in the end.		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 15 Yogyakarta

Mapel : Bahasa Inggris

Kelas/Semester : VIII/2

Topik : Teks Naratif

Skill : Reading
Pertemuan : ke 4-5

Waktu : 4 x 40 Menit

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural)
 berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,
 teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan

- komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
- 4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

C. Indikator

Spiritual

1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris

Sosial

- 2.3.1 Peserta didik bertanggung jawab selama proses belajar berlangsung
- 2.3.2 peserta didik menunjukkan rasa peduli selama proses belajar berlangsung
- 2.3.3 Peserta didik mampu bekerjasama selama proses belajar berlangsung
- 2.3.4 Peserta didik mampu menunjukan rasa cinta damai selama proses belajar berlangsung

Pengetahuan

- 3.3.1 Peserta didik mampu mengidentifikasi fungsi social dari naratif text dalam bentuk fable pendek dan sederhana
- 3.3.2 Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fables pendek dan sederhana. (reading)
- 3.3.3 Peserta didik mampu membaca naratif teks dalam bentuk fable pendek dan sederhana dari contoh tertulis yang telah diberikan. (Reading)

Skill

4.4.1 Peserta didik mampu mengidentifikasi generic structure dari naratif text dalam bentuk fable pendek dan sederhana. (Reading)

- 4.4.2 Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fables pendek dan sederhana. (reading)
- 4.4.3 Mengidentifikasi ide utama dari naratif.
- 4.4.4 Mengidentifikasi informasi spesifik dari teks
- 4.4.5 Mengetahui arti kata yang terdapat pada naratif text.

D. Tujuan Pembelajaran

Spiritual

1.1.1 Pada akhir pelajaran, peserta didik bersyukur mendapat kesempatan belajar bahasa Inggris dengan membuat refleksi pribadi (manfaat belajar teks naratif dalam bentuk fable pendek dan sederhana) dengan bahasa inggris yang benar.

Sosial

- 2.3.1 Dengan belajar materi pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu bertanggung jawab akan tugas yang diberikan secara konsisten.
- 2.3.2 Dengan belajar materi pada teks naratif dalam bentuk fable pendek dan sedrhana, peserta didik mampu menunjukan rasa peduli pada lingkungan selama proses belajar secara aktif.
- 2.3.3 Dengan belajar materi pada teks naratif dalam bentuk fable pendek dan sedrhana, peserta didik mampu bekerjasama dalam kelompok maupun dengan yang lain selama proses belajar dengan bekerjasama
- 2.3.4 Dengan belajar materi pada teks naratif dalam bentuk fable pendek dan sedrhana, peserta didik mampu menunjukan rasa inta damai secara konsisten.

Pengetahuan

8.3.1 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu mengidentifikasi fungsi social dalam naratif teks terutama pada bentuk fable pendek dan sederhana menggunakan bahasa inggris yang tepat.

- 3.3.2 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu mengidentifikasi unsure bahasa pada teks naratif dalam bentuk fable pendek dan sederhana menggunakan bahasa inggris yang benar dan tepat
- 3.3.3 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu mengidentifikasi generic structure pada teks naratif dalam bentuk fable pendek dan sederhana menggunakan bahasa inggris yang benar dan tepat
- 3.3.4 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu mengidentifikasi generic structure dari teks naratif text (fable pendek dan sederhana) yang disajikan dalam bentuk audio maupun lisan menggunakan bahasa inggris yang baik dan benar.

Skill

- 4.4.1 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana, peserta didik mampu membaca teks naratif dalam bentuk fable pendek dan sederhana menggunakan bahasa inggris yang baik dan benar.
- 4.4.2 Setelah belajar matari pada teks naratif dalam bentuk fable pendek dan sederhana peserta didik mampu membuat tulisan dalam bentuk naratif pendek dan sederhana dengan bahasa inggris yang baik dan benar.

E. Materi Pembelajaran

- Teks Naratif
 - Teks naratif, berbentuk fabel pendek dan sederhana
- Fungsi Sosial :
 - Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.
- Struktur teks
 - Gagasan utama dan informasi rinci
- a) Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.

- c) Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- d) Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia
- e) atau sedih.
- f) Memberikan alasan atau komentar umum (reorientasi), opsional.

Unsur Kebahasaan

Beberapa unsur kebahasaan yang menjadi ciri fabel antara lain,

- a) Kata kerja dalam bentuk Past tense: Simple, Continuous, Perfect,
- b) Terdapat banyak kalimat langsung dan tidak langsung (quoted dan reported),
- c) Kosa kata mencakup nama binatang dan tempat, waktu, dan situasi yang
- d) terkait dengan tokoh,
- e) Penggunaan adverbia penghubung waktu, seperti first, then, after that, before,
- f) at last, finally, dsb.
- g) Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in
- h) the morning, the next day, immediately, dsb.
- i) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa
- j) Deictic (a, the, my, dsb.),
- k) Ucapan, tekanan kata, intonasi,
- 1) Ejaan dan tanda baca,
- m) Tulisan tangan.

Teks Naratif

- a) Meeting 4: A Bear and a Rabbit Story
- b) Meeting 5: The Goose and The Golden Eggs

F. Media Pembelajaran

- Teks narasi
- Lembar kerja

- White board
- Spidol
- Power point
- LCD

G. Teknik

Pendekatan : Scientific Learning

Strategi : RAP (Read, Ask, Put) Paraphrasing Strategy

H. Proses Belajar Mengajar

Pertemuan ke 4

Aktivitas	Deskripsi kegiatan	Waktu	Media
Pembukaan	 Guru memberi salam. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. Guru memeriksa kehadiran peserta didik. Guru menyiapkan peserta didik secara psikis dan fisik dengan memperdengarkan penggalan lagu anak bertema binatang dan mengajukan pertanyaan yang berkaitan tentang background knowledge peserta didik mengenai pelajaran yang akan mereka pelajari (Teks naratif dalam bentuk fable pendek dan sederhana) Guru menjelaskan tentang tujuan dan metode pembelajaran (RAP Pharaphraing strategy) atau kompetensi dasar yang akan dicapai. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. 	15'	Power Point
Kegiatan Inti	Mengamati (READ)	50'	
	1) Peserta didik memperhatikan gambar dan membaca teks narasi bahasa inggris berjudul A Bear and a Rabbit Story (Aktifitas Kelompok).		Power Point

2) Peserta didik mengamati dan menentukan hal-hal yang mereka ingin tahu tentang teks tersebut seperti, (generic structure, social function, language feature, main idea, etc)

• Menanya (ASK)

1) Peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.

• Mengumpulkan data (Collecting Information)

- 1) Peserta didik secara berkelompok bermain synonym guessing game menggunakan kata yang terdapat dalam teks untuk menabah vocabulary dan pemahaman pada teks.
- Dengan bantuan guru, peserta didik mencari arti dan sinonim dari keywords maupun kata-kata sulit yang telah mereka dapat.
- 3) Peserta didik menuliskan sinonimnya pada tempat yang disediakan (Synonims toolbox)

(Synonims toolbox) berguna untuk membantu peserta didik dalam melakukan paraphrasing)

• Mengasosiasi (PARAPHRASE)

- Peserta didik berdiskusi dan memparafrase ide utama maupun fakta pendukung dari setiap paragraph menggunakan sinonim yang mereka dapat sebelumnya.
- Peserta didik secara berkelompok menentukan moral cerita secara bersamasama.
- 3) Peserta didik secara berkelompok

Worksheet

			T
	mengerjakan tugas yang berkaitan dengan pemahaman terhadap teks.		
	 Menkomunikasikan 		
	1) Peserta didik mempresentasikan hasil pemahaman mereka dengan menuliskan di <i>whiteboard</i> maupun menjabarkan secara lisan.		
	2) Peserta didik melakukan peer correction terhadap pekerjaan kelompok lain. Mereka mengkoreksi cara penulisan maupun penggunaan grammar yang salah.		
Penutup	 Guru dan peserta didik secara bersamasama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini dan menyelesaikan tugas di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 	15'	

Pertemuan ke 5

Aktivitas	Deskripsi kegiatan	Waktu	Media
Pembukaan	 Guru memberi salam. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. Guru memeriksa kehadiran peserta didik. Guru menyiapkan peserta didik secara psikis dan fisik dengan memperdengarkan penggalan lagu anak bertema binatang dan mengajukan pertanyaan yang berkaitan tentang background knowledge peserta didik mengenai pelajaran yang akan mereka pelajari (Teks naratif dalam bentuk 	15'	Power Point

	fable pendek dan sederhana)		
	5) Guru menjelaskan tentang tujuan dan		
	metode pembelajaran (RAP		
	1 0		
	kompetensi dasar yang akan dicapai.		
	6) Guru menyampaikan cakupan materi		
TZ : 1 T 1:	dan uraian kegiatan sesuai RPP.	701	
Kegiatan Inti	• Mengamati	50'	
	(READ)		Power Point
	1) Peserta didik memperhatikan gambar dan membaca teks narasi bahasa inggris		1 OWCI I OIII
	berjudul <i>The Goose and The Golden</i>		
	· ·		
	Eggs (Aktifitas Kelompok).		
	2) Peserta didik mengamati dan		
	menentukan hal-hal yang mereka		
	ingin tahu tentang teks tersebut seperti,		
	(generic structure, social function,		
	language feature, main idea, etc)		
	language reacure, main raea, etc)		
	 Menanya 		
	(ASK)		
	1) Peserta didik merumuskan pertanyaan		
	terkait dengan isi, fungsi sosial, dan		
	struktur teks, serta unsur kebahasaan		
	dalam teks yang telah disaksikan.		
	awaaa waa yaag waa aaaaaaaaa		
	Mengumpulkan data		
	(Collecting Information)		
	` '		
	1) Peserta didik secara berkelompok		
	bermain synonym guessing game		
	menggunakan kata yang terdapat dalam		
	teks untuk menabah vocabulary dan		
	pemahaman pada teks.		
	2) Dengan bantuan guru, peserta didik		
	mencari arti dan sinonim dari keywords		
	maupun kata-kata sulit yang telah		
	mereka dapat.		***
			Worksheet
	3) Peserta didik menuliskan sinonimnya		
	pada tempat yang disediakan (Synonims		
	toolbox)		
1	(Synonims toolbox) berguna untuk	i	İ

	membantu peserta didik dalam melakukan paraphrasing)		
	Mengasosiasi (PARAPHRASE)		
	 Peserta didik berdiskusi dan memparafrase ide utama maupun fakta pendukung dari setiap paragraph menggunakan sinonim yang mereka dapat sebelumnya. Peserta didik secara berkelompok menentukan moral cerita secara bersamasama. Peserta didik secara berkelompok mengerjakan tugas yang berkaitan dengan pemahaman terhadap teks. 		
	 Menkomunikasikan 		
	 Peserta didik mempresentasikan hasil pemahaman mereka dengan menuliskan di whiteboard maupun menjabarkan secara lisan. Peserta didik melakukan peer correction terhadap pekerjaan kelompok lain. Mereka mengkoreksi cara penulisan maupun penggunaan grammar yang salah. 		
Penutup	 Guru dan peserta didik secara bersamasama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini dan menyelesaikan tugas di rumah. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 	15'	

I. Penilaian

Indikator	Teknik	Bentuk	Instrumen
Skimming	Written	Multiple	1. Read this text and choose the
3.3.1 Peserta didik mampu mengidentifikasi fungsi sosial dari naratif text dalam bentuk fable pendek dan sederhana		choice,	best answers by crossing (x) a, b, c, or d of the following questions about the text below.
3.3.2 Peserta didik mampu mengidentifikasi unsur kebahasaan pada naratif teks dalam bentuk fables pendek dan sederhana. (reading)	Written	Multiple choice, essay	 Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below. Make a sentence in the past tense form based on the sign on the picture.
4.4.1 Peserta didik mampu mengidentifikasi generic structure da naratif text dalar bentuk fable pende dan sederhana (Reading)	ri n k	Multiple choice	1. Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.
4.4.3 Mengidentifikasi ide utama dari naratif.	Written	Multiple choice,es say	 Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below. Ask yourself what the main idea of the paragraph is and what two key details support that main idea and paraphrase the main idea and two supporting details in your own words and write them in the blank provided.
Mengidentifikasi informasi spesifik dari teks	Written	Multiple choice, essay	 Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below. Read the fable above. Then,

			put tick (*) in the true column if the statement is true and put cross (x) in the false column if the statement is false. Look at the example. Number one was already done for you.
Mengetahui arti kata yang terdapat pada naratif text.	Written	Multiple choice,	1. Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.
Mengetahui,			2015
Guru Mata Pelajaran			Peneliti
Daruning. S,pd. NIP		-	Dwi Yunitasari NIM. 11202241011

J. LAMPIRAN

(Pertemuan ke-4)





Read the narrative text below. READ (R)

A Bear and a Rabbit Story



Once upon a time there lived as neighbors, a bear and a rabbit. *Unlike* the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to *hunt* for him. The rabbit could not *refuse* the bear's *demand* because he is afraid of the bear. Every week, the rabbit went to the *woods* to shoot buffaloes. He shot and killed so many buffaloes.

However, the bear was very *gluttonous*. He did not *allow* the rabbit to get any meats. Poor rabbit would have to go home hungry all the time. The bear was the father of five children. The mother bear always *gave* her youngest boy an extra large piece of meat. But the baby bear never ate the *extra* meat.

Secretly, he would take the meat outside and *pretend* to play ball with it. Then, the baby bear would *kick down* the meat towards the rabbit's house. When he got *close* to the door, he would give the meat such a great kick that it would fly into the rabbit's house. In this way, *poor* rabbit would get his meal unknown to the papa bear.

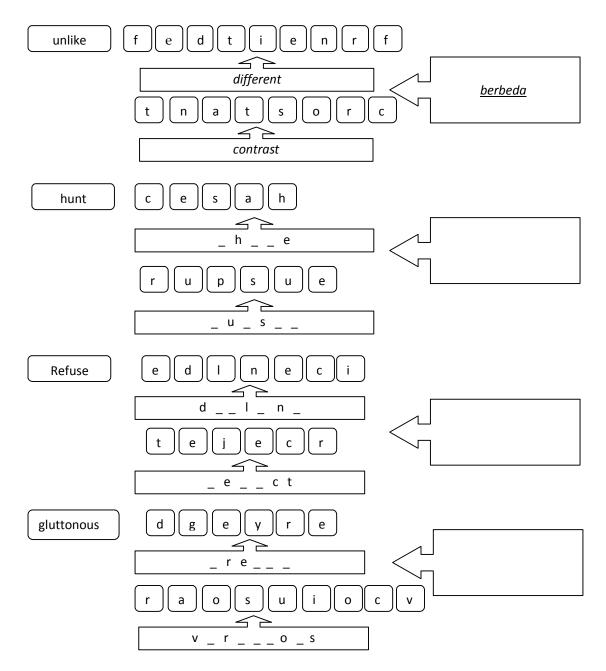
(Retyped by Joe Fatrah - taken from: Ujian Nasional Text)

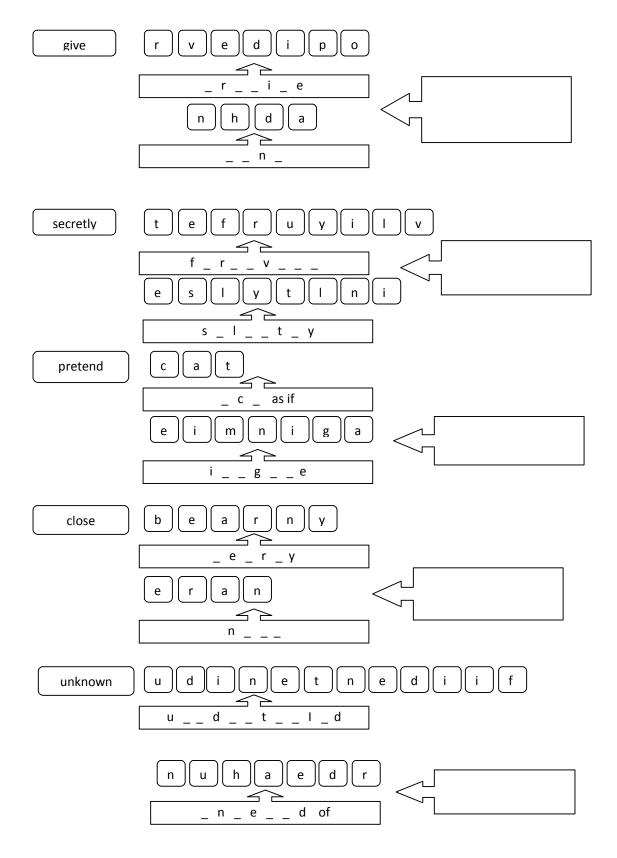


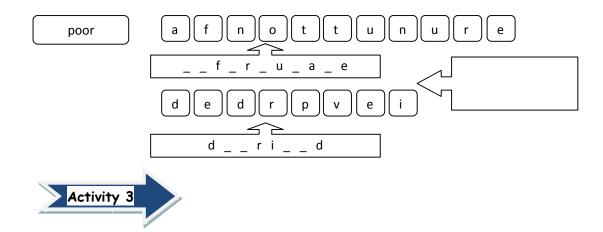
Jumbled Words



Rearrange the jumbled word below into a good word and give the suitable meaning. Look at the example.







SYNONIMS TOOLBOX



Put the synonyms that you got before in the box below and use the Synonyms Toolbox before do paraphrasing. Use the Synonyms Toolbox before do paraphrasing.

Paragraph 1:

Words	Synonyms	Definition
unlike	different, not like	
refuse	decline, reject	
hunt	chase, look for	
demand	command, order	
woods	forest	

Paragraph 2:

Words	Synonyms	Definition
allow	Let, permit	
gluttonous	Greedy, voracious	
give	Hand over, provide	
extra	Additional, superfluous	

Paragraph 3:

Words	Synonyms	Definition
pretend	act as if	
secretly	furtively, clandestinely	
poor	unfortunate, deprived	
close	near, nearby	
kick down	hit, strike	

Activity 4
$Read ext{-}Ask ext{-}Paraphrase (RAP) Sheet$

Name: ______ *Date:* _____

Title of Reading:
Student Directions: For each paragraph from your assigned reading, (1) READ
the paragraph; (2) ASK yourself what the main idea of the paragraph is and what
two key details support that main idea; (3) PARAPHRASE the main idea and two
supporting details in your own words and write them in the blank provided.

<u>Parag</u>	Paragraph 1 :		
•	Main Idea		
•	Supporting details I		
•	Supporting details II		

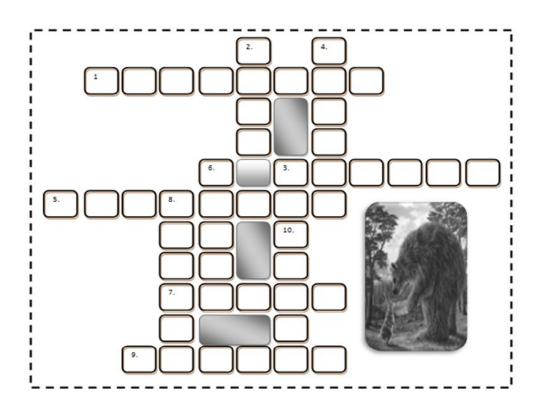
	1.0	
<u>Parag</u>	raph 2 :	
•	Main Idea	
		-
		-
•	Supporting details I	
•	Supporting details II	
	Supporting downs if	
Parag	raph 3 :	
	Main Idea	
	Main Idea	
		_
		_
•	Supporting details I	
•	Supporting details II	
		_
What	do you learn from the story :	





Re-read a Bear and a Rabbit fable story and fill the crossword puzzle below based on the information of the text

1. What kind of animal that was hunted in the story? 3. The synonym of gluttonous (p2) 5. The meaning of word "poor" (p3) 7. The synonyms of "rabbit" 9. The characteristic of Papa Bear. DOWN 2. "give" in the verb 2 4. The characteristic of rabbit 6. How many members in Bear Family? 8. The character that was very good hunter 10. The characteristic of the baby bear







Read the fable above. Then, put tick (\checkmark) in the true column if the statement is true and put cross (x) in the false column if the statement is false. Look at the example. Number one was already done for you.

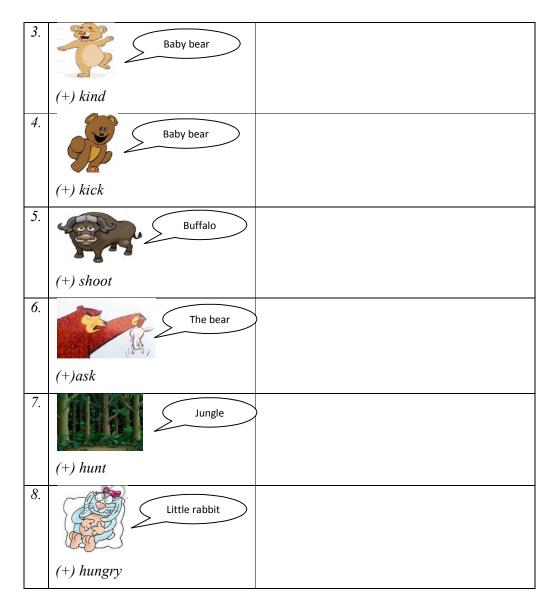
No.	Information of The Text	True	False
1.	The purpose of the text is to amuse the readers with	✓	
	"A Bear and a Rabbit Story".		
2.	The little rabbit was scared of the bear.		
3.	The little rabbit refused the bear's demand to hunt.		
4.	The story is about a bear that was bad and stingy to		
	his neighbor.		
5.	The baby bear brought the extra meat into the		
	rabbit's house by himself.		





Make a sentence in the past tense form based on the sign on the picture. Look at the example.

1.	Little rabbit (+)a good a hunter	(+) The little rabbit was a good hunter.
2.	Little rabbit (+) afraid	



(Pertemuan ke 5)





Read the narrative text below. READ (R)

The Goose and the Golden Eggs



(Source: www.longlongtimeago.com)

Long time ago a remote village, in central China there was a poor farmer family. One day, poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship." A week later to almost surprise the farmer found an egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only lay one golden age every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Tough he very much regretted for his foolishness, it's already too late.

(Adapted from: www.longlongtimeago.com)



Match the provided synonym and definition cards and stike them to the word cards on the whiteboard when the teacher starts shout the name word. The fastest group who has the correct match will be the winner. Work in groups.



Synonims Match Game





Match the words with the correct synonyms and definition by drawing a line to link them. Look at the example. Work in pairs.

Inhabited	begged, pleaded	tinggal
Prayed	lived, existed	berdoa
Livestock	poverty, adversity	ternak
Took pity	be sorry, be apologetic	kasihan
Expensive	feel sorry, for sympathize with	mahal
Hardship	costly, pricey	kesulitan
Ease	Cattle, sheep	ketentraman
Regretted	relieve, comfort	menyesal





SYNONIMS TOOLBOX

Put the synonyms that you got before in the box below and use the Synonyms Toolbox before do paraphrasing. Use the Synonyms Toolbox before do paraphrasing.

Paragraph 1:

Words	Synonyms	Definition
poor		
livestock		
prayed (pray)		
starvation		

Paragraph 2:

Words	Synonyms	Definition
took pity		
give		
ease		
hardship		
overcome		

Paragraph 3:

Words	Synonyms	Definition
livelihood		
improved		
lazy		
arrogant		
spendthrift		
lay		
slaughtered		



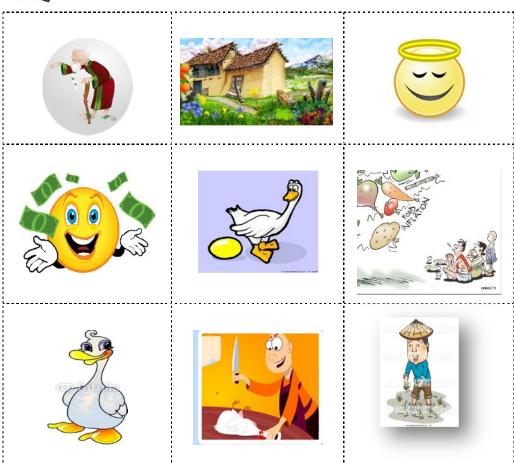
Read-A	Ask-Paraphrase (RAP) Sheet	
Name:	Date:	
Title o	f Reading:	
Studen	t Directions: For each paragraph from your assigned reading, (1) READ)
the pa	ragraph; (2) ASK yourself what the main idea of the paragraph is and what	t
two ke	y details support that main idea; (3) PARAPHRASE the main idea and two)
suppor	ting details in your own words and write them in the blank provided.	
Parag	raph 1 :	
1 urugi	Main Idea	
	Iviani idea	
•	Supporting details I	
	supporting details I	
•	Supporting details II	
<u>Parag</u>	raph 2 :	
•	Main Idea	
•	Supporting details I	
•	Supporting details II	

<u>Paragi</u>	<u>raph 3 :</u>
•	Main Idea
•	Supporting details I
•	Supporting details II
What o	do you learn from the story :

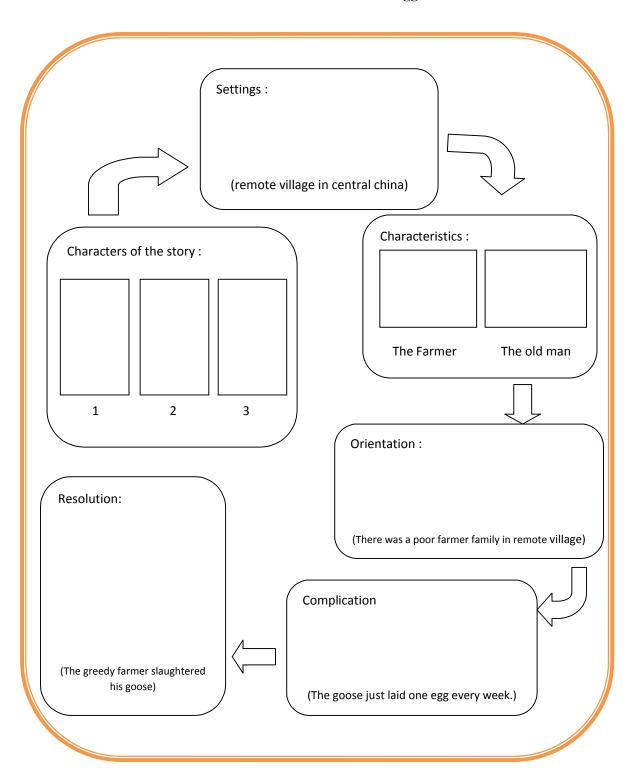




Choose the correct pictures and then cut and stick them to this table below based on the information of the text.



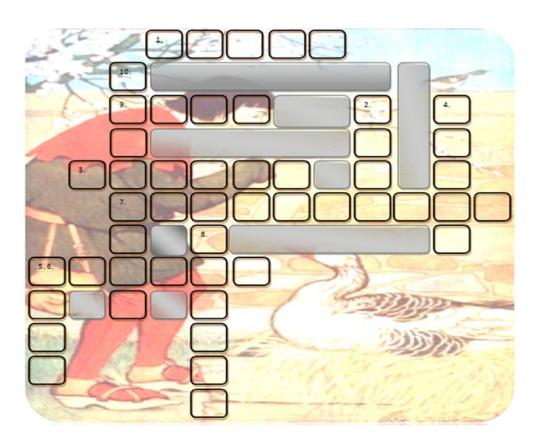
The Goose and the Golden Eggs







Re-read the fable above and fill the crossword puzzle below based on the information of the text.



ACROSS _



DOWN



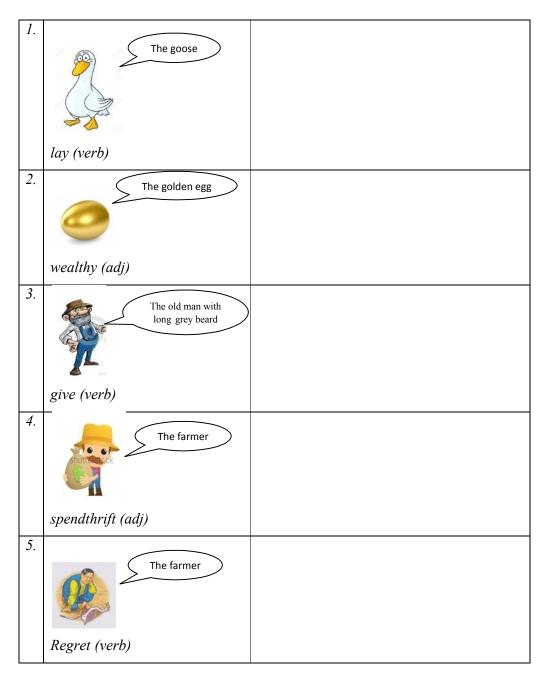
- 1. The animal that the old man gave to the farmer.
- 3. The synonym of "livestock" (line2)
- 5. "He" (line 5 paragraph 2) refers to...
- 7. The synonyms of "spendthrift"
- 9. The characteristic of the farmer after he became wealthy.

- 2. "took" in the verb 1
- 4. How many characters that involved in the story above?
- 6. "found" in the verb 1
- 8. The farmer's feeling after slaughtered the goose.
- 10. The synonym of "joy"





Make a sentence in the past tense form based on the sign on the picture.



Appendix F Reading Comprehension Test (Pre-Test& Post-Test)

READING COMPREHENSION TEST

PROTOTYPE



Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.

Questions for number (1-12)

Text 1

Sura and Baya



(https://rexbookstore.files.wordpress.com/2014/03/legend-of-surabaya.png)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

Then, they fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Source: (http://indonesianfolklore.blogspot.com/2007/10/legend-of-surabaya-folklore-from-east.html)

			223
1. What do we learn from the text?			
a. Keeping the promise that have been	made.		
b. Sufferings bring happiness.		Number 01 is removed.	٦
c. Arguing makes you distressed.		Number of is removed.	
d. A good deed deserves a reward.			
2. What is the purpose of the text above?			_
a. To explain about something		Revision of choice A from to "To describe"	"To explain"
b. To inform the readers the factual info	ormation		
c. To tell story in the past event			
d. To entertain the readers with the stor	ry		
3."Yummy, this is my lunch," said Baya.	The unde	erlined word refers to	
a. Sura	N. 1	02 : 1 1	
b. The meat	1	per 03 is removed and tuted a new one.	
c. Baya			
d. The goat			
4. The complication started when			
a. they fought for the goat			
b. they both hit each other			
c. Sura bit Baya's tail			
d. Sura went to the land and looked for	some fo	od in the river	
5. What is the main idea of the last paragra	aph?		
a. Sura broke his promise.			

b. Baya was angry to Sura.

c. There is no food in the sea.

d. Sura was looking for food.

Number 05 is removed.

6.	6. The story is about a crocodile who		
	a. fought over the shark		
	b. planned to eat the goat	Number 06 is removed.	
	c. defended and protected what in his own.	rumber oo is removed.	
	d. did not like the Shark		
7.	What did the Baya do when he saw a goat?		
	a. He asked Sura's help to catch it.		
	b. He ignored it.		
	c. He gave the goat to Sura.		
	d. He wanted to eat it for his lunch.		
8.	What did Sura and Baya do to avoid the fight a	ngain?	
	a. They would never meet again.		
	b. They made promise about their territory	Number 08 is removed.	
	c. Baya would live in the land.		
	d. Baya bitted the Sura's tail.		
9.	What happened to Sura when there is no food i	n the sea?	
	a. He went to the deeper sea.		
	b. He was dying of hunger.		
	c. He came to the river.		
	d. He came to eat Baya.		
10	10. How was Sura according to the writer? He was		
	a. mean		
	b. greedy	Number 10 is removed.	
	c. kind		
	d. humorous		

- 11. "No way! This is my lunch. You are greedy." The word 'greedy' means
 - a. wicked

b. stubborn

Number 11 is removed.

- c. voracious
- d. kind
- 12."Baya was *happy*." The synonym of the underlying word is?
 - a. sorrow

b. glad

Revision of choice A from sorrow to angry

- c. worry
- d. mad

Questions for number (13-26)

Text 2

The Lion and The Bear



(http://www.readthatagain.com/_images/)

On a summer day, when the hot weather made the animals thirsty, a lion and a bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The Lion said, "It is better for us to be friends."

(Adapted from Scaffolding)

- 13. What do we learn from the text?
 - a. A gift shows kindness.
 - b. Helping each other brings happiness.
 - c. Anger does not solve the problem.
 - d. Being lazy brings to the misery.

Revision of choice B from "Helping each..." to "never underestimate anyone"

- 14. What is the purpose of the text above?
 - a. To explain the readers about the lion and the bear
 - b. To amuse or entertain the readers with the lion and the bear's story.
 - c. To inform the readers the factual information about lion and bear
 - d. To retell story about the bear in the past event.
- 15. "They waited for the one who would die first."

The underlined word refers to....

- a. the lion
- b. those bear
- c. those eagles
- d. the others bear
- 16. The resolution of the story is when
 - a. a lion asked the bear to be friends
 - b. a lion and a bear came to a river together to drink
 - c. the hot weather made the animals thirsty
 - d. the lion and the bear stopped fighting
- 17. From the story we know that
 - a. the lion and the bear did not be friends
 - b. the eagles ate the lion

Revision of choice d from "the lion and the bear ..." to "the lion kill the bear"

c. the lion and the bear were still alive in the end

- d. the lion and the bear continued the fight until the end
- 18. The story is about animals that....
 - a. were very struggled to keep survived in the hot weather
 - b. liked to fight with each other

Revision of choice d from "were very kind ..." to "had many enemies"

- c. lived happily with each other
- d. were very kind to everyone in all situation
- 19. What did the bear and the lion do when they saw some eagles were watching them fought?
 - a. They continued the fighting.
 - b. They attacked the eagles.
 - c. They ran from the eagles.
 - d. They ended the fighting.
- 20. Which statement is NOT TRUE according to the text?
 - a. The lion won the fighting.

Number 20 is removed.

- b. The lion asked the bear to be his friend.
- c. The eagles did not eat them.
- d. The bear and the lion ended up to be friends.
- 21. What day was it in the story?
 - a. On a winter day
 - b. On a summer day

Revision of choice c from on a spring day to on a rainy day

- c. On a spring day
- d. On a cold day
- 22. How was the lion according to the writer? He was....
 - a. lazy
 - b. diligent

c. stupid				
d. smart				
23. Where did the story happe	n?			
a. At a branch of tree				
b. At the edge of the river	Revision of choice a from at a branch of tree to at a desert			
c. At the waterfall				
d. At the eagles' nest.				
24. "They <u>argued</u> which one o	f them should drink first." The underline word			
means, EXCEPT				
a. debate				
b. dispute				
c. agree				
d. quarrel				
25. The word "thirsty" (line 1)	means			
a. dehydrated				
b. satisfied Revis	ion of choice d from sore to tickled			
c. hungry				
d. sore				
26. The word "watching" (line 4) means				
a. chatting				
b. mocking Revis	ion of choice c from calling to chirping			
c. calling				
d. looking at				

Text 3

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

(Adapted from English in Focus)

- 27 What is the moral lesson from the text?
 - a. It is best to apologize first.
 - b. A good deed deserves a reward.
 - c. A friend in need is a friend indeed.
 - d. Sufferings bring happiness.
- 28. What is the purpose of the text above?

Number 28 is removed.

- a. To explain about the hare and the tortoise
- b. To amuse or entertain the readers with the hare and the tortoise story.
- c. To inform the readers the factual information about hare and tortoise
- d. To retell story in the past event about the race.
- 29." They liked to race against each other, The underlined word refers to

	a. the hare and the tortoise		
	b. the hare	Revisio	on of choice c from a small group of
	c. a small group of hare	hare to	the snakes
	d. the tortoises		
30.	"But the next day, the hare for	und a wa	y to race the tortoise that would be fair
	and lots of fun too." This sen	tence (pa	nragraph 3) is
	a. the reorientation		
	b. the complication		Number 30 is removed.
	c. the orientation		
	d. the resolution		
31.	Which one is the orientation of	of the sto	ry above?
	a. "Now the two friends can ra	ace agair	ast each other all day"
	b. "Once upon a time there liv	ed two b	pest friends,"
	c. "One day, the hare asked th	e tortois	e to race"
	d. "The tortoise refused, he sa	id that h	e will lose anyway."
	Revision of choice d from "The hare found a way to rac		ise refused," to
32.	What is the main idea of the pa	aragraph	two?
	a. The hare asked the tortoise	e to race	down to the beach.
	b. The tortoise refused the ha	are idea.	
	c. The tortoise loosed the rac	ee	
	d. The hare felt sorry to the t	ortoise	
33.	What the hare feel when the t	ortoise r	efused to race down to the beach?
	a. He regretted asking him.		

b. He felt disappointed.

				231
	c. He was very angry.			
	d. He felt sorry to him.			
34.	The story is about the hare wl	10		
	a. want to defeat the tortois	e in the race.		
	b. did not like race against t	he tortoise	Number 34 is removed.	
	c. helped the tortoise to win	n the race.		
	d. was not good in a race.			
35.	Where the tortoise did a race	in the end?		
	a. At the jungle toward the b	each		
	b. At the beach		of choice a from "at the ju	ingle toward
	c. At the mountain.	the beach	" to "at the ocean"	
	d. At the sand hill towards the	ne beach		
36.	How was the writer think abo	ut the end of the	story?	
	a. The hare might win the rac	ce		
	b. The tortoise might lose the	e race		
	c. The tortoise might win the	race.		
	d. The tortoise and the hare,	both will win the	race.	
37.	Which statement is NOT TRU	JE according to t	he text?	
	a. The tortoise did not refuse	e the hare's challe	enge.	
	b. The hare always won the r	ace.		
	c. The tortoise always loosed	the race.		
	d. The hare loved doing a rac	ee.		
38.	The word "plodding" (line 6)	means		

a. move really fast

b. move slowly

- c. go down
- d. move hurriedly
- 39. "...that would be fair and lots of <u>fun</u> too." What does the underlined word mean?
 - a. enjoyable
 - b. boredom
 - c. fierce
 - d. dishonest

Questions for number (40-50)

Text 4

The Fly and The Bull



(http://www.takdangaralin.com/wp-)

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "What a stupid animal!"Now the fly decided to land on one of the bull's hone to make the bull notice him. He waited for the bull to say something, but the bull kept quiet.

The fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!" The bull laughed and said, "little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone.

(Source: http://stories-in-the-sand.blogspot.com/2006/11/fly-and-bull.html)

40. What do we learn from the text?				
a. Do not bother anyone.	a. Do not bother anyone.			
b. Be careful with our mou	b. Be careful with our mouth.			
c. Do not act so big if you	are not.			
d. Do not see someone fro	om the appearance.			
41. " <u>He</u> decided to fly down to	talk to him." The underlined word refers to			
a. the bull				
b. the fly	Number 41 is removed and			
c. the hone	substituted a new one			
d. the grass				
42. There was once a little fly	"(paragraph 1). The generic structure of the text			
is				
a. classification				
b. complication	Revision of choice c from resolution			
c. resolution	to event			
d. orientation				
43. What is the main idea of th	ne last paragraph?			
a. The bull didn't care who	ether the little fly stay or leave.			
b. The bull asked the little	fly to leave him.			
c. The fly bothered the bu	Revision of choice c from "The fly			
bothered the bull." To "The bull kept quiet"				
44. The story is about a little fly who				
a. was friend with the bu	11			

b. was very kind

c. had so many friends.

d. felt proud of himself.				
45. Where and when did the story happen?				
a. In the night and at school				
b. One sunny morning and at grazi	ing			
c. One sunny morning and at statio	on			
d. In the morning and at wet rice f	ield			
46. Who were involved in the story?				
a.The Duck				
b. The Fly and the Buffalo	Revision of choice a from The Duck			
c. The Fly and the Bull	to The Buffalo and The Bee			
d. The Bull and The Bee				
47. Which statement is TRUE according to the text?				
a. The Fly is so tiny to the Bull.				
b. The Bull was so angry to the fly	b. The Bull was so angry to the fly.			
c. The fly was so big.				
d. The Bull was stupid.				
48. What did the Bull do when the fly	was buzzing around his ear?			
a. He went to somewhere else.				
b. He was bothered by the fly.	Revision of choice c from "He was angry."			
c. He was angry.	to "He kicked away the fly"			
d. He went on chewing grass				
49. The word "tiny" (p3) means				

a. average

b. huge

c. small

d.	b:	12

- 50. "He felt *proud* of himself." What does the underlined word mean?
 - a. overconfident
 - b. humble
 - c. fierce

Revision of choice d from modest to kind

d. modest

GOOD LUCK

KEY ANSWERS

1.	A	11.	С	21.	В	31.	В	41.	В
2.	D	12.	В	22.	D	32.	A	42.	D
3.	D	13.	С	23.	В	33.	С	43.	A
4.	D	14.	В	24.	В	34.	D	44.	D
5.	В	15.	С	25.	A	35.	D	45.	В
6.	C	16.	A	26.	D	36.	C	46.	C
7.	D	17.	C	27.	C	37.	A	47.	A
8.	В	18.	A	28.	В	38.	В	48.	D
9.	С	19.	D	29.	Α	39.	A	49.	С
10.	В	20.	A	30.	D	40.	С	50.	A

TOTAL ANSWERS:

A	12
В	13
С	12
D	13

READING COMPREHENSION PRE-TEST



Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.

Questions for number (1-6)

Text 1

Sura and Baya



(https://rexbookstore.files.wordpress.com/2014/03/legend-of-surabaya.png)

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

Then, they fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Source: (http://indonesianfolklore.blogspot.com/2007/10/legend-of-surabaya-folklore-from-east.html)

- 1. What is the purpose of the text above?
 - a. To describe about Shark and Crocodile
 - b. To inform the readers the factual information about the shark and crocodile
 - c. To tell story about Surabaya in the past event
 - d. To entertain the readers with the story of Sura and Baya

	a.	Sura
	b.	Sura and Baya
	c.	Baya
	d.	The goat
3.	The	e complication started when
	a. t	hey fought for the goat
	b. t	they both hit each other
	c. S	Sura bit Baya's tail
	d. S	Sura went to the land and looked for some food in the river
4.	Wl	hat did the Baya do when he saw a goat?
	a.	He asked Sura's help to catch it.
	b	. He ignored it.
	c.	He gave the goat to Sura.
	d	. He wanted to eat it for his lunch.
5.	Wl	hat happened to Sura when there is no food in the sea?
	a.	He went to the deeper sea.
	b	. He was dying of hunger.
	C.	He came to the river.
	d	. He came to eat Baya.
6.	"Ba	aya was <u>happy</u> ." The synonym of the underlying word is?
	a.	angry
	b	. glad
	C.	worry
	d	. mad

2."You are greedy" (line 4). The underlined word refers to

Questions for number (7-19)

Text 2





(http://www.readthatagain.com/_images/)

On a summer day, when the hot weather made the animals thirsty, a lion and a bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The Lion said, "It is better for us to be friends."

(Adapted from Scaffolding)

- 7. What do we learn from the text?
 - a. A gift shows kindness.
 - b. Never underestimate anyone.
 - c. Anger does not solve any problem.
 - d. Being lazy brings to the misery.
- 8. What is the purpose of the text above?
 - a. To explain the readers about the lion and the bear
 - b. To entertain the readers with the lion and the bear's story.
 - c. To inform the readers the factual information about lion and bear
 - d. To retell story about the bear in the past event.

9. "They waited for the one who would die first."	
The underlined word refers to	
a. the lion	
b. those bear	
c. those eagles	
d. the others bear	
10. The resolution of the story is when	
a. a lion asked the bear to be friends	
b. a lion and a bear came to a river together to drink	
c. the hot weather made the animals thirsty	
d. the lion and the bear stopped fighting	
11. From the story we know that	
a. the lion and the bear did not be friends	
b. the eagles ate the lion	
c. the lion and the bear were be friends	
d. the lion killed the bear	
12. The story is about animals that	
a. struggled to keep survived in the hot weather.	
b. liked to fight with each other	
c. lived happily with each other	
d. had many enemies	
13. What did the bear and the lion do when they saw some eagles were watchin	ıg
them fought?	
a. They continued the fighting.	
b. They attacked the eagles.	
c. They ran from the eagles.	
d. They stopped the fighting.	

14. What day was it in the story?
a. On a winter day
b. On a summer day
c. On a rainy day
d. On a cold day
15. How was the lion according to the writer? He was
a. lazy
b. diligent
c. stupid
d. smart
16. Where did the story happen?
a. At a desert
b. At the edge of the river
c. At the waterfall
d. At the eagles' nest.
17. "They <u>argued</u> which one of them should drink first." The underline word
means, EXCEPT
a. debate
b. dispute
c. agree
d. quarrel
18. The word "thirsty" (line 1) means
a. dehydrated
b. satisfied
c. hungry
d. tickled

- 19. The word "watching" (line 4) means....
 - a. chatting
 - b. mocking
 - c. chirping
 - d. looking at

Questions for number (20-29)

Text 3

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

(Adapted from English in Focus)

- 20. What is the moral lesson from the text?
 - a. It is best to apologize first.
 - b. A good deed deserves a reward.
 - c. A friend in need is a friend indeed.
 - d. Sufferings bring happiness.
- 21." They liked to race against each other, The underlined word refers to
 - a. the hare and the tortoise
 - b. the hare
 - c. the snakes
 - d. the tortoises

- 22. Which one is the **orientation** of the story above?
 - a. "Now the two friends can race against each other all day...."
 - b. "Once upon a time there lived two best friends,"
 - c. "One day, the hare asked the tortoise to race"
 - d. "The hare found a way to race."
- 23. What is the main idea of the paragraph two?
 - a. The hare asked the tortoise to race down to the beach.
 - b The tortoise refused the hare idea
 - c. The tortoise loosed the race.
 - d. The hare felt sorry to the tortoise.
- 24. What the hare feel when the tortoise refused to race down to the beach?
 - a. He regretted asking him.
 - b. He felt disappointed.
 - c. He was very angry.
 - d. He felt sorry to him.
- 25. Where the tortoise did a race in the end?
 - a. At the ocean
 - b. At the beach
 - c. At the mountain.
 - d. At the sand hill towards the beach
- 26. How was the writer thinks about the end of the story?
 - a. The hare might win the race
 - b. The tortoise might lose the race
 - c. The tortoise might win the race.
 - d. The tortoise and the hare, both will win the race.

- 27. Which statement is NOT TRUE according to the text?
 - a. The tortoise did not refuse the hare's challenge.
 - b. The hare always won the race.
 - c. The tortoise always loosed the race.
 - d. The hare loved doing a race.
- 28. The word "plodding" (line 6) means
 - a. move really fast
 - b. move slowly
 - c. go down
 - d. move hurriedly
- 29. "...that would be fair and lots of <u>fun</u> too." What does the underlined word mean?
 - a. enjoyable
 - b. boredom
 - c. fierce
 - d. dishonest

Questions for number (30-40)

Text 4

The Fly and The Bull



(http://www.takdangaralin.com/wp-)

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him.

... (continue to the next page)

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "What a stupid animal!"Now the fly decided to land on one of the bull's hone to make the bull notice him. He waited for the bull to say something, but the bull kept quiet.

The fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!" The bull laughed and said, "little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone.

(Source: http://stories-in-the-sand.blogspot.com/2006/11/fly-and-bull.html)

- 30. What do we learn from the text?
 - a. Do not bother anyone.
 - b. Be careful with our mouth.
 - c. Do not act so big if you are not.
 - d. Do not see someone from the appearance.
- 31. "I will fly away." The underlined word refers to
 - a. the bull
 - b. the fly
 - c. the hone
 - d. the grass
- 32. There was once a little fly ..."(paragraph 1). The generic structure of the text
 - is....
 - a. classification
 - b. complication
 - c. event
 - d. orientation

- 33. What is the main idea of the paragraph three?
 - a. The bull didn't care whether the little fly stay or leave.
 - b. The bull asked the little fly to leave him.
 - c. The bull kept quiet.
 - d. The fly buzzed around the bull's head.
- 34. The story is about a little fly who....
 - a. was friend with the bull
 - b. was very kind
 - c. had so many friends.
 - d. felt proud of himself.
- 35. Where and when did the story happen?
 - a. In the night and at school
 - b. One sunny morning and at grazing
 - c. One sunny morning and at station
 - d. In the morning and at wet rice field
- 36. Who were involved in the story?
 - a. The Buffalo and the Bee
 - b. The Fly and the Buffalo
 - c. The Fly and the Bull
 - d. The Bull and the Bee
- 37. Which statement is TRUE according to the text?
 - a. The Fly was so tiny to the Bull.
 - b. The Bull was so angry to the fly.
 - c. The fly was so big.
 - d. The Bull was stupid.

	a. He went to somewhere else.
	b. He was bothered by the fly.
	c. He kicked away the fly.
	d. He went on chewing grass
39.	The word "tiny" (p3) means
	a. average
	b. huge
	c. small
	d. big
40.	"He felt <i>proud</i> of himself." What does the underlined word mean?
	a. overconfident
	b. humble
	c. fierce
	d. kind

GOOD LUCK

38. What did the Bull do when the fly was buzzing around his ear?

KEY ANSWERS

1.	A	11.	С	21.	В	31.	В
2.	D	12.	В	22.	D	32.	A
3.	D	13.	С	23.	В	33.	С
4.	D	14.	В	24.	В	34.	D
5.	В	15.	С	25.	A	35.	D
6.	С	16.	A	26.	D	36.	С
7.	D	17.	С	27.	С	37.	A
8.	В	18.	A	28.	В	38.	В
9.	С	19.	D	29.	A	39.	A
10.	В	20.	A	30.	D	40.	С

TOTAL ANSWERS:

A	12
В	13
С	12
D	13

READING COMPREHENSION POST-TEST



Read this text and choose the best answers by crossing (x) a, b, c, or d of the following questions about the text below.

Questions for number (1-10)

Text 1

Buggy Races

Once upon a time there lived two best friends, the rabbit and the tortoise. They liked to race against each other, but the hare always won.

One day, the rabbit asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The rabbit replied in a kind voice that he felt sorry about it.

But the next day, the rabbit found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

- 1. What is the moral lesson from the text?
 - A. It is best to apologize first.
 - B. A good deed deserves a reward.
 - C. A friend in need is a friend indeed.
 - D. Sufferings bring happiness.
- 2." They liked to race against each other," The underlined word refers to
 - A. the rabbit and the tortoise
 - B. the rabbit
 - C. the snakes
 - D. the tortoises
- 3. Which one is the **orientation** of the story above?
 - A. "Now the two friends can race against each other all day...."

- B. "Once upon a time there lived two best friends,"
- C. "One day, the hare asked the tortoise to race"
- D. "The hare found a way to race."
- **4**. What is the main idea of the paragraph two?
 - A. The hare asked the tortoise to race down to the beach.
 - B. The tortoise refused the hare idea.
 - C. The tortoise loosed the race.
 - D. The hare felt sorry to the tortoise.
- 5. What the rabbit feel when the tortoise refused to race down to the beach?
 - A. He regretted asking him.
 - B. He felt disappointed.
 - C. He was very angry.
 - D. He felt sorry to him.
- 6. Where the tortoise did a race in the end?
 - A. At the ocean
 - B. At the beach
 - C. At the mountain.
 - D. At the sand hill towards the beach
- 7. How the writer thought about the end of the story?
 - A. The hare might win the race
 - B. The tortoise might lose the race
 - C. The tortoise might win the race.
 - D. The tortoise and the hare, both will win the race.
- 8. Which statement is NOT TRUE according to the text?
 - A. The tortoise did not refuse the rabbit's challenge.
 - B. The rabbit always won the race.
 - C. The tortoise always loosed the race.
 - D. The hare loved doing a race.
- 9. The word "plodding" (line 6) means
 - A. move really fast
 - B. move slowly
 - C. go down

- D. move hurriedly
- 10. "...that would be fair and lots of <u>fun</u> too." What does the underlined word mean?
 - A. enjoyable
 - B. boredom
 - C. fierce
 - D. dishonest

Questions for number (11-20)

Text 2

A Bear and a Rabbit Story



(http://3.bp.blogspot.com)

Once upon a time there lived as neighbors, a bear and a rabbit. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear. Every week, the rabbit went to the woods to shoot buffaloes. He shot and killed so many buffaloes.

However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home hungry all the time. The bear was the father of five children. The mother bear always gave her youngest boy an extra large piece of meat. But the baby bear never ate the extra meat.

Secretly, he would take the meat outside and pretend to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. When he got close to the door, he would give the meat such a great kick that it would fly into the rabbit's house. In this way, poor rabbit would get his meat unknown to the papa bear

Source: (http://3.bp.blogspot.com)

- 11. The story teaches that....
 - A. poverty makes people suffer
 - B. people should love each other
 - C. we must keep our good relationship with others
 - D. being greedy makes other people happy
- 12. What is the aim of the text above?
 - A. To explain the reader about a bear and a rabbit.
 - B. To amuse the readers with a bear and a rabbit story.
 - C. To inform the readers the factual information about a bear and a rabbit.
 - D. To tell story in the past event between a bear and a rabbit.
- 13. "When <u>he</u> got close to the door," The underlined word refers to
 - A. mama bear
 - B. papa bear
 - C. the rabbit
 - D. the baby bear
- 14. "Once upon a time there lived as neighbors ..." (paragraph 1).

The generic structure of the text is....

- A. classification
- B. complication
- C. resolution
- D. orientation
- 15. What is the main idea of the second paragraph?
 - A. The bear did not allow the rabbit to get any meats.
 - B. The baby bear give the rabbit meat secretly.
 - C. The bear always asked the rabbit to hunt for him.
 - D. The poor rabbit got the meat secretly.
- 16. The story is about a bear who....
 - A. was very kind to his neighbors
 - B. was bad and stingy to the poor rabbit
 - C. was a good hunter
 - D. was really love and care to his family

- 17. How did the baby bear give the meat to the poor rabbit?
 - A. He threw the extra meat to the rabbit.
 - B. He brought into the rabbit's house.
 - C. He kicked his extra meat, secretly.
 - D. He asked his mother to deliver it.
- 18. Which statement is **TRUE** according to the text?
 - A. The little rabbit was scared of the bear.
 - B. The bear family was so kind hearted.
 - C. The rabbit was a bad hunter.
 - D. The bear was a good hunter.
- 19. "He shot and killed so many buffaloes." (Line 4) The underlined refers to....
 - A. the rabbit
 - B. papa bear
 - C. mama bear
 - D. the baby bear
- 20. The word "poor" (p3) means....
 - A. fortunate
 - B. wealthy
 - C. unfortunate
 - D. rich

Questions for number (21-22)

Text 3

The Ant and the Grasshopper



(http://blog.suncoastsocial.com/)

In a field one summer's day a grasshopper was hoping about, chirping and singing to its heart's content. An ant passed by, bearing along with the great toil an ear of corn, he was taking to the nest.

"Why not come and chat with me?" said the grasshopper, "instead of toiling and moiling in that why?"

"I'm helping to lay up food for the winter," said the ant, "and recommend you to do the same."

"Why bother about winter?" said the grasshopper, "we have got plenty at present."

But the ant went on its way and continued its toil. When the winter came, the grasshopper had no food and found itself dying of hunger, while it saw the ants distributing everyday corn and grain from the stores they had collected in the summer.

Source: (http://www.bartleby.com/17/1/36.html)

- 21. What do we learn from the text?
 - A. A gift shows kindness.
 - B. Helping each other brings happiness.
 - C. Being a headworker deserves a good reward.
 - D. Being lazy brings to the misery.
- 22. "... and recommend you to do the same." (Line 6)

The underlined word refers to

- A. the ant
- B. the food
- C. the grasshopper
- D. the others insects
- 23. The complication of the story started when
 - A. the grasshopper did not listen to the ant's advice to collect the food.
 - B. the ant collected the food for winter
 - C. the grasshopper asked the ant to chat.
 - D. the grasshopper had no food.
- 24. The story is about an ant that....
 - A. was very hard-working.
 - B. was very lazy.
 - C. was same with the grasshopper. .
 - D. was mean to the grasshopper.
- 25. What did the grasshopper do when he saw an ant toiling and moiling?

A. He was chatting with his friend.
B. He was toiling and moiling.
C. He was helping the ant.
D. He was chirping and singing.
26. What happened to grasshopper when the winter came?
A. He had full of food.
B. He was dying of hunger.
C. He came to ant's nest.
D. He moved to another place.
27. How was the ant according to the writer? He was
A. lazy
B. stubborn
C. humorous
D. diligent
28. Where did the story of the first paragraph occur?
A. One winter day and at a branch of tree.
B. One summer day and in a field.
C. One summer day and in the black forest.
D. One winter day and in the ant's nest.
29. "I'm helping to <u>lay up</u> food for the winter," The underline word means,
EXCEPT
A. put
B. locate
C. search
D. place
30. The word "hunger" (p3) means
A. full
B. heave
C. gag
D. starving

Questions for number (31-40)

Text 4

The Lion and The Bear



(http://www.readthatagain.com/_images/)

On a summer day, when the hot weather made the animals thirsty, a lion and a bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the lion and the bear stopped fighting. The Lion said, "It is better for us to be friends."

(Adapted from Scaffolding)

- 31. What do we learn from the text?
 - A. A gift shows kindness.
 - B. Helping each other brings happiness.
 - C. Anger does not solve the problem.
 - D. Being lazy brings to the misery.
- 32. "They waited for the one who would die first."

The underlined word refers to....

- A. the lion
- B. those eagles
- C. those bear
- D. the others bear
- 33. The resolution of the story is when
 - A. a lion asked the bear to be friends

- B. a lion and a bear came to a river together to drink
- C. the hot weather made the animals thirsty
- D. the lion and the bear stopped fighting
- 34. From the story we know that
 - A, the lion and the bear did not be friends
 - B. the eagles ate the lion
 - C. the lion and the bear were still alive in the end
 - D. the lion and the bear continued the fight until the end
- 35. What did the bear and the lion do when they saw some eagles were watching them fought?
 - A. They continued the fighting.
 - B. They attacked the eagles.
 - C. They ran from the eagles.
 - D. They ended the fighting.
- 36. ", they saw some eagles." The word "they" refers to...
 - A. The lion and the bear
 - B. The eagles
 - C The bear
 - D. The lion
- 37. How was the lion according to the writer?
 - A. He was lazy
 - B. He was diligent
 - C. He was stupid
 - D. He was smart
- 38. When and where did the story happen?
 - A. On a winter day, at a branch of tree
 - B. On a summer day, at the edge of the river
 - C. On a hot day, at the waterfall
 - D. On a cold day, at the eagles' nest.
- 39. "They <u>argued</u> which one of them should drink first." The underline word means, EXCEPT....
 - A. debate

- B. dispute
- C. agree
- D. quarrel
- 40. The word "thirsty" (line 1) means....
 - A. dehydrated
 - B. satisfied
 - C. hungry
 - D. sore

KEY ANSWERS

1.	C	11.	C	21.	С	31.	C
2.	A	12.	В	22.	С	32.	В
3.	В	13.	D	23.	A	33.	A
4.	A	14.	D	24.	A	34.	С
5.	D	15.	A	25.	D	35.	D
6.	D	16.	В	26.	В	36.	A
7.	С	17.	С	27.	D	37.	D
8.	A	18.	A	28.	В	38.	В
9.	В	19.	A	29.	С	39.	С
10.	A	20.	С	30.	D	40.	A

TOTAL ANSWERS:

A	12
В	8
С	11
D	9

APPENDIX G Students' Score of Reading Tasks (Cycle 1&Cycle2)

SKOR TUGAS READING CYCLE 1 &CYCLE 2

No	Nama	Skor		
NU	Ivalita	Cycle 1	Cycle 2	
1	Adea Rizki Amanda	85	81.5	
2	Adella Saputri	70	85.5	
3	Alfin Aditya Pamungkas	80	85.5	
4	Alifia Rizha Utami	80	88.5	
5	Alma Widya Arista H.	80	85.5	
6	Anggito Hastu Brata	70	83	
7	Anisa Putri Rahmawati	65	86.5	
8	Ardan Setyawan	55	84.5	
9	Avlia Ankin Nadella	80	87	
10	Bursa Jondan S.	80	81.5	
11	Daniela Artamega Sandi	70	84.5	
12	Deva Anggraeni	70	83.5	
13	Dhiya Aina Ulhaq	80	84.5	
14	Drafina Puspita	85	92.5	
15	Egih Zusnandi	95	79.5	
16	Elsa Ayu M.	75	85.5	
17	Fanny Nabila Putri	100	86.5	
18	Febina Amalia Putri	75	86	
19	Ferdian Deandro T. P.	85	90.5	
20	Fita Permata Sari	90	90.5	
21	Matahari Bunga Indonesia	90	94	
22	Monica Indriani Puspita	70	94	
23	Muh. Handi W.	65	87	
24	M. Syahid Husain	75	85.5	

25	Mutia Maurly Shaliha	80	85.5
25	Widda Wadiiy Silalila	00	65.5
26	Natalia Eka Putri	80	85.5
27	Prisilia Oktaviana	75	88
28	Rafli Adam	85	81.5
29	Rakananda E. S.	90	81.5
20	B: 1 1 1/1 : B	05	065
30	Riandaka Kharisma P.	85	86.5
31	Rifai Aslam	75	84.5
32	Rino Zul Fahmi	85	84.5
22	Dialo, Alchay Indanta	O.F.	0.6
33	Risky Akbar Indarto	85	86
34	Romi Wastoka	85	85.5
25	Togge Vulianta	4 E	01 E
35	Tegar Yulianto	45	81.5
36	Yonathan Hendri L.	70	81.5

Guru Mata Pelajran,

APPENDIX H Students' Score of PreTest& Post-Test

SKOR PRE-TEST

Pedoman Penskoran Akhir

1. Rumus Perhitungan Akhir

2. Kategori nilai didasarkan pada Permendikbud No. 104 Pasal 7 Tahun 2014

```
3,85 - 4,00 dengan huruf A

3,51 - 3,84 dengan huruf A-

3,18 - 3,50 dengan huruf B+

2,85 - 3,17 dengan huruf B-

2,18 - 2,50 dengan huruf C+

1,85 - 2,17 dengan huruf C-

1,18 - 1,50 dengan huruf D+

1,00 - 1,17 dengan huruf D
```

3. Batas Tuntas (B-)

No	Nama	Skor		Nilai	Keterangan
1	Adea Rizki Amanda	62.5	2.50	C+	Tidak Tuntas
2	Adella Saputri	37.5	1.50	D+	Tidak Tuntas
3	Alfin Aditya Pamungkas	67.5	2.70	В-	Tuntas
4	Alifia Rizha Utami	70	2.80	В-	Tuntas
5	Alma Widya Arista H.	60	2.40	C+	Tidak Tuntas
6	Anggito Hastu Brata	57.5	2.30	C+	Tidak Tuntas
7	Anisa Putri Rahmawati	60	2.40	C+	Tidak Tuntas
8	Ardan Setyawan	47.5	1.90	С	Tidak Tuntas
9	Avlia Ankin Nadella	62.5	2.50	C+	Tidak Tuntas
10	Bursa Jondan S.	57.5	2.30	C+	Tidak Tuntas
11	Daniela Artamega Sandi	62.5	2.50	C+	Tidak Tuntas
12	Deva Anggraeni	62.5	2.50	C+	Tidak Tuntas
13	Dhiya Aina Ulhaq	70	2.80	В-	Tuntas
14	Drafina Puspita	55	2.20	C+	Tidak Tuntas
15	Egih Zusnandi	62.5	2.50	C+	Tidak Tuntas

16	Elsa Ayu M.	62.5	2.50	C+	Tidak Tuntas
17	Fanny Nabila Putri	62.5	2.50	C+	Tidak Tuntas
18	Febina Amalia Putri	65	2.60	B-	Tuntas
19	Ferdian Deandro T. P.	67.5	2.70	B-	Tuntas
20	Fita Permata Sari	65	2.60	B-	Tuntas
21	Matahari Bunga Indonesia	65	2.60	B-	Tuntas
22	Monica Indriani Puspita	67.5	2.70	B-	Tuntas
23	Muh. Handi W.	42.5	1.70	С	Tidak Tuntas
24	M. Syahid Husain	62.5	2.50	C+	Tidak Tuntas
25	Mutia Maurly Shaliha	60	2.40	C+	Tidak Tuntas
26	Natalia Eka Putri	65	2.60	B-	Tuntas
27	Prisilia Oktaviana	60	2.40	C+	Tidak Tuntas
28	Rafli Adam	65	2.60	В-	Tuntas
29	Rakananda E. S.	62.5	2.50	C+	Tidak Tuntas
30	Riandaka Kharisma P.	62.5	2.50	C+	Tidak Tuntas
31	Rifai Aslam	62.5	2.50	C+	Tidak Tuntas
32	Rino Zul Fahmi	62.5	2.50	C+	Tidak Tuntas
33	Risky Akbar Indarto	67.5	2.70	В-	Tuntas
34	Romi Wastoka	60	2.40	C+	Tidak Tuntas
35	Tegar Yulianto	57.5	2.30	C+	Tidak Tuntas
36	Yonathan Hendri L.	60	2.40	C+	Tidak Tuntas

Guru Mata Pelajaran,

SKOR POST-TEST

No	Nama	Skor		Nilai	Keterangan
1	Adea Rizki Amanda	77.5	3.10	В	Tuntas
2	Adella Saputri	77.5	3.10	В	Tuntas
3	Alfin Aditya Pamungkas	90	3.60	A-	Tuntas
4	Alifia Rizha Utami	80	3.20	B+	Tuntas
5	Alma Widya Arista H.	92.5	3.70	A-	Tuntas
6	Anggito Hastu Brata	85	3.40	B+	Tuntas
7	Anisa Putri Rahmawati	75	3.00	В	Tuntas
8	Ardan Setyawan	82.5	3.30	B+	Tuntas
9	Avlia Ankin Nadella	80	3.20	B+	Tuntas
10	Bursa Jondan S.	82.5	3.30	B+	Tuntas
11	Daniela Artamega Sandi	82.5	3.30	B+	Tuntas
12	Deva Anggraeni	92.5	3.70	A-	Tuntas
13	Dhiya Aina Ulhaq	92.5	3.70	A-	Tuntas
14	Drafina Puspita	-	-	-	-
15	Egih Zusnandi	95	3.80	A-	Tuntas
16	Elsa Ayu M.	85	3.40	B+	Tuntas
17	Fanny Nabila Putri	77.5	3.10	В	Tuntas
18	Febina Amalia Putri	82.5	3.30	B+	Tuntas
19	Ferdian Deandro T. P.	87.5	3.50	B+	Tuntas
20	Fita Permata Sari	92.5	3.70	A-	Tuntas
21	Matahari Bunga Indonesia	95	3.80	A-	Tuntas
22	Monica Indriani Puspita	90	3.60	A-	Tuntas
23	Muh. Handi W.	85	3.40	B+	Tuntas
24	M. Syahid Husain	85	3.40	B+	Tuntas
25	Mutia Maurly Shaliha	90	3.60	A-	Tuntas
26	Natalia Eka Putri	92.5	3.70	A-	Tuntas
27	Prisilia Oktaviana	82.5	3.30	B+	Tuntas

28	Rafli Adam	92.5	3.70	A-	Tuntas
29	Rakannanda E. S.	85	3.40	B+	Tuntas
30	Riandaka Kharisma P.	90	3.60	A-	Tuntas
31	Rifai Aslam	82.5	3.30	B+	Tuntas
32	Rino Zul Fahmi	90	3.60	A-	Tuntas
33	Risky Akbar Indarto	82.5	3.30	B+	Tuntas
34	Romi Wastoka	77.5	3.10	В	Tuntas
35	Tegar Yulianto	82.5	3.30	B+	Tuntas
36	Yonathan Hendri L.	82.5	3.30	В+	Tuntas

Guru Mata Pelajaran,

Appendix I Photographs

PHOTOGRAPHS



1. The researcher was explaining the nature of 2. The English teacher as the collaborator narrative text to the students.



Was observing the teaching and learning process.



3. The researcher was distributing the texts to the students.



4. The student was reading a narrative text.



5. The researcher was explaining the rule of the synonym guessing game to the students.



6. The students are doing the synonym activity in groups.



7. The students were playing fly swat game.



8. The researcher and the students were discussing the result of synonym activity.



9. The students were doing RAP activity in a group discussion.



10. The researcher was giving feedback to the students during the implementation of RAP.



11. The students were doing paraphrasing activity by writing it on the white board.



12. The students were doing crossword puzzle related to the text they learned.



13. The researcher was giving feedback to the student in defining main idea and supporting details of the text.



14. The students were doing shade words game in the groups.



15. The students were doing the reading comprehension activity in group discussion orderly.



16. The students were doing peer correction to the result of paraphrasing they wrote on the whiteboard.

Appendix J Letters



PEMERINTAH KOTA YOGYAKARTA DINAS PENDIDIKAN

SMP NEGERI 15 YOGYAKARTA

Jalan Tegal Lempuyangan Nomor 61 Telepon 512912 Yogyakarta

Website: http/www.smpn15yogya.com Email: smpn15_yk@yahoo.co.id Fax: (0274) 544903

SURAT KETERANGAN PENELITIAN

Nomor: 070 / 265/2015

Yang bertanda tangan di bawah ini Kepala SMP Negeri 15 Yogyakarta:

Nama

: Subandiyo, S.Pd.

NIP

: 19590723 198103 1 010

Pangkat / Golongan : Pembina / IV/a

Menerangkan dengan sesungguhnya bahwa:

Nama

: DWI YUNITASARI

NIM

: 11202241011

Pekerjaan

: Mahasiswa Universitas Negeri Yogyakarta

Prodi / Fakultas

: Fakultas Pendidikan Bahasa Inggris /FBS

Judul Penelitian

: IMPROVING READING COMPREHENSION OF GRADE EIGHT STUDENTS OF

SMP NEGERI 15 YOGYAKRTA THROUGH READ ASK PUT (RAP)

PARAPHRASING STRATEGY IN THE ACADEMIC YEAR OF 2014/2015

Telah melakukan Penelitian di SMP Negeri 15 Yogyakarta pada tanggal,23 Maret s/d 20 Mei 2015 berdasarkan surat No.070/0652 dan 1235/34 tanggal, 25 Februari 2015

Demikian Surat Keterangan Penelitian ini kami buat untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 21 Mei 2015 Sekolah

NIP: 19590723 198103 1 010

SEGORO AMARTO SEMANGAT GOTONG ROYONG ÁGAWE MAJUNE NGAYOGYAKARTA

KEDISIPLINAN - KEPEDULIAN SOSIAL - GOTONG RO12ONG - KEMANDIRIAN



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI YOGYAKARTA KHETAS 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

Yogyakarta, 17 Februari 2015

Nomor

: 209d/UN.34.12/DT/II/2015

Lampiran

: I Berkas Proposal

Lin

: Permohonan Izin Penelitian

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 READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMPN 15 YOGYAKARTA THROUGHT READ ASK PUT (RAP) PARAPHRASING STRATEGY IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama

: DWI YUNITASARI

NIM

: 11202241011

Jurusan/ Program Studi

: Pendidikan Bahasa Inggris

Waktu Pelaksanaan

: Maret - Mei 2015

Lokasi Penelitian

: SMPN 15 Yogyakarta

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

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

an Dekan

Kasubbag Peddidikan FBS,

Indun 1 670704 199312 2 001

Tembasan:

- Kepala SMPN 15-Yogyakarta

274



PEMERINTAHAN KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682 Fax (0274) 555241

E-MAIL: perizinan@jogjakota.go.id

HOTLINE SMS: 081227625000 HOT LINE EMAIL: upik@jcqjakota.go.id

WEBSITE: www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR:

070/0652 1235/34

Membaca Surat

Dari Surat izin/ Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta Nomor: 070/REG/V/655/2/2015 : 24 Februari 2015 Tanggal

Mengingat

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.

Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan,

Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;

Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;

Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;

Peraturan Walikota Yogyakarta Nomor 18 tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Diijinkan Kepada

Nama

DWI YUNITASARI

No. Mhs/ NIM

11202241011

Pekerjaan Alamat

Mahasiswa Fak. Bahasa dan Seni - UNY Kampus Karangmalang, Yogyakarta

Penanggungjawab : Dr. Margana, M.Hum., M.A.

Keperluan

Melakukan Penelitian dengan judul Proposal: IMPROVING READING COMPREHENSION OF GRADE EIGHT STUDENTS OF SMPN 15 YOGYAKARTA THROUGH READ ASK PUT (RAP) PARAPHRASING

STRATEGY IN THE ACADEMIC YEAR OF 2014/2015

Lokasi/Responden

Waktu Lampiran Kota Yogyakarta

24 Februari 2015 s/d 24 Mei 2015

Dengan Ketentuan

Proposal dan Daftar Pertanyaan

Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)

Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat 2.

lzin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu 3. kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah

Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan Pemegang Izin

HTAN Dikeluarkan di

: Yogyakarta

Pada Tanggal

25-2-2015

An. Kepala Dinas Perizinan

Sekretaris

DWI YUNITASARI

Tembusan Kepada:

Yth 1.Walikota Yogyakarta (sebagai laporan)

2.Ka. Biro Administrasi Pembangunan Setda DIY

3. Ka. Dinas Pendidikan Kota Yogyakarta 275

4. Kepala SMP Negeri 15 Yogyakarta

5.Ybs.

ENY RETNOWATI, SH NIP. 196103¢31988032004