

**IMPROVING READING COMPREHENSION OF THE GRADE VIII
STUDENTS AT SMP N 9 MAGELANG THROUGH DIRECTED
READING THINKING ACTIVITY (DRTA) IN THE ACADEMIC
YEAR OF 2014/2015**

A THESIS

**Submitted as a partial fulfillment of the requirements for the attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



Wilis Aurum Ningtyas

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

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Academic Year of 2014/2015**

A Thesis

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Magelang through Directed Reading Thinking Activity (DRTA) in the
Academic Year of 2014/2015

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mengatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 11 Agustus 2015

Peneliti,



Wilis Aurum Ningtyas

MOTTOS

Hasbunallah wa ni'mal wakil

Allah is Sufficient for us, and the best of Guardians.

(QS. Ali Imran: 173)

If you are lucky enough to be different, don't ever change!

(Taylor Swift)

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This thesis is dedicated to:

1. my beloved parents, Wardoyo and Nanik Nurhawati,
2. my amazing sisters, Mba Gema Qori Juanti, Ruchyan Intani, and Atika Murdha Hayuni,
3. classmates in PBI A 2011, KKN 379, roommates in E10 and E21,
4. my best friends, Mba Resti Nurlaila, Meta Asri Saraswati, and Nurfazri Wulandari.

Thank you for your endless and timeless support, prayers, love, and trust.

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Yogyakarta, 11 August 2015

The researcher

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Improving Reading Comprehension of Grade VIII Students at SMP N 9 Magelang through Directed Reading Thinking Activity (DRTA) in the Academic Year of 2014/2015

Abstract

This research is action research that aims to improve the grade VIII students' reading comprehension at SMP N 9 Magelang by implementing Directed Reading Thinking Activity. It was conducted in class VIII G that consisted of 29 students in the academic year of 2014/2015.

This study was carried out in two cycles. Each cycle consisted of two meetings which included reconnaissance, planning, actions, observation and reflection. DRTA was implemented during the actions of the research. It consisted of three steps. They were predicting, reading, and confirming prediction. It was also supported by making use of LCD projector to optimally show the teaching and learning materials and the media, providing vocabulary assistance, giving more explanation related to the social function of the texts, giving worksheets and providing guidance. This research used four out of five criteria of validity namely democratic validity, outcome validity, process validity and dialogic validity. Furthermore, to enhance the trustworthiness of the study, the researcher implemented two out of four kinds of triangulations, namely time triangulation and investigator triangulation. The data collected were qualitative in nature and also supported by quantitative data. The qualitative data were gained through observation and interview. It was done by observing, assembling, coding, comparing and building the interpretation of the data and also reporting the outcomes descriptively. The data were in the form of field notes, interview transcripts and photographs. Meanwhile, the quantitative data were collected from the students' scores in the pre-test and post-test. The data were analyzed by comparing the mean scores and the standard deviation of the tests using SPSS 16.0.

The result showed that the students' reading comprehension was significantly improved through DRTA. The actions made significant improvements of the students' reading comprehension in the aspects of vocabulary interpretation, generating main idea, identifying the detail information of the text, and also students' participation during the reading lesson. The findings were supported by the students' mean scores which increased by 5.32 point from 73.68 in the pre-test to 79.00 in the post-test. Moreover, the students be more motivated and interested to read by using DRTA.

Keywords: reading comprehension, Directed Reading Thinking Activity (DRTA)

CHAPTER I

INTRODUCTION

A. Background of the study

English, in Indonesia, becomes one of the compulsory subject lessons, starting from the junior high school level up to the university level. Referring to the *Kompetensi* mentioned in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No.64 Tahun 2013*, students of junior high school should have the abilities in mastering the basic skills of learning English (listening, speaking, reading and writing). It means that the English are seriously considered by the government of this country because the fact that English is very important.

Focusing on the lowest level –junior high school level– of English as the compulsory subject, it is undeniable that English is highly important to be mastered by the junior high school students. Their mastery of English will be needed not only for the present needs but also for the future needs. To do so, there are four main skills in English that should be mastered by the students; they are listening, speaking, reading and writing.

Among those four main skills, reading is one of the English skills which is essential to be mastered by the students. Reading skills are necessary for students in acquiring knowledge and new information. As mentioned by Brown (2007:185) that reading is the most essential skill in the educational context as it can be the assessments for students' general language ability. In other way, Harmer (2001:68) states that reading is useful for some purposes. It can be the

part of language acquisition process, the good model of writing and opportunities to study language: vocabulary, grammar, punctuation, and the way in constructing sentences, paragraphs and texts. He also adds that good reading texts can introduce interesting topics, stimulate discussions, excite imaginative response and be the springboard for well-rounded, fascinating lessons.

Based on the statements above, it is logical that reading is absolutely essential skills because it provides knowledge (knowledge of the world and the language) and information that can encourage the students to achieve the language acquisition and other academic achievement.

In addition, reading provides gates for information that is very influential for the students' successes in their study. A lot of materials at school are presented in the form of texts which means that students must be able to read to get the point of the materials. Yet, it is not enough just to be able to know the meaning of the words in the text. Students need to be able to comprehend or understand the texts well to gain the substance of the texts.

However, implementing a good reading activity and obtaining the advantage of reading seem not as simple and easy as it is stated. One of these kinds of reading phenomena can also be found in the teaching and learning of reading in SMP N 9 Magelang. The researcher's observation and interview in SMP N 9 Magelang with the grade VIII English teacher and students point out that the students' reading comprehension is still low. It is indicated from their difficulty in understanding what the text is actually about.

There are minimum strategies and activities employed during the teaching and learning of reading that support the students in comprehending texts. It is somewhat influencing the students' focus and concentration in reading. Students are also left alone without any assistance to understand a particular text.

Besides, students are expected to grasp the ideas of a particular text in order to acquire the information during the reading process. The students' thinking ways also need to be guided so they will not veer to unintended purpose of a text. In other words, students should be able and be guided to comprehend a text during the reading process. To do so, there should be a strategy in reading that facilitates them to do so.

There are various kinds of strategies in reading that can be implemented to assist the students in comprehending texts; one of them called Directed Reading-Thinking Activity (DR-TA). DR-TA is a strategy which attempts to equip readers with the ability to determine the purposes of reading, the ability to extract, comprehend, and assimilate information, the ability to make predictions to examine reading materials based on the purposes of reading, the ability to pass judgments, and finally the ability to make decisions based upon information gleaned from reading (Odwan, 2012:139). In line with this study, DR-TA is the proper strategy to provide way to facilitate students achieving reading comprehension.

Based on the problems and the proposed solution above the researcher is interested in conducting a study entitled "Improving Reading Comprehension

of Grade VIII Students at SMP N 9 Magelang through Directed Reading Thinking Activity (DRTA) in the Academic Year of 2014/2015.

B. Identification of the problem

Based on the background problem on the research study, there are some factors that influence students' reading comprehension. They are teacher's factor, students' factor and teaching and learning process factor.

The first factor that influences students' reading comprehension is related to the teacher. A teacher has important roles in running the teaching and learning processes as mentioned by Harmer (2001:57) that all roles, after all, aim to facilitate the students' progress in some way or the other. Hence, in teaching and learning reading, a teacher should be able to facilitate the students so that students will be able to achieve the goal of reading.

A teacher's ability and proficiency in managing and facilitating class will encourage students' development and provide the encouraging atmosphere for them. Besides, the teacher should be able to determine the teaching suitable and feasible strategies for the teaching and learning process.

Implementing reading strategies, helping learners to understand the text, and managing the use of strategies are considered to be the important aspects of the teaching of second or foreign language reading skills. Related to the teacher's factors which are classroom management and reading strategies used by the teacher, it seemed that in the observed classes, the teacher should be put more attempt and attention in conducting encouraging classroom management

and applying appropriate reading strategies to develop students' reading comprehension.

The second factor that influences students' reading comprehension is the students themselves. Students are the target of teaching and learning process. There are 29 students in class VIIIIG and each student absolutely has different levels of proficiency in English. Some of the students have good proficiency, and the others are just fair, even low. As mentioned earlier, their lacks of vocabulary hinder them to understand the text easily. They suddenly dropped their motivation when they saw a long text before they read it. The students also find difficult to distinguish between the main idea and the detail information. They also feel difficult to distinguish between the detail information and the main idea of the text. All of the VIIIIG students' problems should be taken seriously by determining the most suitable treatment.

The third factor that influences students' reading comprehension is related to the process of teaching and learning. It is viewed from the classroom management, some students were busy talking with their friends, and some others were busy doing their own activities while the teacher explaining the lesson. There was no significant action to make the students pay attention to the lesson and stop doing their own activities. It makes the process of teaching and learning is slightly disrupted by the noises from the students.

Not only from the view of classroom management which influences the process of teaching and learning, but also from the activities in the reading

classroom. In reading activities, students need sufficient input, the appropriate strategies and activities that can encourage them to comprehend the texts. The observed class has a lack of these strategies and activities in reading. The students read the text silently by themselves and then simply answered the following questions based on the text without any further explanation to go deep with the ideas of the text.

Sometimes, some students did not know the meaning of the question and there were no strategies to deal with this problem. The teacher tended to give all of the meaning of the difficult word without trying to invite students to find the meaning by themselves. Because there are no further strategies and also activities, students have no opportunities to maintain their reading comprehension abilities of the texts.

C. Delimitation of the Problem

The problem in this study is delimited to the effort to improve the students' reading comprehension through DR-TA of class 8G students at SMPN 9 Magelang. Regarding to the teaching and learning process of reading in the grade VIII students at SMPN 9 Magelang, it can be seen that the students only read the text and then answered the question that followed the text in the reading class without any further supporting activities that can help them to be more involved with the text. There are insufficient supplementary media, as well, to make the students become more focus and interested during the reading class. Moreover, there is lack of strategies which are implemented

during the class. Strategies in reading are needed and they are different among one reader to another and the strategies help students in interpreting and reacting to the texts.

If the reading strategies are not suitable, it is possible that the students will have difficulties in understanding what they have been read and it means that they are failed to comprehend the texts. That is why strategies in reading, in this study Directed Reading Thinking Activity, is highly important to maintain the students' reading comprehension by giving them opportunity to solve the problems. Anyway, all of the components needed to maintain the students' reading comprehension deserve to be considered implemented during the reading class.

D. Formulation of the problem

1. How can Directed Reading Thinking Activity (DRTA) be used to improve reading comprehension of grade VIII students at SMP N 9 Magelang?

E. Objective of the research

In line with the formulation of the problem, this research aims to improve the students' reading comprehension abilities of eight grade students in SMPN 9 Magelang through Directed Reading-Thinking Activity (DR-TA).

F. Significance of the research

1. The research finding can be implemented by the English teacher of grade VIII at SMPN 9 Magelang to improve the grade VIII students' reading comprehension abilities.

2. The research finding can also be used as the model for other teachers as the alternative strategies to improve students' reading comprehension abilities.
3. For other researchers who are interested in the similar field, the research finding can be applied as an input to enrich and enlarge the knowledge of teaching English, especially in improving reading comprehension.

CHAPTER II

LITERATURE REVIEW

To strengthen the conceptual framework of the research, this chapter presents supporting theories related to this research. The discussion of this chapter focus on the review of the theories which are related to this study, review some studies which are relevant to this research, and a conceptual framework which are related to the problem of this research.

A. Review of theories

Review of the theories discusses the underpinning theories related to the research. The detail explanation of this part is presented as follows.

1. Reading Comprehension

a. Definition of Reading Comprehension

There are a lot of definitions of reading. Linguists give definitions about reading in various ways. They say that reading is the process to get, to understand, to catch the content of the reading. They also add that reading is a process to understand a written text which means extracting the required information from it, as efficiently as possible.

Smith (1994:3) defines that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics –it is *purposeful*, *selective*, *anticipatory*, and based on *comprehension*, all matters where the reader must clearly exercise control.

Hedgcock (2009:49) adds that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on bottom-up processes (for decoding and comprehending the text) or top-down skills (for activating the background knowledge and prediction strategies of the reader) and according to Brown and Yule (in Lems, 2010:171), reading involves learning how to make “reasonable interpretations” of a written text.

Reading covers a lot of things. It does not simply know the meaning of individual words in a particular text. In other words, reading can be defined as a process of making reasonable interpretation in apprehending a text which has four characteristics; purpose, selection, anticipation, and comprehension.

Talking about comprehension as one of the characteristics of reading, Mikulecky and Jeffries (2007:74) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. According to Smith (2008:41), comprehension may be regarded as relating aspects of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.

Richards and Schmidt (2002:99) say that comprehension is the identification of the intended meaning of written or spoken communication. They also adds that contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing).

It is also supported by Smith (1994:165) that readers learn the meaning by making sense of words from their context, using what is known to comprehend and learn the unfamiliar. Making sense of words is basically related to the vocabulary mastery as Smith also continues that vocabulary provides a permanent basis of knowledge for determining the probable meaning and pronunciation of new words. If readers know both the meaning and the pronunciation, they will have little difficulty in comprehending and saying a new word.

In other words, reading comprehension is a process of relating the readers' background knowledge with the information in the text to get the message of the text. Reading comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct meaning of the text.

1) Processes of reading comprehension

In the discussions about reading and comprehension, experts generally mention about the bottom-up and top-down process. Both of them are the processes of reading comprehension and according to the recent research, there is one more kind of processing reading comprehension, called interactive reading.

a) Bottom-up processing

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense to what is called “meaning”.

b) Top-down processing

Top down, is a process in which the readers draw their own intelligence and experience to understand a text.

c) Interactive reading

Interactive reading is a combination of top-down and bottom up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

2) Strategies in Reading Comprehension

According to Richards and Schmidt (2002:44), reading comprehension strategy is way of accessing the meaning of texts, which are employed flexibly and selectively in the course of reading. Reading strategies are often divided into three stages; (a) before reading, (b) during reading, and (c) after reading.

To be able to read texts, students should have their strategies. Process of reading is not a merely instant process that occurs without any strategy and sequence. There are some strategies in reading proposed by Brown (2007:306). They are 1) identifying the purpose of reading, 2) using graphonic rules and patterns to aid in bottom up decoding, 3) using efficient silent reading techniques for relatively rapid comprehension, 4) skimming, 5) scanning, 6) guessing when the reader is not understand, 7) analyzing vocabulary, 8) distinguishing between literal implied meaning, and the last 9) capitalizing on discourse markers to process relationship.

Aside Brown's strategies, Pearson (in Tovani) isolates seven strategies used by successful readers. The seven strategies are 1) using

existing knowledge to make sense of new information, 2) drawing inferences from the text, 3) monitoring the reader's own comprehension, 4) using "fix-up" strategies when meaning breaks down, 5) determining what is important, and 6) synthesizing information to create new thinking.

Referred to Brown's and Pearson's, strategies in reading help the teacher to assist students into efficient and successful readers. By applying strategies in reading the teacher and students are expected to be more organized in understanding a text. However, this research focus only on some strategies which are linear to the students' reading problems in identifying the purpose of reading, guessing meaning from context, analyzing vocabulary, using existing knowledge to make sense of new information, and asking questions about the text before, during, and after reading.

2. Teaching Reading Comprehension

This section comprises some discussions related to teaching reading comprehension. They are the teaching and learning process of reading, teaching reading comprehension, principle in teaching reading comprehension, types of classroom reading performance, teaching reading in junior high school and assessment of reading.

a. The Teaching and Learning Process of Reading

Brown (2006: 7) defines learning as a process of acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. Brown (2006: 8) also breaks down learning definition into smaller components; 1) learning is acquisition or “getting”, 2) is retention of information of skill in which retention implies storage systems, memory, and cognitive organization, 3) learning involves active, conscious focus on and acting upon events outside or inside the organism, 4) learning is relatively permanent but subject to forgetting, 6) it involves some form of practice, perhaps reinforced practice, and learning is a change of behavior.

From the definition above, apparently, learning is an activity done by human being as an effort to get knowledge, to create attitudes, and to raise concept and skills as a result of the interaction with the environment. Learning is actually related to the process of acquisition and skill or information retention in the cognitive organization. Learning can also be carried out through some form of reinforced practice. In learning process, the dominant activity is the interaction between teacher and the students.

According to Brown (2006:7) similarly, teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with

knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

In other words, teaching is a way of providing someone to get knowledge, to create attitudes, and to raise concept and skills. Teaching activity cannot be separated from learning. It is because the process of teaching should be based on how students learn and it will determine the teaching style, techniques, and strategies of teaching to meet the students' needs of learning.

b. Teaching Reading Comprehension

Comprehension skills are strategies readers use to retrieve information and construct meaning from a particular text. They are the thinking processes, broken down into steps that are used to comprehend. These must be taught explicitly. Three types of comprehension skills are described below: pre-reading, during reading, and post-reading (Johnson, 2008:110).

Teaching reading comprehension is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn and sets the condition for learning (Brown, 2007:7). Guidance is done by leading students to do activity in the effort of getting knowledge. The activity itself can be done by giving them tasks. However, an important point dealing with giving tasks to the students is about the consideration of technique used. A Teacher should

consider the best technique to be applied for a particular task or activity.

In teaching reading comprehension, the teacher also helps students to learn micro skills and macro skills of readings, as stated by Brown (2007:189) 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.

The micro and macro skills are in line with the strategies of reading comprehension. Thus, in teaching reading comprehension, a teacher should provide the students with three steps of reading comprehension; before, during, and after reading through to facilitate the students build the context and get the ideas of a text in order to achieve the macro and micro skills of reading.

c. Principles in Teaching Reading Comprehension

There are some principles behind the teaching of reading proposed by Harmer (2001:70). They are:

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

Understanding the meaning of the words, understanding arguments and working out for the agreement of the statements are included as active occupation in reading.

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

Harmer considers that students can get more benefit from reading if they are engaged and interested in reading text.

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

In this principle, the point is that students should have opportunities to respond to the message of the text and thus provoking personal engagement of the students.

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

The fourth principle is about the students' expectations and active process of reading is ready to begin when they can get the hints of the text so they can predict what's coming in the next segment of a particular text.

5) Principle 5: Match the task to the topic.

Choosing the good tasks for students in reading is important since it can undermine boring and inappropriate questions so the reading activity can be more exciting and challenging for the students.

The five principles behind teaching reading propose some important points that need to be considered by the teacher in teaching reading, such as it is important to make the students engaged with and have the abilities to respond to the texts. The principles also highlight that predicting is crucial in reading since it is related to the students' active process of reading. In addition, choosing the good tasks is one of the considerations to make the reading activity be more exciting and challenging. By referring to those principles, the teacher and students can be facilitated to attain a good-quality of reading process.

d. Types of Classroom Reading Performance

Brown (2007:312) classifies types of classroom reading performance into two types; oral reading and silent reading. The latter is subcategorized further into intensive and extensive reading.

Oral reading occasionally employed for the beginners and intermediate level. Oral reading can (a) serve as an evaluative check on bottom-up processing skills, (b) double as a pronunciation check, and (c) serve to add some extra student participation if the teacher want to highlights a certain short segment of a reading passage.

Not only having some benefits, oral reading also has the disadvantages. Oral reading is not a very authentic language activity, while one student is reading, other students can easily lose attention (or be silently rehearsing the next paragraph). It may have the outward appearance of students' participation when in reality it is mere recitation.

Another type of classroom reading is the silent reading. As mentioned earlier, silent reading is subcategorized into intensive and extensive reading.

1) Intensive reading

Intensive reading leads the students to focus on the language features of a particular text. Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It is because intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. (Nation, 2008:25). Brown

(2007:312) also adds that it supports the students to center their attention in the linguistic and semantic detail of a passage, such as grammatical forms, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like (Brown, 2007: 312).

This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: reading a recipe how to cook something, so, it usually deals with a short text.

2) Extensive reading

Readers deal with a longer text as a whole. They require the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding, for example reading a newspaper, article, short story or novel.

Nation (2008:49) states that reading is a source of learning and a source of enjoyment. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study. As a goal in its own right, reading can be a source of enjoyment

and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase.

Brown (2007:313) also says that extensive reading is carried out to achieve a general understanding of a usually longer text. It is also reading for pleasure and reading without looking up all of the words in the text.

While the intensive reading calls the students' attention into detail information of a passage, extensive reading develops a global understanding of a particular text. Hence, it shows that the types of reading comprehension depends more on the variety of the text and the purpose of reading. Intensive reading is more suitable for a shorter text which needs reading in detail whereas the extensive reading can be applied for longer texts so it won't be a time-consuming to read in detail.

Types of Reading Performance by Brown

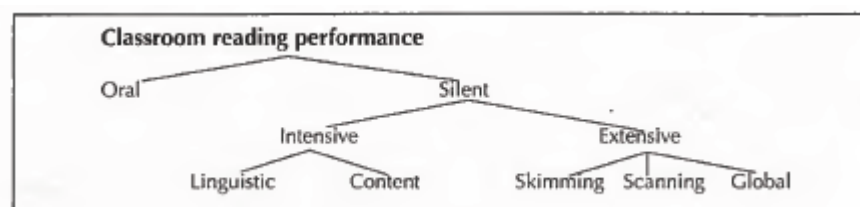


Figure 1

e. Teaching Reading in Junior High School

English is one of the compulsory subjects taught in junior high school in Indonesia which is done by the teacher who has proficiency in English. English lesson covers four main skills that should be mastered by the students: listening, reading, speaking, and writing. Based on the curriculum 2013, English has core competences (*Kompetensi Inti*) and basic competences (*Kompetensi dasar*). In response to the four main skills of English, these *KI* and *KD* comprise each skill in learning English. However, this study only focuses on the reading skill, especially on the reading comprehension.

For the grade VIII students of junior high school, based on the curriculum 2013, descriptive texts, narrative texts, recount texts, and procedure texts are the compulsory texts to learn. In this research, the recount texts are employed in the reading class. Table 1 below presents the *KI* (*Kompetensi Inti*) and *KD* (*Kompetensi Dasar*) of the recount texts for the grade VIII students of junior high school:

Table 1: *Kompetensi Inti* and *Kompetensi Dasar*

<i>Kompetensi Inti</i>	<i>Kompetensi Dasar</i>
1. Menghargai dan menghayati ajaran agama yang dianutnya.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli	2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

<i>(toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan keberadaannya.</i>	<p>2.2 Menghargai perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.</p>
<p>3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p>	<p>3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis tentang pengalaman/kegiatan/kejadian/peristiwa/, sangat pendek dan sederhana.</p>
<p>4. Mengolah, menyaji, dan menalar 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.</p>	<p>4.6 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>4.7 Menangkap makna dalam teks recount lisan dan tulis, sangat pendek dan sederhana.</p>

Based on the table, it can be seen that recount text is one of the text genres that should be mastered by the grade VIII students of junior high school. As different genres of texts have different language features and structures, which is specific to each texts, some considerations in pointing out a text should be taken into account. The following is a brief discussion on recount text.

According to Knaap (2005:224), recount text is a sequential text. Saragih (2014:57) mentions that recount text is basically written out to

make a report about an experience of a series of related event. It functions as for telling an incident in the past.

The recount text is organized to include a) an orientation providing background information needed to understand the text, b) record of events usually recounted in a chronological order, and c) a personal comments and /or evaluative remarks on the incident.

The earlier discussion on reading competences of the grade VIII students of junior high school and recount text determines the learning cycle of reading in the classroom. As mentioned in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 81A Th. 2013 tentang implementasi kurikulum (metode pembelajaran)*, learning takes place through the scientific method steps. Consequently the teaching of reading recount text in this research employs scientific approach.

It consists of six stages, they are (1) observing, (2) questioning, (3) collecting data/information, (4) associating data/information, (5) communicating, and (6) creating. Since the assessment towards students reading abilities ends in the fifth stage, the lesson plans therefore only employ the first fifth stages without continuing the sixth stage; i.e. creating. The following is the elaboration between the stages of the scientific approach and the research conducted.

(1) Observing

In this stage, students observe and identify recount texts and things they want to know. Students also observe the clues or keywords that found in the text and the teacher assists the students to be aware of things they need to comprehend as well.

(2) Questioning

After observing and identifying texts and things they need to know, students formulate questions assisted by the teacher. The teacher can as well trigger the students by giving leading clues of questions.

(3) Collecting information/data

Following to the previous stages, students have to gather information in response to answer their questions later.

(4) Associating

Students see and find the patterns or relationship of the collected data to draw conclusions

(5) Communicating

To prove their findings, students are invited to present their works and thoughts. It is carried out through group presentation or by doing some tasks.

In conducting this scientific approach, the teacher should carefully assist the students during the teaching and learning process. It is because the teacher cannot just let the students do the learning themselves, although this approach is supposed to be a learner-centered more than a

teacher-centered. Therefore, providing proportional supports in ideas, strategies and language should be the teacher's role.

f. Assessment of Reading

Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences (Richards & Schmidt, 2002:35). To collect the information of the students' improvement in reading comprehension, some assessments of reading are essential to be carried out.

Unlike speaking and writing, the reading process and product cannot be seen and observed specifically. For this reason, all assessment of reading must be carried out by inference (Brown, 2004:186). Some considerations are needed in designing assessment of reading, such as the types of genres of written text, the components of reading ability, and specific tasks. Furthermore, the types of reading performance will influence the assessment tasks as well. Brown (2004:189) lists a number of possible tasks for assessing perceptive, selective, interactive and extensive reading. Related to the specifications of reading in this study that is assessing students' interactive reading performance so there are three types of possible assessment tasks applied as follow:

a. Multiple-choice

The multiple-choice in this study provides not only the vocabulary and grammatical items but also the context to assess the students' understanding of information in the text. The context is presented by putting a pair or part of a text followed by questions in which the students have to respond correctly.

b. Impromptu reading plus comprehension

This type of assessment involves impromptu reading and responding to questions. It is commonly used in proficiency test. In this test, students are provided a reading passage followed by questions and have to respond to the items. The set of questions in impromptu reading covers the comprehension of some features of reading: (1) main idea, (2) expressions/idioms/phrases in context, (3) inference, (4) grammatical features, (5) detail, (6) excluding facts not written (7) supporting idea(s), (8) vocabulary in context. These specifications and the questions are in line with strategies of effective reading: skimming for main idea, scanning for details, guessing word from context, inferencing, using discourse makers, etc which are assessed in this study (Brown, 2004:212).

c. Short answer task

In this type of assessment, reading passage is presented, and the students read questions that must be answered in a sentence or two. The

questions might cover the same specifications similar to the impromptu reading.

Those three types of assessments tasks have the combination of form-focused and meaning-focused objectives. They cover the objectives of reading assessment especially in the comprehension issue and embody the evidences of students' reading comprehension.

3. Directed Reading Thinking Activity

This section concerns the discussion on Directed Reading Thinking Activity. The discussion covers two points; they are the definition of Directed Reading Thinking Activity and the teaching of reading using Directed Reading Thinking Activity. The elaboration of this section is presented as follows.

a. Definition of Directed Reading Thinking Activity (DRTA)

According to Fisher and Frey (in Richardson et al; 2009:108-109), DR-TA is an activity that helps students understand that each segment of text can help them figure out the next segment. It is because the text is divided into smaller portions, so that students can focus on the process of responding to higher-order questions. The segments of a particular text are divided according to the structure of the text, as presented in the following schema,

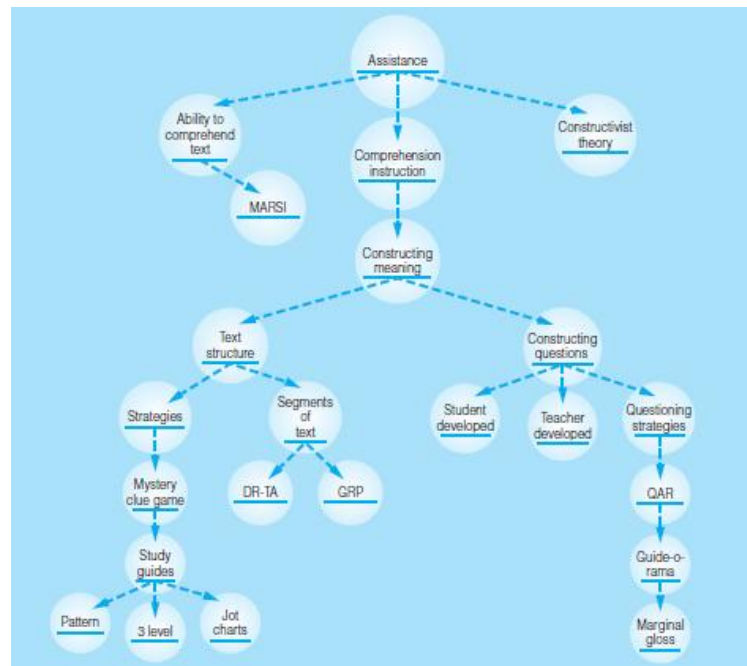


Figure 2: Schema of Assistance in Learning (Richardson, 2009:108).

As advocated by Stauffer (in Richardson et al; 2009:108-109), the DR-TA has three basic steps: predicting, reading, and proving. Predicting involves asking readers to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about.

Readers must bring meaning to text; they must have a developing and constantly modifiable set of expectation about what they will find (Smith, 1994: 170). Therefore, making prediction is important as Nuttall (1996:118) states that the ability to predict is an aid to understanding and a sign of the comprehension. It activates schemata and helps them to make sense of sentence. It calls into mind any experiences and associated knowledge that a reader already has about the topic of the text (Nuttall: 1996:13).

Predicting prepares the reader for comprehension. Although an overall prediction may be made, teachers encourage readers to make predictions about specific portions of text and then to read the appropriate portions to confirm or alter the predictions. Students reflect aloud on those predictions before going on to read another segment.

To anticipate the students' reticence of the DRTA process, the teacher can use prediction guide. This research uses some questions as the guide that lead the students to make prediction about the text. In this activity, the teacher guides the DRTA process, making sure that each student is actively involved in understanding each segment before continuing to the next one.

Reading step contributes to collect the information for the proving step. After doing the reading step students will know whether their predictions are suitable or not with the information in the text by confirming the predictions.

DRTA can be adapted for any selection and any level of difficulty and may be used for both group and individual use (Vacca & Vacca in Renn, 1999:22).

The value of Directed Reading Thinking Activity is making predictions before reading each section (Odwan, 2012:141). This value is linear with the process of acquiring comprehension that is activating students' background knowledge and experiences. Students are encouraged to use of context clues and set up the purpose of reading.

In addition, DRTA is also beneficial to improve the students' reading comprehension skills, especially in recognizing the relationship between and among the segments or paragraphs that related to the cohesive aspect in reading.

b. The Teaching of Reading using Directed Reading Thinking Activity (DRTA)

As this study employs directed reading-thinking activity, the teaching and learning process includes the steps of the activity for both the teacher and students. The steps employ the students to set reading purposes and make predictions, reading text, verify and revise predictions and prove set reading purposes. Therefore, the teacher assists the students by selecting the texts, dividing the text into meaningful section, facilitating discussion, and giving feedback.

The elaboration of the teaching of reading using DR-TA is designed based on the following steps:

1) Before reading : predicting

In making predictions, students observe and identify the selection by looking at the title, picture (if it is available), the vocabulary, the grammar, and other language features in the text. In response to it, students formulate questions which bridge them to next selection of the text and the whole part of it

In this stage, the teacher assists the students in observing and identifying selection of text and notices the key words that help them to guess the global understanding of the text. The teacher also facilitates students to formulate questions, discuss and share their predictions of each selection of the text.

2) While reading: silent reading

Students read the whole text to gather information or data related to their earlier predictions. The teacher helps students identifying any crucial vocabulary items in context.

3) After reading: confirming the predictions

After reading the complete text to gather information, students are encouraged to explain what cause them to confirm or revise prior predictions. It is carried out through discussing the material read. The aim of this discussion is to help students interpreting the material. Students discuss among their group members about their prior predictions and the data in the text whether they are compatible or not. Teacher facilitates students to discuss related concepts and to consider the content of the selection of their own experiences.

B. Review of Related Studies

Several studies have investigated directed reading-thinking activity on students and reported that teaching this activity is significant for enhancing reading comprehension. This section reviews a number of related studies from some researchers.

Renn (1999) conducted a research on the effect of the directed reading thinking activity on second grade reading comprehension. In this research, she compared Directed Reading Thinking Activity (DRTA) with Directed Reading Approach (DRA). The result of her analysis shows that the *mean* score of the DRTA group is significantly higher than the *mean* score of the DRA group. It seems that DRTA is more effective than DRA in improving reading comprehension.

Another study is conducted by Stahl (2004). It explores the effect of three instructional methods: Picture Walks, Know-Want to Learn-Learn, and Directed Reading Thinking Activity on the reading comprehension and content acquisition. However, this report of the study tends to focus on the DRTA only. Stahl states that the component of DRTA, scaffolded interactions, actively justifying and verifying predictions, integrating text-based information with prior knowledge and having an immediate opportunity to discuss new concepts seemed to help readers of DRTA help novice readers in responding questions about the text. She also adds that the readers were able to provide more information and more sensible justifications for their answers, even if they were not completely correct.

Furthermore, the results indicated that DRTA yielded statically significant effects on fluency as measured by a timed maze task and effects on reading comprehension and science content acquisition.

Odwan (2012) examined the effect of Directed Reading Thinking Activity through cooperative learning on English secondary stage students' reading

comprehension in Jordan. Although Odwan combined the DRTA with cooperative learning, there are some points about the DRTA itself which are related to reading comprehension. He states, as the result of his study, that students' improvement in reading comprehension may be attributed to students' skills developing ability to read the material using DRTA. It is because during the activity students set purposes, make predictions, read silently, and verify predictions.

Even if it does not present about the DRTA only, the previous review of related studies stresses the importance of using DRTA which may help the teacher using the effective means for teaching reading comprehension. Hence, the researcher decided DRTA for teaching reading in order to enhance reading comprehension of the grade VIII students at SMP 9 Magelang.

C. Conceptual framework

Reading is one of the language skills that students should be mastered and it involves texts of different types. It is the skill or ability of getting information from a text.

Thus, the teaching and learning of reading at the school should be carefully prepared and managed. However, some problems of reading in the grade VIII students were found. The grade VIII students at SMP N 9 Magelang have difficulties to retrieve information and construct meaning of a text. It can be detected from their difficulty in generating the main idea and identifying detail information while both of those problems are included as the skills of reading. The students also seemed to have difficulties in vocabulary.

They are so struggle to translate every single word in the text when they actually can try guessing the meaning from the context.

Regarding to the problems found at the school, some possible ways are proposed to solve them. In the matter of students' vocabulary difficulty, predicting can facilitate the students to guess the meaning from context. Making prediction is also proposed to support the students in connecting their prior knowledge to the information of the texts.

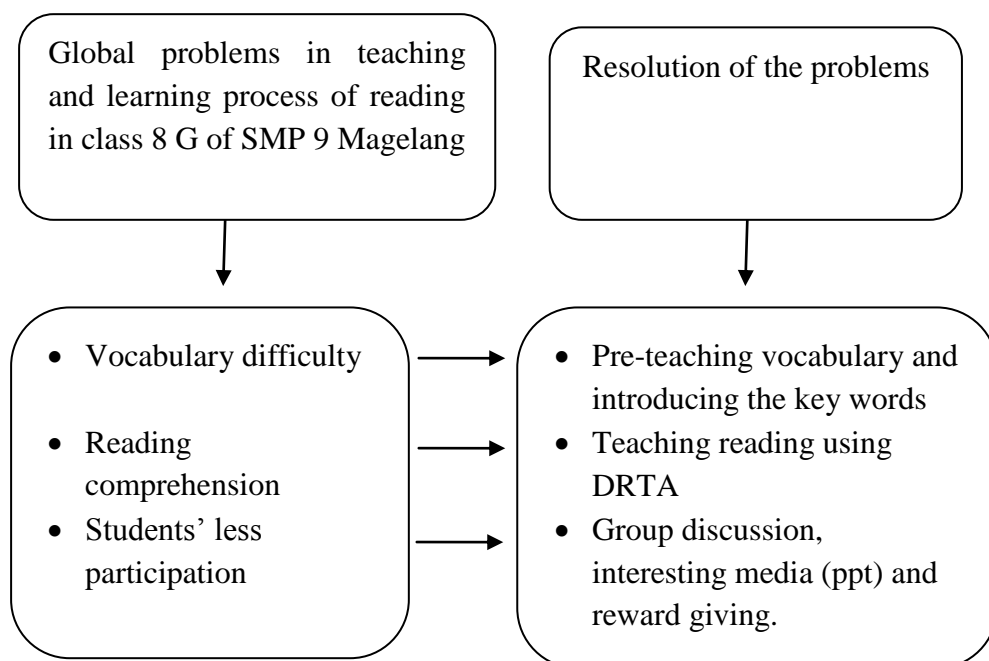
The next steps are reading and confirming the predictions. They are proposed to deal with the students' difficulty in finding the main idea and detail information of the texts.

DRTA is chosen because its components promote ways to facilitate the use of reading strategies. DR-TA is one of the strategies in reading that has three core steps of comprehension cycle. They are sample the text, make prediction, and sample the text to confirm or correct previous predictions. These three steps are conducted as before, during and after reading steps so that they fulfill the proper steps of reading comprehension. This guides students step by step in the reading process.

DR-TA divides the text into smaller portion so it aids the students to focus on the process of responding to higher-order questions. DR-TA involves predicting activity which assists the students to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about. Predicting prepares the reader for comprehension. As mentioned by Harmer (2010) earlier, by implementing

prediction, the students' expectations and active process of reading is ready to begin when they can get the hints of the text so they can predict what's coming in the next segment of a particular text. It is linear to the concept of DRTA which dividing a text into some segments.

During the process of conducting DR-TA the teacher guides the students, making sure that each student is actively involved in understanding each segment before continuing to the next. It encourages the students' participation in comprehending the whole text. The students' less participation can be anticipated by creating more lively activities such as discussion and reward giving. And to overcome the lack of media, the researcher employs power point presentation which presents the material in the more interesting way. The concept of this study is shown by the following diagram.



This research, however, does not improve all of the skills (micro and macro skills) of reading at once. It merely strengthens some points considered from the students' problems in reading as mentioned earlier. DRTA mainly focuses on improving the students' reading comprehension especially the students' problem to detect the main idea and detail information in the texts. It also facilitates the students to be able to connect their prior knowledge with the information of the texts through predicting, reading, and confirming the predictions.

By applying Directed Reading Thinking Activity, both the teacher and the students can be assisted in their own roles during the teaching and learning of reading. The students can be helped to improve their comprehension and the teacher can be more involved and active to guide the students during the reading.

CHAPTER III

RESEARCH METHOD

This chapter presents the method of the research which describes how the research was carried out. It includes the type of research, research setting, sharpening the problem, research design, the research data collection, validity and reliability of the data, and the research data analysis.

A. The Type of Research

With regard to the objectives of the research in improving the students' reading comprehension through directed reading-thinking activity of class 8 G students at SMP N 9 Magelang, this research is categorized as action research. It was conducted by following the action research design which is collaborative in nature (Burns: 2007:12). He states one of the core characteristics of action research as follows,

“It is inquiry where participants and researchers contribute to knowledge through collaborative communication processes in which all participants' contributions are taken seriously.”

In this research, the researcher should be taking a self-reflective, critical, and systematic approach to exploring the teaching context. The researcher, in this case as the teacher, identified a problematic issue that the participants dealt with into more deeply and systematically. Then, the main point of the research is to bring about changes and even better, improvement in the teaching and learning practice through some phase in a cycle of research.

The researcher collaborated with the English teacher in taking the decisions of determining the research subject, looking into problems happening in the field and implementing the research design.

She also collaborated with another collaborator who is a colleague to help her in the data collection process. Besides being collaborative, the research also focused on improving the teaching and learning of reading. It would be described qualitatively and supported by quantitative data that was gained from the students' reading test score.

B. Research setting

This research was conducted at SMP N 9 Magelang in the second semester of the 2014/2015 academic year. The school is located in Jl. Cemara No. 7 Kota Magelang, Jawa Tengah. There are 6 English teachers. All graduated from English education department. They must have adequate knowledge and experiences of teaching English to the students.

The research was conducted at this school because there were some problems spotted in the school. They were marked from the researcher's experiences during the PPL at this school on July-September 2014. Hence, the teaching and learning processes as well as the problems and issues could be figured out well as the reasons of conducting action research.

The research was conducted in class 8 G in the academic year of 2014/2015, in the second semester using the 2013 curriculum. It was indicated that the teaching and learning process should apply the scientific approach. There were

two meetings a week. It spent 80 minutes for each meeting. In the first cycle, the class was held on Tuesday and Saturday, while in the second cycle, it was held on Tuesday and Friday due to the change of the schedule in the school.

C. Subject of research

There were twenty nine students in class VIII G at SMP N 9 Magelang in the academic year of 2014/2015. The grade VIII students were selected because of some considerations. The first one, it was risky to choose the grade VII students because they were still in the process of adaptation toward the school and learning environment. The second one, it was not a wise idea to do research in the grade IX students because they were in the preparation for the national examination, in which the school has already designed a certain schedule and target of learning for them in advance. Therefore, the grade VIII students were taken as the subject of this research.

The grade VIII students were chosen as the English teacher's recommendation. The potential problems were found after the interview and observations were done. The students' low reading comprehension was one of the main problems to solve.

D. Research design

This research study was implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher invited the English teacher and the students to work collaboratively. The research was done collaboratively both in the reconnaissance steps and in the implementation.

In this case, the researcher cooperated with the English teacher of class 8 G and a collaborator who is the researcher's colleague in university. The team worked together in planning, implementing and reflecting the action.

The action research was conducted in two cycles, depending on the aim of the research study. According to Kemmis and McTaggart in Burns (2010:8), there are four steps in conducting action research, they are:

1. Planning

In this phase, the researcher identified problems or issues and developed a plan of action in order to bring about improvement in a specific area of the research context. The researcher considered the possible investigation within the realities and constraints of the teaching situation and the possible potential improvement.

2. Action

The action could be done by carefully considering the plan which involves some deliberate interventions in the teaching situations over an agreed period of time. The interventions are 'critically informed' as the assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

In this phase, the researcher observed systematically the effects of the action and documenting the context, actions and opinions of those

involved. It is a data collection phase to collect information about what is happening.

4. Reflection

The researcher reflected on, evaluated and described the effects of the action in order to make sense of what has happened and to understand the issue to make decision whether the first cycle was successful and the objectives of the research were achieved or not.

The process was conducted as the cycle(s) below:

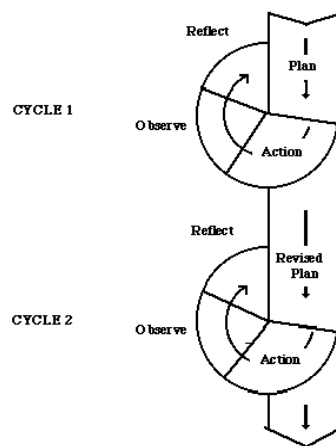


Figure 3: Action research model developed by Kemmis and Taggart in (Burn 2010)

E. Research procedure

1. Determining the thematic concern on the reconnaissance

The first step in conducting this research is determining the thematic concern by observing the teaching and learning process of reading in class 8G.

The existing problems found during the observation were discussed by the

researcher and the English teacher. Based on the observation and the discussion, the existing problems were classified into the most potential ones to solve.

2. Planning

To improve the students' reading comprehension, the researcher worked together with another collaborator and the English teacher. The aim of the action was to improve the students' reading comprehension through DR-TA. The action plans were planned as follows:

- a. implementing DR-TA strategies in teaching reading,
- b. using Power Point Presentation as the media to gain the students attention during the teaching and learning practice,
- c. conducting group-work,
- d. providing group and individual work sheet and exercise,
- e. reviewing the material and media,
- f. testing the students' reading comprehension.

3. Action and Observation

Some action plans were implemented in the classroom in two cycles. Each cycle was done in two meetings by implementing the DRTA. DRTA was employed in three stages of reading; 1) predicting, 2) silent reading, and 3) confirming and justifying the prediction. The descriptions of each stage are as follows:

1) Predicting

This stage covered 2 steps of scientific approach that are observing and questioning step. In this stage, the students were provided with a picture (or more) which represents the content of the text followed by some questions related to a particular segment (stopping point) of the text. The students were asked to make a question (or more) related to the picture. The answers of the guided questions and the students' questions are taken as the prediction. In this stage, the researcher guided the students to predict logically by giving stimulation and support based on the class situation.

2) Reading

This stage of DRTA is included in the third step of action research, collecting data. The students, individually, read each of stopping point of the text. The researcher, mainly, provided support related to the vocabulary.

3) Confirming and justifying the prediction

This stage is included in the associating and communicating step of the scientific approach. In this stage, the students were presenting their predictions and confirming, whether their predictions were correct or not.

Besides implementing some action plans, the researcher and the collaborator observed and documented the teaching and learning process, and

did the interview with some students of class 8 G after the action have been done. All the members were involved in the research discussion based on the actions analysis. The result of the discussion is important to serve as an evaluation for the implementation of the action plans to improve the next actions.

4. Reflection

Reflecting was the phase after acting and observing. This was the time to reflect or review everything that has been done in implementing the action. It evaluated the process, problems, effects, and measured whether the action was successful or not. In addition, the entire member involved in the research participated in the discussion. Each member was invited to contribute their perceptions, suggestions, and ideas.

The unsuccessful actions were changed into the more suitable ones, but those which were successful, were applied again in the next actions. The reflection was obtained from the process during the implementation of the research and interview from the English teacher and the collaborator. It turned out that the objective need more additional actions. Thus, the researcher decided to conduct the second cycle and implementing new additional action plans as follow:

- a. there was puzzle competition to get the students' attention and avoid the boredom, and to boost their motivation,

- b. the students predict in a broader way by determining the topic of the text according the verb found in the puzzle competition.

F. The research data collection

1. Type of data collection

The data collected were qualitative in nature. The qualitative data were used as the main data, while the quantitative data were used to support the qualitative one. The qualitative data are presented in the forms of field notes and interview transcript. They could be obtained by testing and interviewing the class VIII G students, doing observation on the English teaching and learning process, and holding discussion with the observer and the English teacher. While the quantitative data is presented in the form of the students' reading score in the reading test (pre test, progress test, and post test).

2. Instruments of data collection

The instruments for collecting data were in the forms of:

a. Observation checklist

Observation checklist was used to gain information about the problem and the teaching learning process in the reading class. The observation was conducted during all sessions of the teaching and learning practice covering the DRTA implementation process and the students' responses to it. It focused on documenting how the researcher conducted DRTA, the students' responses and comment during the activity observation in the form of field notes and observation checklists.

Field notes were used to collect information during the teaching and learning practice and as the verbalization of the students' thoughts as well as their behaviors. The observation checklists were completed by the collaborator.

b. Interview

Interview was used to gain information which could not be gained through observation. The data was gained personally since the type of interview is depth-interview. Interview was conducted in the end of each meeting to obtain the information about the students' response and impact of the DRTA implementation, and the whole process of teaching and learning practice. Interview was conducted in Bahasa Indonesia to make the interviewee (students) became more comfortable to share their thoughts.

c. Reading test

To see the students' progress in term of their reading comprehension, test was used as the instrument of collecting data. The test was divided into pre-test and post test. The tests were in the form of multiple choices consisting of 35 items for each the pre-test and post-test.

The pre-test was given to measure students' current ability. It was conducted on Tuesday, March 17th 2015. Then, the post-test was given to measure students' reading comprehension development.

The material for the test was adapted from some textbooks and internet. In developing question the researcher considered the macro and micro skill of reading stated by Brown (2004). In this case, the researcher developed the test based on the basic competencies and indicators which were taken from the curriculum.

The reliability of the pre-test and post-test, were gained by trying the test items out to the grade 8 students from other classes. Then, after getting the students' scores, the help of ITEMAN program was used to find out the reliability of the test.

G. Data analysis technique

As mentioned earlier, the qualitative data were used as the main data, while the quantitative data were used to support the qualitative one. The qualitative data are presented in the forms of field notes and interview transcript while the quantitative data are presented in the form of the students' reading score in the reading test (pre test, progress test, and post test).

The process of analyzing the qualitative data covered some actions; collecting data using the prepared instruments, comparing the data, building interpretation, reporting the outcome, and the last is presenting the data in the form of descriptive qualitative data.

The quantitative data were obtained by analyzing the students' reading scores. It was analyzed using SPSS 16.0 program to find the significance of the scores and presented in the form of means. The means of each score were compared to see the significance.

H. Validity and reliability

The criteria proposed by Burns (1999:161) were employed to assess the validity of the data. They are democratic validity, outcome validity and process validity. The catalytic validity which refers to how the stakeholders respond to their own internal changes was not applied because the limitation of time in conducting this research. The ways to fulfill those validities are presented as follows:

1. Democratic validity

Democratic validity related to the stakeholders' chance to give their personal opinions, ideas, and comments about the implication of the action research. The democratic validity is fulfilled by having discussion with member of the research, namely the students, the English teacher, and the collaborator. They are given opportunity to give their ideas, comments, and suggestions toward the research. The discussion result is the consideration in evaluating the cycles.

According to this validity, some actions during the research, especially in cycle 1, were evaluated. They were modified and added based on the personal opinions of the participants for the next implementation in cycle 2.

2. Outcome validity

Outcome validity of action research leads to outcomes achieved within the research context. Outcome validity also depends on the process of conducting the research. To fulfill this validity, some indicators will show the improvement of the students' reading comprehension. Based on this validity, the students can achieve some indicators, presented as follows:

- the student were able to generate the main idea of a text,
- the students were able to identify the detail information of the text,
- the students could make a prediction of the next segments of the text,
- by predicting, the students could relate the information between the one segments and another segments,
- the students were actively participating in group discussion.

3. Process validity

Process validity relates to the criterion to make the actions done in action research valid. This validity is fulfilled by reflecting on the data collection and modifying the strategies to answer the questions occurred during the process. The data is examined and identified whether the participants are able to go on learning.

Meanwhile, to assess the reliability of the data, the researcher involved more than one source in gathering the data. The researcher involved the English teacher, the observer, and the students of grade VIII G.

Regarding to this validity, some modification were applied so that the implementation of DRTA could be followed by the participants.

4. Dialogic validity

Dialogic validity was fulfilled by discussing the research process and finding with the collaborators. The collaborators are the researcher's colleague in the university. They gave their opinions and criticism about the action every time the meeting was ended. The researcher also had dialogues with the English teacher to ask her opinions and suggestions for the next meeting improvement. Through the dialogic validity, suggestions and correction were proposed by the English teacher and the observers. They were highly useful to evaluate the actions so that modifications could be made to provide the more suitable actions.

Meanwhile, the trustworthiness was obtained from the triangulation technique. According to Burns (1999:163) the aim of triangulation is to gather multiple perspectives on the situation being studied.

In this research, the researcher employed two forms of triangulation which are described as follows:

a. Time triangulation

Time triangulation means that the data are collected over period of time. It was done to get a sense of what factors are involved in change processes. In this research, the researcher conducted the actions from March-May 2015.

b. Investigator triangulation

Investigator triangulation means that more than one observer were involved in the same research setting. To fulfill the investigator triangulation, the researcher involved at least two observers during the action implementation i.e. the researcher herself and a collaborator. It was done to avoid bias or subjective observations.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings which refer to the effort in improving the grade eight students' reading comprehension through Directed Reading Thinking Activity. It is divided into three main parts. They are reconnaissance, the implementation of the action, and the general finding of the research. The detail description of this chapter is presented as follows.

A. Reconnaissance

In carrying out this research, some activities were done to determine the most suitable actions before the implementation. The description of the actions is presented as follows. The first one is observation. It was carried out before the implementation to know the real condition of the teaching and learning reading of the grade eight students at SMP N 9 Magelang. The second one is the interviews. It was conducted to collect the information about the teaching and learning process of reading from different points of views, i.e., students and the English teacher. The last is the pre-test. It was done to get the data of the students' reading competence before the actions were implemented. The activities were crucially important to identify the problem in the teaching and learning reading, determine the research problem, and then determine the actions to solve the problems which were discussed as follows.

1. Identification of the Field Problem

The findings of the problems in this research were based on the observation, the interviews and the pre-test. The observation was done on February, 24th

2015 at class 8G of SMP N 9 Magelang. From the observation, it was obtained the global picture of the teaching and learning practice of reading as presented below (Vignette, Appendix 1).

The class was started by greeting, praying, and checking the students' attendance list. Two students were absent. It was continued by recalling the previous lesson and discussing the homework. After that, the students were asked to open their textbook and read a descriptive text silently.

Next, the class was asked to voluntarily read a paragraph from the text, but no one seemed to do it and a student was pointed out to read in front of the class. The student seemed nervous. She did some pauses and wrong pronunciation. During this activity, some students were paying no attention and busily playing and talking by themselves. The class was quite noisy.

The activity was continued by the English teacher asking some questions about the text. Only few students were actively participating to answer the questions whereas the other were kept silent and seemed sleepy.

After the question and answer session, the students were asked to do a task from the textbook. They had to answer an open-ended question task about the text. Some students opened their dictionary to look for the meaning of unfamiliar words, but most of the students did not bring dictionaries so they preferred to ask their friends about the difficult words.

After finishing the task, students were invited to discuss the task together. The students were given opportunity to ask question if they found something

they want to know. The class was dismissed after the discussion and review from the teacher at 9.30 a.m.

From the observation, it was found that only some students were active participating during the lesson. Some other students were busy and paying no attention and the rest seemed hard to understand in following the lesson. In addition, there was minimum supporting media as well to carry out the lesson.

After conducting the observation, three students were interviewed and there was a discussion with the English teacher about the teaching and learning practice of reading involving the students' and teacher's problems, the way or strategies to cope with the problem, and the students' and teacher's wants in reading activities. The interview transcripts are attached on the Appendix.

Based on the observation, interviews, and pre-test, some problems were found during the teaching and learning process of reading. Those problems are presented in the following table.

Table 2: Problems in Teaching and Learning of Reading Process in Class VIIIIG at SMP N 9 Magelang

No.	Field Problem	Aspects	Code	Source
1.	The reading class activity was mostly in the form of questions and answers. There were no other kinds of activities such as discussing the texts together.	Teaching technique	A	Observation and interview
2.	There is no interactive media	Media	M	Observation

	(PPT and or pictures) to support the teaching and learning process.			and interview
3.	Most students didn't bring dictionary.		S	Observation and interview
4.	Students' vocabulary mastery was low.	Students' proficiency	S	Observation and interview
5.	The students were focusing on the grammar during the reading activity.	Reading purpose	S	Observation and interview
6.	The students lack the reading strategies.	Reading strategies	T & S	Interview
7.	The students' participation was low.	Classroom participation	S	Observation
8.	Students easily got bored with long texts.	Reading strategies	S	Interview
8.	Students' participation during the class was low.	Classroom activity	S	Interview
9.	Students often lost attention and concentration.	Affective	S	Observation and interview
10.	Students had difficulties in identifying main ideas and detail information.	Reading strategies	S	Interview

11.	Students had difficulty to find the implied meaning of the text.	Reading strategies	S	
12.	There was no background knowledge building activity such as inviting the students to relate the information in the text with their experiences.	Teaching technique	T	Observation

Code	
T	Teacher
S	Student
A	Activity
M	Material

2. Determining the Research Problem

After identifying the problems in teaching and learning process of reading through observation and interview, the dialogic validity was carried out by having a discussion with the English teacher and the collaborator to determine the reading problems based on the feasibility to be solved. Based on the discussion, the problems were formulated as in the table below:

Table 3: The Feasible Problems to be solved in the Teaching and Learning Practice of Reading in Class VIIIG Students at SMP N 9 Magelang

No.	Research Problem	Code
1.	Students' low vocabulary mastery.	S
2.	Students' difficulties in identifying the main idea and detail information (reading comprehension)	S
3.	Students' less participation during the class.	S

The reading problems were derived from the problems found in the teaching and learning practice. All the problems caused the most significant problem that the researcher tried to solve. It was that the students have difficulties in reading comprehension. In addition, because of the time feasibility and school's policy, only the most critical problems were selected to be solved.

3. Determining the Actions to Solve the Problem

The feasible actions regarding to the problems of teaching and learning of reading in the grade eight students at SMP N 9 Magelang were determined by having the discussion with the English Teacher and the collaborator. The English teacher gave some considerations and suggestions related to the actions which could be implemented in the reading class.

Based on the agreement, DRTA were decided to be implemented in order to improve the students reading comprehension. To support the implementation of DRTA in overcoming the problems, some other possible actions were

employed based on the reading problems. The relationship between the problems and designed actions are presented below.

Table 5: The Actions Applied in the Study

No.	Problem	Action
1.	Students' low vocabulary mastery	<ul style="list-style-type: none"> • Guiding the students to use the clues (pictures) in order to guess the meaning of the vocabulary. • Predicting and confirming the predictions.
2.	Students' difficulties in identifying the main idea and detail information of the text (reading comprehension)	<ul style="list-style-type: none"> • Using DRTA which involves predicting, reading and confirming the prediction.
3.	Students' less participation during the classroom	<ul style="list-style-type: none"> • Providing interactive media to support the teaching and learning of reading through pictures and the material in the slide show PPT. • Setting the students to work in groups.

DRTA has the potential advantages to help the students improve their reading comprehension. It facilitates the students to be more strategic in reading. It is also beneficial for the students to be accustomed in connecting their prior knowledge with the information of the text while reading. Furthermore, by dividing the text into segments (stopping point), DRTA can potentially lessen the students' boredom of reading the long texts.

In addition to the DRTA implementation, some technical aspects in teaching such as the students' characteristics, the classroom management and condition, the text level of difficulty and the teacher's competence were prepared and provided considerately. Time adaptation was also considered for the students to settle on with DRTA.

B. The Implementation of the Actions

As mentioned earlier, the actions of this research consist of two cycles. The discussion of the implementation of each cycle is presented as follow.

1. The Implementation of Cycle 1

a. Planning

The implementation of DRTA in the first cycle was decided by the researcher collaborating with the English teacher, while the detail actions were discussed with the collaborator in a democratic atmosphere. The action plans of cycle 1 are presented as follows:

- a) implementing DR-TA strategies in teaching reading,
- b) using Power Point Presentation as the media to gain the students attention during the teaching and learning practice,

- c) conducting group-work,
- d) providing group and individual work sheet and exercise,
- e) reviewing the material and media, and
- f) testing the students' reading comprehension.

During the implementation, DRTA was applied through the *scientific approach*, the teaching method suggested by the Indonesian Minister of Education. Thus, in implementing the designed action plans, the researcher followed the three main stages in reading which are presented as follows:

a) Pre-reading

This previewing stage of reading overcame the observing and questioning steps of the scientific approach and the predicting step of DRTA. The students were given one or more pictures to be observed followed with some questions. After that, the students were provided with one or two question word/(s) and have to make question/(s) based on the picture using the provided word/(s) that at once functioned as prediction. Then, they answered the questions including their own questions to make the predictions which embraced the DRTA step.

b) Whilst-reading

Whilst-reading allowed the students to read the text in the form of stopping points or segments, not the complete text. In this step, the students collected information related to the previous questions. One

of the students was invited to read each stopping point in front of the class. This whilst-reading stage overcomes the collecting information step of scientific approach and reading step of DRTA.

c) After reading

After reading the stopping points, the students had to confirm and justify whether their predictions were accurate, less accurate, or not accurate by putting a tick in the prediction verification checklist and they were allowed to correct their predictions. This stage comprised the confirming and justifying steps of DRTA and associating step of the scientific approach. It was because the stage facilitated the students to correlate the information they read with their predictions and decided whether they were accurate or not and made correction if it was necessary.

b. The Action and Observation in Cycle 1

In cycle 1, the actions were carried out in two meetings. The schedule of the cycle 1 is presented in the following table:

Table 6: The Schedule of Cycle 1

No.	Day and Date	Material	Exercise
1.	Tuesday, March 24 th 2015	A recount text entitled Sick in the Middle of the Class	<ul style="list-style-type: none"> • Open-ended questions consist of six questions.

2.	Saturday, March 28 th 2015	A recount text about a worker who found a snake in the construction site	<ul style="list-style-type: none"> • True/False task consists of five items.
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The complete description of the implementation in the first cycle is presented as follows.

1) Meeting 1

The first meeting was done on March 24th. Previously, a pre-test were carried out on March 17th 2015 and gave some briefing about the research including grouping the students into 5 groups.

At the first meeting, the class was started by greeting between the teacher and the students, brief introduction, and students' attendance list checking. A student was absent because he should join in a competition. The students were asked to sit down in their group while preparing the power point presentation.

The lesson was continued by the work and verification sheets distribution for each group and the explanation on how to work with the worksheet. A picture was presented in the slide show as well in the students' worksheet. The students were given the opportunities to observe the first picture for 3

minutes. The students were asked some questions to stimulate their background knowledge as exemplified in the following field note.

“What can you see from the picture, class?”
Beberapa siswa menjawab bersamaan, “anak perempuan, Bu.” “Disuntik, Bu.” “Dokter yang sedang memeriksa pasien.”

(What can you see from the picture, class?” Some students answered together, “a girl, miss.” “being injected, miss. “a doctor who was examining a patient.”)

FN/C1/M1

After background knowledge stimulating activity, the students were guided to look for the questions that followed the picture. Before that, the students were asked to make two questions in group using the given question words based on the picture. An example on how to make questions using the given question words, was given as represented in the following field note.

R memancing Ss dengan mengajukan pertanyaan lanjutan, “Apa kalian sudah tahu apa yang sebenarnya terjadi dengan gadis di gambar ini?” “Belum, Bu,” jawab beberapa Ss. “Apakah kalian ingin tahu?” “Iya, Bu.” Nah, kalau begitu kira-kira pertanyaan jadi bagaimana? Contohnya..ya, Apa yang..., bisa melanjutkan?” “Apa yang terjadi dengan gadis itu, Bu?” jawab seorang siswa agak ragu.

(R stimulated Ss by asking the further questions, “Have you know what truly happened with the girl in the picture? “Not, yet, miss,” said some Ss. “Do you want to know?” “Yes, miss.” “If that so, what should the question be? For example, What was, can any of you finish it?” “What was wrong with the girl, miss?” said a student hesitated.)

FN/C1/M1

Each group wrote down the questions in the white board. Because most of the group had similar questions, there were 2 selected questions only to be answered. Then, they had to answer the provided questions and the selected questions as the predictions. They should write the predictions in the predictions column in the worksheet.

The students were asked to look and observe the second picture (Picture 2). There were four questions to be answered as the predictions. In fact, the same problem of making sense of the questions happened again so that the students were guided by using the clues found in the questions, as exemplified in the field note.

“Nah, coba liat, *activity* artinya apa?” “Kegiatan Bu,” jawab beberapa Ss. “Kalau begitu, ada yang tahu maksud pertanyaan nomer dua, kira-kira apa?” “Kegiatan apa yang sedang dilakukan, iya ndak Bu?”

(“Now, look, what is the meaning of activity?” “Kegiatan, miss,” said some Ss. “If that so, any of you knows the

meaning of question number two, can you guess?"

"Kegiatan apa yang sedang dilakukan, is that right, miss?")

FN/C1/M1

While trying to answer the questions, most of the students did not understand what the sense of the questions. They said that they did not know the meaning of the words in the questions which made them got wrong interpretation.

The students were invited to look at the word that they know well and looked at the picture again. She, then, asked the students to guess the intention of the questions as exemplified in the following field note.

"Untuk pertanyaan pertama, coba kalian lihat gambar. Apa yang kalian lihat? Kenapa dengan gadis tersebut?" "Sedang diperiksa, Bu." "Sakit, Bu."

("For the first question, look at the picture. What do you see? What's wrong with the girl?" "She was being examined miss." "She was sick.")

"Okay, jadi ada yang menjawab sedang diperiksa, ada lagi yang sakit, kalian bisa menuliskan jawaban kalian seperti itu, contohnya seperti tadi. Pakai bahasa Inggris ya?"

(Okay, so some of you said she was being examined, the others said she was sick, you can write them down like the example. Please, use English?)

FN/C1/M1

Slowly, the students began to understand. It actually took longer time than what was expected before.

After the guessing activity, a student was invited to read the first stopping point card in front of the class. A student volunteered to read the card. While reading the card, the student's voice was very low, so he was requested to read louder so the class could hear him. He also most mispronounced the past form of some verbs, so the researcher helped him to correct the pronunciation after he finished reading.

The first stopping point cards were distributed for all groups and they were asked to read for about 3 minutes. After that, the card was read again by the researcher to make it clearer.

Next, the students had to confirm whether their answers (their predictions) were accurate, or less accurate, or even not accurate. They should associate their prediction and the information in the card to confirm and verify their predictions. The students could make correction if it was necessary. The students were asked some question to make them aware of the detail information of the first stopping point.

These kinds of activities –predicting, reading, and confirming– lasted for the next second and third stopping

point. During the activities, most of the students could formulate the questions well in Bahasa Indonesia, as they had difficulties to express them in English. They also wrote the predictions half in English and one half in Bahasa Indonesia.

Next, the students were asked to do a task that was answering open-ended task consisting of six items individually. This task was aimed to help the students understand better about the text as a whole. The text was entitled 'Sick in the Middle of the Class'. But because the time was limited, the students were requested to do the task at home and it would be discussed in the following meeting.

Before the end of the class, the researcher asked if there were still any questions about the material or the lesson. The students were also invited to remind what have been learned at the meeting. She also explained about the next activities for the second meeting on Saturday and gave the rewards for three students who got the highest score for the pre-test. The class was dismissed at 10.10 a.m.

2) Meeting 2

The second meeting was held on March 28th. The lesson was started by greeting and students' attendance list checking. The students responded to the greeting cheerfully and said that

no one was absent. At this time, the students had already sat in their groups. She continued by reviewing the previous lesson.

Next, the homework was discussed together by the class. The students were asked to submit their homework on her desk after the end of the meeting.

After discussing the homework, the researcher distributed the work and verification sheets for each group and prepared the slide show. Before moving to the main activities, a new task was provided. It was about changing the present form of verbs into their past form. This task was considered based on the problem found in the first meeting. It was aimed to settle in the students with the past form of commonly used verbs and to make them aware to the language form used in the recount text which is past tense. The verbs in this task were taken from the recount text for this meeting as demonstrated in the field note below.

Berkaitan dengan masalah yang dihadapi Ss di pertemuan sebelumnya mengenai kata kerja bentuk lampau, R mencoba mengingatkan kembali –karena sebenarnya ET sudah memberikan materi mengenai past tense– dengan memberikan tabel berisi tujuh kata kerja dalam bentuk present.

(Regarding to the problem that Ss face with in the previous meeting about past tense verbs, R tried to remind them—because actually, ET had given the past tense

material already –by giving a table consisting of seven words in the form of present tense.)

FN/C1/M2

The students were very enthusiastic to fill the table. All the representatives of the groups were correct in changing the present verbs into their past forms.

The new picture that represented the new recount text was introduced in the slide show. Similar to the previous meeting, she invited the students to observe the picture for about three minutes. Then, they had to formulate, at this time, only one question was based on the picture using the given question as exemplified in the field note.

Seperti di pertemuan sebelumnya, Ss diminta untuk membuat pertanyaan tambahan berdasarkan gambar yang sudah disediakan, kali ini menggunakan kata tanya 'who'. Ss bisa berdiskusi dengan anggota kelompok masing-masing. Kali ini Ss langsung bisa membuat pertanyaannya, namun masih kesulitan untuk mengungkapkannya dalam Bahasa Inggris, sehingga R membantu Ss untuk menyusun pertanyaan sederhana menggunakan kata tanya 'who'.

(As in the previous meeting, Ss were asked to formulate an additional question based on the given picture using the question word 'who'. Ss were allowed to discuss it with their group members. This time, Ss could directly make the question, yet still had difficulties to express it

in English, so that R helped the Ss to formulate a simple question using the question word 'who'.)

FN/C1/M2

Each representative of the groups wrote down the question in the white board. Although they had different forms of questions (the choice of word), all of those questions had the similar meaning. Finally, it was chosen a question to be answered by all of the groups beside the questions that followed the picture. The students worked in groups to discuss the answers as the predictions and write them down in the worksheet. During this questioning section, some students did not have significant difficulty in formulating the question as mentioned in the excerpt of the field note.

However, some students still got wrong interpretation of the provided questions because they did not know the meaning of some words. The students were asked to guess the word, but it seemed that the word seemed unfamiliar for them. So the students were allowed to look up the word in the dictionary. It is as mentioned in the excerpt of the second meeting field note.

Ternyata banyak Ss yang masih merasa bingung dan sebagian ragu akan interpretasi mereka terhadap maksud dari pertanyaan yang diberikan. Oleh karena itu, R mengajak Ss untuk bersama-sama memahami tiap pertanyaan.

(Actually there were many students who felt confused and

hesitate about their interpretation of the meaning of the questions. Hence, R invited Ss to get to know each question.)

“Bu, maksudnya the man’s snake apa Bu?” tanya seorang Ss.

(“Miss, what is the meaning of the man’s snake?” said a student.)

“Sebelum Ibu menjawab, teman-teman yang lain ada yang tahu?”

(“Before I answer the question, do any of you know what the meaning of the man’s snake is?”)

Ss hanya diam. “Jadi tidak ada yang tahu? Ibu jelaskan ya, jadi kalau ada tanda petik lalu ‘s’ itu menunjukkan kepemilikan. Jadi kalau the man’s snake? Apa miliknya siapa?” R mencoba memancing Ss.

(Ss were kept silent. “So nobody know? Let me explain to you, so if there is a punctuation followed by ‘s’, that indicates an ownership. So, what about the man’s snake then? What is owned by who?” R tried to stimulate Ss.)

“Ular miliknya the man, Bu,” jawab seorang siswa.

(The snake belonged to the man, miss,” said a student.)

FN/C1/M2

The excerpt of the field note above shows that the students needed a guide and stimulation to comprehend something. A teacher should actively involve the students to recognize clues or keywords in a text.

At this time, the first stopping point card were distributed for the groups, before inviting a student to read it in front of the class. It was aimed to anticipate the misunderstanding that would be caused by mispronouncing. Then, a student

volunteered to read the card in front of the class. Although there were some mispronunciations, he read the card clearly so everyone in the class could hear him. He was allowed to sit down. The card was read again by the researcher.

The students were asked if they found difficult words or something to be asked and they said no. So, the students were asked to read by themselves for about three minutes.

After reading, the students were invited to look at the stopping point in the slide show and confirm their predictions. It seemed that the students tried to use complete English rather than mix it with Bahasa Indonesia when answering the questions by using short answer. All the groups looked need corrections but all of them said that some of their predictions are less accurate.

The activities continued by observing the same picture but with different questions related to the second stopping point. The students should answer the questions to make the predictions. Then, another student read the second stopping point in front of the class. Then, the students read the second card by themselves to find whether their predictions were accurate or not. And the next, the students confirmed their predictions of the second stopping point of the text.

The students were asked if there was something to be asked for. Some questions related to the text were asked for the students to give them better understanding. At this meeting, the students' predictions were getting logical. They started to relate the situation in the questions and the possible answer to their daily life, as shown in the excerpt of field note below.

“What about the third question? What do you think the workman did after finding the snake? Apa yang kira-kira dilakukan?” *R membahas pertanyaan ketiga.*

(“What about the third question? What do you think the workman did after finding the snake? What would he do?” R discussed the third question.)

“Kalau saya ularnya tak jual, Bu,” *kata seorang anak. “Dikasihkan ke pawang ular.” Dibawa ke kebun binatang,” jawab Ss.*

(“If it was me, I’ll sell the snake, miss,” said a student. **“It was sent to the snake-tamer.”** It would be brought to the zoo,” Ss answered.)

“Okay, jawabannya macem-macam sekali ya. Kalian bisa tulis prediksi mana yang paling mungkin. Bayangkan jika kalian yang menemukan ular tersebut, lalu apa yang akan lakukan dengan ularnya.”

(“Okay, the answers are various. You can write down the most possible predictions. Imagine that you are the one who found the snake, then, what would you do with the snake.”)

FN/C1/M2

It remained 20 minutes before the class was over and the students were given 20 multiple choices about the recount texts that they had been read as a progress test. After that, the students were given homework in the form of true/false task consisting of five items that should be submitted in the next meeting. Briefly, she reviewed the meeting and explained about the next meeting. Rewards were also given for three students who participated most actively during the lesson. The class was dismissed at 10.55 a.m.

c. Reflection

At the end of the meeting, the researcher and the collaborator discussed the meetings based on the observation during the teaching and learning reading using DRTA. The researcher also had interviews with some students of the eight G class.

Based on the observation and interviews during the Cycle 1, there was no significant obstacle in introducing Directed Reading Thinking Activity (DRTA) to the students. However, there were some conditions during the first cycle that need to be improved.

During the first meeting, the students' difficulties in distinguishing the present and past form of a verb were discovered, whereas this material had been taught before by the English teacher. Since the students were learning about recount text, it was important to make them aware that the text is presented in the past form.

However, the researcher would not teach about grammar or structure of presents and past tense. It was about the verbs which were presented in the past form. The students were distracted by the past form of a verb. They said that they could not understand the text because they did not know the meaning of the verbs. Actually, they knew well those verbs if they were presented in the present form. It made the researcher determine to slightly review about the verbs in present and past form.

So, in the second meeting an additional activity of changing the present form of some verbs into their past form was implemented. The verbs were taken from the recount text that students would read about.

Besides, the students got confused in interpreting the meaning of the questions. It seemed that they lacked learning strategies, so they were guided to guess the key word and relate to the picture. And after that, the students seemed better in answering the questions.

In the second meeting, there were more students who were actively participating during the class. They started to feel comfortable and accustomed to follow the activities of DRTA. Their predictions were getting logical as well since they were guided in interpreting the questions. The power point presentation was really helpful to attract the students' attention and focuses. The pictures also helped the students to stimulate their background knowledge

and get the visualization of the text and their predictions as exemplified in the interview script below.

R	<p>: Good. So, Nur Rahma, do you prefer using power point or not?</p> <p><i>(Good. Kalau Nur Rahma lebih suka pakai power point atau enggak?)</i></p>
S3	<p>: I prefer using power point, ma'am. So the picture will be clearer, more colorful.</p> <p><i>(Pakai Bu. Jadi gambarnya lebih jelas, berwarna.)</i></p> <p style="text-align: right;">Interview/S3/C1</p>

S1	<p>: That's it, ma'am. I could make the questions because there was a picture and the words to be used, ma'am.</p> <p><i>(Iya Bu. Kalau bikin pertanyaannya bisa Bu kan udah ada gambarnya sama kata-kata yang harus dipakai Bu.)</i></p> <p style="text-align: right;">Interview/S1/C1</p>
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Some students said they got confused at first about what the prediction should be and sometimes did not understand how to formulate questions as exemplified in the interview transcript below.

S1	<p>: It was confusing at the first time, ma'am. But now, it's not anymore.</p> <p><i>(Waktu di awal bingung Bu. Tapi sudah enggak kok.)</i></p>
R	<p>: Which part that made you confused?</p> <p><i>(Bingungnya tuh dimana?)</i></p>
S1	<p>: I felt confused, what is a prediction should be? In fact, our answers are the predictions, aren't they, ma'am?</p> <p><i>(Bingung prediksi tuh yang seperti apa. Ternyata jawaban kita tho yang disebut prediksi ya Bu?)</i></p> <p style="text-align: right;">Interview/S1/C1</p>

R : Deal then? Do you have any **difficulty when making questions from the given picture?**

(Deal ya? Kalau membuat pertanyaan dari gambar yang diberikan mengalami kesulitan nggak?)

S3 : **It's easy in Bahasa Indonesia, ma'am. But, we have difficulty in writing the questions in English.**

(Kalau pakai bahasa Indonesia nggak sulit Bu. Tapi kita susah buat nulis pake bahasa Inggris.)

Interview/S3/C1

Moreover, students have good comments about the activity of DRTA. They said that the strategy helped them in understanding the text. They were able to visualize and make sense of the recount texts by guided with some questions to make predictions as exemplified in the following interview transcript.

R : **By making predictions** just like we did today and on Tuesday, do **you think you are more understand about the text?**

(Dengan membuat prediksi seperti tadi dan Selasa kemarin, Rezqy jadi bisa lebih paham teksnya apa nggak?)

S1 : **Ya.. I knew more what the text is about. Who the characters are. Why, where it happened, something like that.**

(Ya.. jadi lebih tau Bu teksnya tuh tentang apa. Siapa saja orangnya. Kenapa, dimana terjadinya, gitu-gitu Bu.)

Interview/S1/C1

They also gave some suggestions for the next meeting, such as changing the members of the group and playing games or watching videos. These suggestions might bring some new modification for the next meeting as described in the next discussion of the implementation of cycle 2.

2. The Implementation of Cycle 2

Similar to the first cycle, cycle two also had two meetings. The discussion of the second cycle implementation covers the planning of the action that was based on the first cycle reflection, the actions and observation during the lesson, and the reflection of cycle 2. The detail description about them is presented as in the following.

a. Planning

Considering the reflection of cycle 1, the researcher found that there were some points of actions that were still weak and had to be improved in cycle 2. The researcher and the collaborator paid attention not only to the weak points of the lesson but also the strong ones. The strengths were about the use of power point presentation, pictures, and key words that can help the students to pay attention and activate background knowledge during the teaching and learning process. The weaknesses related to the students' lack of vocabulary that hindered them in understanding the questions and the students' difficulty in distinguishing the present and past form of a verb.

The students' suggestions about making new grouping and playing games or watching videos were also taken into account. However, the new grouping could not be done for the sake of time-saving.

She determined to provide a game in the form of puzzle game. This puzzle consists of the past form of some verbs in the text that the students would read in the first meeting of cycle two.

The first meeting of cycle two was the directed reading thinking activity with a new recount text entitled 'My Horrible Experience' and a new picture. The second meeting was reviewing activity. In this meeting the researcher intended to review the whole meetings from the cycle 1 to the last meeting of the DRTA implementation. She wanted to deepen and strengthen the students in overcoming the reading problems especially in finding the main idea and detail information that mainly related to the comprehension skill.

Another modification of the action was the researcher and the collaborator that planned to invite the students more in sharing their opinions and suggestions openly in the class. Here, the researcher expected to build positive atmosphere between the students and the teacher by welcoming any questions, opinions or suggestions during the teaching and learning process.

b. The Actions and Observation in Cycle 2

In the second cycle, the actions were carried out in two meetings. The cycle two was conducted two weeks after the first cycle. It was because there was a school examination for the ninth grade students so the seventh and eight grade students should study at home for a week and it was followed by a study tour for the eight

grade students. The schedule of the cycle two is presented in the following table:

Table 7: The Schedule of Cycle 2

No.	Day and Date	Material	Exercise
1.	Tuesday, April 9 th 2015	A recount text entitled My Horrible Experience	<ul style="list-style-type: none"> • True/False task consisting of ten items
2.	Saturday, April 13 th 2015	A recount text entitled Lucky Coupon and review	<ul style="list-style-type: none"> • Multiple choices consisting of 10 items

The detail explanation about cycle two is presented in the following discussion.

1) Meeting 1

The first meeting of cycle two was held on April, 9th 2015. The researcher began the lesson by greeting the students, checking their attendance list and setting the students to sit on their group. Some students complained why they did not make new groups so the researcher explained that it was for time saving.

Then, she continued by reviewing the actions in cycle 1 and sharing opinions with the students. The students were given

the opportunities to share their opinion toward the first cycle. Most of the students had positive comment about the teaching and learning processes in cycle one.

After that, the researcher invited the students together to review the actions in the previous cycle. She prepared the slide show and distributed the puzzle for the students. Every student had to find the six verbs in past tense form and wrote them down in the white board.

After 5 minutes, the students were enthusiastically volunteering to write the verb in the white board. To prevent a chaos, the researcher decided to invite the representative of each group to write the verbs, one group for one verb as demonstrated in the excerpt field note below.

Ss berebut untuk bisa maju dan menuliskan temuan mereka. Agar tidak terjadi keributan, R memutuskan bahwa setiap kelompok hanya boleh mewakilkan 1 anggota untuk 1 kata.

Ss wanted to come forward and wrote down their findings. To prevent chaos, R decided that each group was allowed to send only one representative for each word.

FN/C2/M1

And because there were five groups only, there was still one verb remained. No group could find the word in the puzzle. So, this time, the researcher asked everyone who could find it

would get a reward. Finally, there was a male student who bravely came in front of the class and wrote down the word. The researcher gave him the reward because he answered correctly.

She continued to distribute the work and verification sheets for each group. Then, she asked the groups to observe the six verbs and guess a possible story or topic based on the verbs. There were various answers from the students, but all of them got the topic wrong. So the researcher asked them to look at the picture and guess the topic or the story again. She helped the students by asking some points of the picture and relating to the verbs in the puzzle as exemplified in the following excerpt of field note.

“Kira-kira, jika ada kata bergerak, berjalan, terjebak, menyetir, terluka, dan meninggalkan, cerita apa yang mungkin terjadi?”

(“If there are words such as moved, walked, trapped, drove, injured, and left, what possible story might happen?)

“Mobil kecelakaan Bu,” jawab kelompok 5. Kelompok yang lain pun rupanya memiliki pendapat yang sama. R kemudian menayangkan sebuah gambar di slide show, yang juga ada di lembar kerja siswa.

(“A car crash, miss,” said the fifth group. The other groups seemed to have the same opinions. R then showed a picture in the slide show, which was provided in the student’s worksheet as well.)

“Okay, boleh lah. Nah sekarang, coba kalian perhatikan gambar ini (sambil menayangkan Picture 4). Ada yang berubah pikiran?”

(“Okay, that’s alright. Now, look at this picture (while

showing Picture 4). Any of you change your mind?”)

“Oooh..itu mobilnya masuk ke jurang, terus orangnya terluka, Bu,” kata seorang siswa dari kelompok 4.

(“Oh, the car went down to the gap, then the people was injured, miss,” said a student from the fourth group.)

“Eh, tapi kan itu tanahnya retak,” jawab siswa yang lain.

(“But, the ground was cracked,” said another student.)

“Gedungnya juga itu mau roboh nggak si?” siswa yang lain turut berpendapat.

(“The building was also going to collapse, wasn’t it?” said another student.)

“Okay, if you have another idea, just write it down on the worksheet.”

FN/C2/M1

It was aimed to direct the students’ thinking into systematic and logical track to determine a topic by relating some key words and a picture. At this point, only one group that guessed it wrong.

However, to prove whether their topics correct or not, the researcher invited the students to make a question using a given question word before answering the guiding questions. After selecting the most appropriate question that related to the picture, the researcher asked the students to discuss the answers of the questions, both the guiding questions and the additional question formulated by the students. Afterwards, each group should read their predictions loudly.

The same as the previous actions in cycle one, the researcher distributed the stopping point cards for each group. Without inviting the students, they were automatically

volunteering to read the card in front of the class. The researcher pointed out one of the students to read it. At this time, the class were silent while the student reading in front of the class. After that, the student went back to his seat and the researcher read the card once again to correct some mispronunciation.

Then, the students read the text themselves to obtain the information whether their predictions accurate, less accurate, or not accurate. After 5 minutes reading, each group could confirm and verify their predictions. They immediately corrected their less or not accurate predictions. Afterwards, the researcher asked them whether they still have something to ask or not.

Unfortunately, this meeting could not be fully completed in 80 minutes as it should be. It is because there was a special agenda of the school that asked the students to cleanse the class. So, the researcher had to cut the lesson 15 minutes earlier. She, then, briefly summed the material up for the meeting and let the students to cleanse the class.

This influenced the next actions of the second meeting. The researcher and the collaborator agreed to continue the material of the first meeting. It means that the fourth recount text could not be presented for the students, instead the researcher would

complete the first meeting and continue by reviewing for the whole material.

Nevertheless, there are some points that can be concluded from the first meeting. It can be seen that the students' participation was rising. They started to be confident with their answers without worrying about making mistakes. They started to be confident as well about their perception of the questions as demonstrated in the excerpt from the field note as follow.

Di pertemuan kali ini, Ss sudah tidak mengalami kesulitan lagi untuk memahami pertanyaan. Mereka dengan mandiri mencari di kamus arti dari kata yang mereka rasa sulit, dan baru menanyakan kepada R untuk meyakinkan apakah pemahaman mereka sudah benar atau belum.

(In this meeting, Ss **did not have difficulties in comprehending questions. They autonomously looked for the meaning of the difficult words in the dictionary,** and asked R just to convince whether their understanding was correct or not.)

FN/C2/M1

This meeting also shows that the wrong predictions did not cause a misunderstanding about the text. Instead, it made the students become more aware and anticipate about the information in the text.

2) Meeting 2

The second meeting of cycle 2 was done on April 13th 2015. In the action plan, the second meeting discussed a new recount text. However, since there was unpredictable agenda in the first meeting so the fourth recount text were cancelled. Instead, the meeting was intended to complete the discussion of the first meeting and had a review on the whole material during the first and second meeting.

The class was started with greeting and the students' attendance list checking. Then, the previous lesson was reviewed in the first meeting. Some questions were asked to recall the students' memories about the text as presented in the excerpt from the field note below.

“What have we done in the previous meeting? *Apa yang sudah kita lakukan di pertemuan kemarin?*”

(“What have we done in the previous meeting?”)

“Itu Bu, puzzle, terus ceritanya tentang apa, topik, buat pertanyaan, lalu menjawab pertanyaan,” jawab beberapa Ss.

(Puzzle, miss, then what the story is about, the topic, made questions, then answered the questions,” said some Ss.)

*“Apa lagi? Masih ingat *stopping point*nya berisi tentang apa?”*

(“What else? Do you still remember what the stopping point is about?”)

“Orang lagi di dalam mobil, terus mobilnya goyang-goyang, Bu.”

(A man in a car, then the car kept launched to one side, to the left, miss.”)

“Jadi kecelakaan atau bukan?”

(“So it was an accident or not?”)

“Bukan, Bu. Bannya kempis,” jawab seorang siswa. “Bukan

kempis, tapi dikiranya kempis,” kata siswa yang lain.

“Not an accident, miss. He got flat tire,” said a student. “Not a flat tire, but he thought he got flat tire,” said another student.

FN/C2/M2

Next, the slide show of the next activity was prepared and the students were asked to prepare the worksheet. The students were asked to observe the picture –the same one as the previous activity–, and also observe the following questions. The students were allowed to ask. Some students asked to make sure whether they interpreted the questions correctly or not, other students asked about some new vocabulary items in the questions.

The students were guided to guess the vocabulary items and relate them with the topic and picture of the text. They were also asked some questions to help them figuring out the text through the picture and the guiding questions. The students were invited as well to imagine if they were in the writer’s position as exemplified in the excerpt from the field note as follows.

R juga mengajak Ss berimajinasi jika mereka yang ada dalam situasi seperti penulis maka apa yang mungkin mereka lakukan dan rasakan.

(R also invited Ss to imagine if they were in the writer’s situation then what they would possibly do and feel.)

“If you were the writer, what will you do? Any idea?”

“Menangis Bu,” celetuk seorang siswi dari kelompok 3.

("Crying, miss," said a female student from group 3.)

"Berdoa," timpal yang lain.

("Praying," added another student.)

FN/C2/M2

After the observing and questioning activities, the students worked in group to make predictions by answering the guiding questions. It took 10 minutes and the researcher distributed the second stopping points of the text. A student volunteered to read the card in front of the class. Other students were silently reading the card while their friend read it loudly. The researcher asked whether they found new or difficult words or not. A student asked about the meaning of "tumbling" as exemplified in the excerpt from the field note below.

R mengajak Ss untuk melihat kata setelah kata 'tumbling'.

(R invited Ss to look at the words after the word 'tumbling')

"Jadi apa yang tumbling?"

(So, what was tumbling?)

"Rocks, batu, Bu," jawab Ss.

("Rocks, miss," said Ss)

"Kira-kira batunya kenapa? Ada yang tahu?"

(What happened to the rocks? Anyone know?)

"Oh, kalau di gambar, itu batunya pada jatuh, Bu," jawab seorang siswa.

(Oh, in the picture, the rocks were falling, miss," said a student.)

"Iya yah, gempa, berarti rocksnya berjatuhan, Bu," tambah yang lain.

(Is that so, earthquake, so the rocks were falling, miss," added the others.

"Very good. Coba untuk memastikan biar mantep,

dibuka kamusnya. Dilihat apa benar artinya jatuh atau bukan.”

(“Vey good. If you want to be more convinced, just look at the dictionary. And see whether the meaning is falling or not.”)

FN/C2/M2

The next activity, the students confirmed their predictions. The researcher and the students discussed the answers of the questions. Each group, then, verified whether their predictions were accurate, less accurate or not accurate. In fact, all of the groups did better in making the predictions. Although, there were still some mistakes, their predictions were logical and acceptable.

To ensure their comprehension of the text ‘My Horrible Experience’, a supported task was provided in the form of True/False task consisting of 10 items. At this time, the students had to work individually. It took about 10 minutes for the students to finish the task and after that the researcher together with the students discussed the tasks. The students were enthusiast to know whether their answer correct or not. In this True/False task, students became more careful in determining whether it was true or false. This helped the students to find the detail information of the text.

It remained about 20 minutes before the end of the class and the researcher invited the students to review the third recount

text ‘My Horrible Experience’ by asking some questions as exemplified in the following field note.

Sebelum melanjutkan ke kegiatan berikutnya, R menanyakan beberapa pertanyaan mengenai teks yang telah dibahas.

(Before moving to the next activity, R asked some questions about the discussed text.)

“So, what is the text about, class?”

“Tentang earthquake, Bu. Pengalaman seseorang pas ada gempa bumi, Bu,” jawab Ss.

(“It’s about earthquake, miss. Someone’s experience when an earthquake happened,” said Ss.)

FN/C2/M2

Then, she invited the students to have brief reviews and reflections on the cycle 1 as well. The researcher tried to clear up the material, so she invited the students if they still have something to ask. She reminded the students that they would have a post-test on the next meeting. The researcher dismissed the class afterwards at 10.55 a.m.

c. Reflection

The teaching and learning processes of cycle two had been done smoothly, although there was an unpredictable agenda that had been explained earlier. However, there were not any significant problems found during the meetings. The problems that occurred in the first cycle had been solved by implementing some modifications of the actions as discussed with the collaborators.

The students were already accustomed with directed thinking reading activities. They could follow and understand the instruction given and did the task well.

The students' comprehension, especially, in finding the main idea and the detail information of the text increased since DRTA helped them in directing their thinking ways in reading by making predictions and confirming the predictions. As the result, most of them were actively participating during the teaching and learning practice. It was supported with the positive environment between the teacher and the students. The teaching and learning atmosphere is exemplified from the interview transcript as follow.

- | | |
|----|---|
| S4 | : Well, I was happy if I could answer the question and got a reward, hehehe.
(<i>Yaa.. saya senang kalau bisa menjawab dapat hadiah, hehehe.</i>) |
| R | : So, it's because the reward, isn't it?
(<i>Jadi gara-gara dapet hadiah aja nih?</i>) |
| S4 | : Well, not only that, ma'am. The lesson was fun as well. The puzzle yesterday was also fun. I like it.
(<i>Ya enggak Bu. Pelajarannya juga seru. Kemarin puzzle itu seru Bu. Saya suka.</i>) |

Interview/S4

The picture and key words during the lesson helped the students a lot in activating their background knowledge. The vocabulary guessing also helped the students to overcome their difficulties in comprehending the guiding questions as well as the content of the recount text, as exemplified from the interview transcript below.

R: Was it interesting or not? Was it easily to understand or not?
What do you think?

(Menarik, atau tidak? Atau mudah dipahami, atau malah sulit? Gimana?)

S5: **They were interesting, ma'am. You used power point. then, there were rewards for them who got the best score and could answer the questions.**

(Menarik kok Bu. Pakai power point. Terus ada hadiah juga buat yang nilainya bagus sama bisa jawab.)

Interview/S5

In this cycle, the groups also started to make the predictions in complete English whereas they did not in the first cycle. Instead, they preferred to answer in short and brief sentences.

Predicting and reading the text in the form of stopping points actually reduced the students' boredom. It was because they were directed to focus only to a part of the text. The students' attentions and focuses were not disrupted by the density of the words. This was more motivating the students to read. In addition, by correcting their less accurate or not accurate predictions after the confirmation and verification made the students more confident to participate in the class. It made them feel safe to make mistakes and it was a good start as well to invite the passive students to be more active during the lesson. The further discussion of the students' improvement in reading comprehension is discussed in the general findings and discussion.

C. The General Finding of the Research

This part presents the general research finding in the form of qualitative data supported with the quantitative data in the form of the students' average scores. The data shows the findings obtained during the cycle 1 and cycle 2. It shows the changes were made and the result of the change after each cycle.

Based on the observation in cycle 2, the students reading comprehension skill was improved. The students comprehend the text easily because they were directed to read in logical way using their experiences by answering the guiding questions.

The students could overcome their problems related to the vocabulary mastery by guided to guess the vocabulary and related with the clues (pictures, key words, and topic) of the text. The students became more motivated both in reading and participating during class because they were confident to deal with the problems occurring during the reading process. The qualitative data can be summed up as in the following table.

Table 8: The Research Result

No.	Problems	Cycle I	Cycle II
1.	The students had difficulties in comprehending texts, especially in identifying the main idea and detail	a. Students connected their prior knowledge to the information in the text.	a. The students became more focus on the text by reading it in the form of stopping point.

	information.		<p>b. The students became more skillful in finding and distinguishing the main idea and detail information in the text supported tasks in the form of True/False and open-ended question.</p>
2.	The passive classroom participation	<p>a. Students became more active participating in the group discussion and activities during the lesson.</p>	<p>a. The students voluntarily read the text in front of the class</p> <p>b. The students shared the answers of the questions willingly.</p> <p>c. The students actively involved to join the puzzle</p>

			game.
3.	There were no interactive media	a. Students could easily relate their prior knowledge by the assistance of PPT and picture.	a. Students became more serious in joining the class by paying attention to the material presented in the power point presentation.
4.	The students lack of vocabulary mastery	a. Students could find and use the clues to guess the meaning of the unfamiliar words.	a. Students enriched their vocabulary.

The quantitative data was also provided to support the qualitative data. It was obtained by conducting reading comprehension tests. The means scores of the reading test are compared to know the improvement of the students reading comprehension.

The improvement of the students' reading comprehension skill could be seen from their score during the test; pre-test and post-test that the students' scores increased significantly in each test. The table below presents the mean score of the reading comprehension tests.

Table 10: The Comparison Scores among Post-test and Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	68.00	83.00	73.6897	3.79006
Posttest	29	77.00	88.00	79.0000	2.81577
Valid N (listwise)	29				

The table presents the score of reading pretest and posttest. The minimum score of the pre-test is 68.00 and the maximum one is 83.00 while the minimum score of post-test is 77.00 and the maximum score is 88.00. These scores improvement influences the mean of the both test. The pre-test mean is 73.68 and the post-test mean is 79.00. It is higher than the pre-test scores. It means that there was improvement in students' reading comprehension showed by the improvement of the students' scores.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter summarizes the findings in the previous chapter. It presents the implications and suggestions as well. The detail explanation is presented as follows.

A. Conclusions

This part concludes the findings on how Directed Reading Thinking Activity (DRTA) improving the grade VIII students' reading comprehension at SMP N 9 Magelang. Two kinds of data are presented to confirm the students' improvement in reading comprehension. The data are qualitative and quantitative data. In terms of the qualitative data, the results are presented as follows.

1. DRTA successfully facilitated the students to generate the main idea and identify the detail information of the text through making prediction, reading and confirming the predictions.
2. Pre-teaching vocabulary and predicting helped the students recognizing clues to guess and understand the unfamiliar words from context.
3. Group discussion helped students actively participate during the reading class.
4. The use of PPT made the students actively engaged during the teaching and learning process.

In terms of the quantitative data, the improvement of the students' reading comprehension was supported by comparing the students' reading scores after

the pre-test and post-test. The students' mean scores in the pre-test is 73.68 while in the post-test, it increases 5.32 points to 79.00. In conclusion, based on the result of the research and the data found, it can be said that DRTA is effective to improve the students' reading comprehension.

B. Implications

In regard of the conclusions, the implementation of Directed Reading Thinking Activity can improve the students' reading comprehension, especially in the matter of identifying the main ideas and detail information. Hence, some implications can be drawn as follows.

1. DRTA is helpful to make the students thinking while reading so they can understand the text better.
2. Pre-teaching vocabulary and predicting can be implemented in recognizing the meaning of unfamiliar words.
3. Working in group, encourages the students to be more confident in joining the class activities.
4. The use of PPT in teaching and learning process is beneficial to attract the students' attention so that they will be more interested to learn the materials.

C. Suggestions

Based on the result of the research, the conclusions, and the implications of the directed reading thinking activity (DRTA) implementation to improve the students' reading comprehension, the researcher wants to suggest some points for

the English teacher and the further researchers. The suggestions are intended to find and enhance the effective ways in teaching reading, especially for the junior high school students. The recommendations are presented as follows.

1. For the English teachers

Comprehension is one of crucial issues of reading. It can be achieved by applying some strategies in reading. Hence, the teachers should facilitate the students with the most suitable and feasible strategy of reading. DRTA can be used to help the students thinking while reading.

2. For other researchers

The implementation of Directed Reading Thinking Activity can improve the students' reading comprehension. It is suggested for other researchers to use Directed Reading Thinking Activity as one the references in teaching reading.

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APPENDIX 1

Vignette

Vignette**February, 24th 2015****SMP N 9 MAGELANG, Class VIII G**

The class was started at 8.30 a.m. The teacher entered the class after the students. She was smiling to everyone, greeted the students by saying “Assalamualaikum warohmatullahiwbarakattu, good morning class.” And the students replied the greeting, Wa’alikummusalam warohmatullahi wabarakatuh, good morning Ma’am. The teacher then invited the class to pray together lead by the chair of the class and checked the students’ attendance by calling their name one by one. Students who were present should raise their hand and say ‘here’. The class consists of 29 students in total, but there are two students who were absent in that day, they were Novia and Resqy. Novia was sick and Rezqy was joining a competition. Students were so noisy while the teacher was busy checking the attendance list. They were busy in talking with their friends.

To calm the class, the teacher asked the students’ homework and recalling the previous material that is descriptive text. The teacher asked some questions to recall the students’ memory about descriptive text such as the definition of descriptive text, the purpose of descriptive text, and the general structure of descriptive text. Students were quite enthusiastic answering the questions. Teacher asked for volunteer and a student in the front row of the seats raised his hand and answered the question with a bit nervous. However, the teacher gave him her appraisal by saying ‘good’ and asked another student to repeat the answer. The class suddenly quiet. A couple of students was whispering each other looked as if they know the answer, but they felt doubt to answer. Finally, the teacher explained the answer for the class.

After having warming up with the previous material, the teacher invited students to open their books ‘When English Rings a Bell’. It was still about descriptive text. This time the title of the descriptive text in the book is the

'I'm Proud of Indonesia'. The teacher asked students to read the text by themselves silently. During this activity some students were not serious in reading the text. They were busy talking with their friends. After about 10 minutes, the teacher asked three students to read two paragraphs of the text for each student in front of the class. The student was feeling doubt but still try to read the text. She did many pauses and wrong pronunciation. During this activity, some students were paying no attention to the reader. They were doing another thing such as throwing bullet paper and pen, but the teacher did not realize this. After finishing the reading, the teacher and the class gave applause for the readers. Then, the teacher asked the class about what the text is about. Only some students were active to answer the question, and the rest just busy with themselves. The teacher involved the students to ask some questions related to the text. The teacher also asked some questions about the text, such as 'What are the islands in Indonesia?', 'Could you give the example of vegetables that can grow well in our country?', and so on.

Although the teacher tried to involve the students and guide them to formulate questions and asking about the text, only some students were active answering and interacting with the teacher. Other students seemed boring. They were kept silent and not trying answering the question, and unfortunately the teacher did not share her attention to all of the students. So the passive students kept silent and be passive during the teaching and learning process.

After discussing about the text, the teacher asked students to do task on sentence completing. While doing the task only a few of students brought dictionary (bilingual dictionary), and the rest did not. It took twenty minutes to do the task. During this twenty minutes, some students were discussing about the answers, some of them also playing throwing pen and gossiping. The class was so noisy. Knowing that her class was so noisy, the teacher went around the class and checked the progress of the students one by one. After that, the teacher asked if the students have finish with their tasks.

The teacher and the students discussed the answers of the task in the book. The teacher invited the students to be volunteered to answer the questions, this

time the teacher pointed out some students to answer. After the discussion, the teacher summarized what they learned for the whole day about the purpose of the text, the content, and some difficult words in the text. The teacher then closed the teaching and learning process by praying and leave taking. The class was over at 9.30 a.m.

APPENDIX 2

Interview Guidelines

Interview Guidelines

Before Implementation

For the teacher:

1. What do you think about 8th grade students' reading comprehension?
2. What are the students' weaknesses in reading comprehension?
3. What are the students' difficulties in reading comprehension?
4. How are the students' attitudes toward reading an English text?
5. How are the students' attitudes during the teaching and learning process of reading?
6. How do you cope with the students' problem in reading?
7. How many texts are usually presented in your reading class?
8. What kind of activities do you think suitable to solve the students' problem in reading comprehension?
9. Do you have any strategy or technique in teaching recount text?

For the students:

1. Do you like English?
2. What about reading English text?
3. Is there any difficulty in comprehending a text?
4. What are your difficulties in comprehending a text?
5. How did you solve your problem?
6. Have you ever practice using reading strategies (skimming, scanning, predicting, questioning, etc)?
7. How do you usually reading an English text?
8. Does the way help you in comprehending the text?

APPENDIX 3

Interview Transcript

INTERVIEW

Sabtu, 28 Februari 2015

SMP N 9 Magelang (Serambi Mushola)

T: English Teacher of Class VIII G

R: Researcher

R: Assalamualaikum Bu.

T: Wa'alaikum salam Mba Wilis. Gimana..gimana? Jadinya penelitiannya apa Mba?

R: Penelitian saya action research Bu mengenai reading comprehension. Jadi setelah observasi yang lalu saya melihat ada beberapa kesulitan yang dialami siswa Bu dalam membaca, diantaranya terkait dengan vocabulary dan menemukan ide utama dalam text.

T: Oo begitu mba, ya..ya..ya, saya juga setuju. Memang anak-anak itu susah kalau sudah terkait kosakata.

R: Biasanya, Ibu sendiri mengalami kesulitan apa Bu dalam mengajar reading?

T: Biasanya anak-anak itu ngantuk kalau pas kelas membaca.

R: Untuk mengatasinya bagaimana Bu?

T: Yaa biasanya ada ice breaking, games begitu.

R: Ooo begitu. Kalau di SMP 9 masih menggunakan kurikulum 2013 kan Bu?

T: Iya Mba Wilis masih.

R: Kalau begitu buku yang digunakan hanya buku dari pemerintah saja Bu?

T: Teknisnya si begitu Mba, materi kan harus mengikuti aturan. Tapi saya juga berikan latihan-latihan dari LKS Mba.

R: Siswa punya LKSnya Bu?

T: Tidak Mba. Kan sudah ada buku K13 itu. Hanya saya yang menambahkan. Kalau hanya dari buku paket kan kurang begitu mba latihannya.

R: Jadi begitu ya Bu.

T: Lalu metode yang dipakai apa Mba?

R: Saya menggunakan directed reading thinking activity Bu.

T: Apa itu mba?

R: Jadi ini sebuah cara dimana siswa nanti di bimbing dalam proses comprehending reading Bu. Nature dari DRTA sendiri adalah prediction.

T: Jadi anak-anak disuruh menebak gitu ya?

R: Anak-anak disediakan pertanyaan yang dari pertanyaan itu mereka diminta untuk membuat prediksi terhadap part selanjutnya dari sebuah text. Jadi textnya dibagi menjadi beberapa bagian Bu.

T: Pertanyaan lalu jawabannya itu prediksinya gitu Mba?

R: Iya Bu begitu.

T: Kalau reading, jadi teksnya nanti apa Mba? Mau ambil yang narrative?

R: Saya ambil yang recount Bu. Kalau teksnya saya ambil dari luar buku K13 bagaimana Bu, boleh atau ndak ya Bu? Karena kalau menggunakan buku paket, siswa kan sudah punya, sedangkan saya menggunakan prediction. Nanti jadinya tidak predicting kalau siswa sudah pernah membaca teks tersebut.

T: Boleh saja Mba Wilis. Soalnya di buku paket kan juga teksnya hanya satu, ya hanya seperti itu saja.

R: Ini saya tunjukkan RPP saya Bu.

T: Langkah-langkahnya apa saja ini Mba?

R: Jadi nanti saya akan melakukan 2 cycle Bu. Sebelumnya aka nada pre-test dan sesudah pembelajaran ada post-test. Kalau satu cycle 3 pertemuan bagaimana Bu?

T: 3 pertemuan untuk materi?

R: Iya Bu, bagaimana?

T: Terlalu lama Mba. Kalau bisa 3 itu sudah dengan evaluasinya. Karena kan masih ada materi narrative setelah ini dan jadwalnya juga bisa berubah karena kegiatan kelas 9. Saya rasa 4 pertemuan sudah cukup mba.

R: Jadi saya kurangi saja ya Bu? Jadi per siklusnya 2 meetings saja.

T: Iya Mba, begitu saja.

R: Lalu ini teksnya Bu. Saya menyediakan 4 teks recount.

T: Ini diambil dari mana Mba?

R: Yang teks ini (teks 1 dan 2) saya ambil dari buku, masih kurikulum KTSP, teks 3 saya ambil dari internet dan teks 4 saya ambil dari buku, KTSP juga Bu. Menurut ibu bagaimana?

T: Ndak papa Mba. Malah ini teksnya pendek kan? Anak-anak juga ngantuk kalau teksnya panjang. Ini prediction juga menggunakan gambar ya Mba?

R: Iya Bu, jadi diawal siswa diminta untuk mengamati gambar dan kemudian ada pertanyaan terkait gambar tersebut yang akan menjadi prediksi untuk bagian teks selanjutnya.

T: Ini gambarnya cocok dengan teksnya kan?

R: Iya Bu. Jadi saya cari yang sesuai dengan isi bacaan.

T: Ini masuk tahap observing. Iya..boleh boleh. Wah, ini observingnya terlalu lama mba. Ini harus lebih diperinci lagi tahap scientific approachnya. Tiap langkah ndak usah lama-lama.

R: Berarti ini saya buat lebih detail lagi Bu? Jadi berulang begitu langkahnya?

T: Iya Mba, nah ini kan lama sekali, sebenarnya yang observing sudah

masuk questioning.

R: Oh, baik bu. Nanti saya revisi.

T: Lalu latihan soalnya mana Mba?

R: Ini Bu, saya buat questions dan yang ini ada true/false juga.

T: Oke Mba. Bagus. Jadi siswa bisa lebih paham.

R: Iya Bu. Dan ini dalam kelompok Bu.

T: Nggak individu saja Mba? Anak-anak ki sering rame kalau disuruh diskusi dalam grup. Nanti malah jadinya ngga fokus.

R: Saya mengantisipasi kesulitan mereka kalau sendiri Bu. Dan pasti akan memakan lebih banyak waktu jika individu.

T: Kelompok juga ndak apa-apa, yang penting nanti anak-anak bisa memerhatikan.

R: Iya Bu. Saya usahakan. Saya coba di siklus pertama dulu. Kalau recount materinya kapan Bu?

T: Setalah Mid semester tanggal 9 Maret Mba selama satu minggu. Minggu depan baru akan saya beri materi past tense Mba. Nanti Mba Wilis ngajar setelah UTS saja ya. Kelas G hari Selasa dan Sabtu.

R: Wah, hanya tinggal 2 minggu lagi. Jam berapa Bu bahasa inggris di 8G?

T: Kalau ndak salah ndak ada yang pagi Mba. Nanti saya cek, saya sms Mba Wilis ya?

R: Iya Bu. Terimakasih.

T: Apalagi Mba?

R: Saya rasa cukup Bu. Terimakasih banyak. Saya akan merepotkan lagi.

T: Ndak papa Mba. Nanti kalau ada apa-apa saya kabari. Mba Wilis juga sms saya saja jika ada apa-apa. Jogja-Magelang lumayan loh Mba.

R: Hehehe, iya Bu. Terimakasih sekali.

T: Kalau begitu saya pamit duluan ya Mba.

R: Iya Bu. Terimakasih.

Transcript Interview (Sebelum implementasi)

Sabtu, 28 Februari 2015

SMP N 9 Magelang (Perpustakaan)

S2: Siswa 2

R: Researcher

Transcript

R : Hi, Jeff? Apa kabar?

S2 : Hallo Bu. Baik Bu. Wah, tampilan baru Bu?

R : Hehehe.. Iya nih Jeff.

S2 : Ada apa ya Bu?

R : Begini Jeff, Ibu mau tanya-tanya nih? Jeff mau nggak?

S2 : Waduh, tanya-tanya apa nih Bu?

R : Tenang Jeff, jangan takut gitu ah. Tanya soal pelajaran Bahasa Inggris kok.

S2 : Oh, gitu. Oke deh Bu.

R : Sip deh. Jadi, Jeff sebenarnya suka nggak sih sama Bahasa Inggris.

S2 : Eeem.. lumayan si Bu. Sedikit. Hihihi.

R : Jadinya lumayan sedikit yaa?

S2 : Hahahaha...ya lumayan lah Bu.

R : Eeem, kalau membaca teks Bahasa Inggris gimana? Suka nggak? Atau lumayan juga nih?

S2 : Lumayan juga Bu, hehehe.

R : Ngga apa-apa deh. Terus ketika membaca Jeff pernah merasa kesulitan ketika memahami teks nggak?

S2 : Iya Bu.

R : Seringnya menemukan kesulitan apa?

S2 : Ya itu Bu, kalau banyak kata yang saya ndak tau artinya Bu. Terus ndak tau cara bacanya juga Bu.

R : Banyak yah? Berarti kalo sedikit nggak sulit untuk memahami bacaan yaa?

S2 : Yaa..tetep aja sulit Bu.

R : Hehe, terus bagaimana mengatasinya.

S2 : Ya saya buka kamus Bu. Tanya teman gitu Bu.

R : Kalau pas lagi ulangan atau ujian, kan nggak boleh tuh buka kamus atau tanya teman, terus apa yang Jeff lakukan?

S2 : Coba nebak-nebak artinya apa.

R : Caranya gimana?

S2 : Eeeem, saya lihat kata yang sebelumnya Bu.

R : Apa itu membantu?

S2 : Kadang si Bu. Tapi seringkali saya juga bingung, takut tebakan saya salah.

R : Terus apa ada kesulitan yang lain?

S2 : Eeemm.. apa ya Bu?

R : Misal jika Jeff diminta untuk menentukan ide utama. Itu kesulitan nggak?

S2 : Lumayan si Bu.

R : Yaaah, lumayan lagi. Hahaha

S2 : Ya kadang bisa, kadang nggak Bu.

R : Ooo, begitu ya. Kalau ketika nggak bisa itu kenapa biasanya?

- S2 : Ya itu Bu, karena banyak kata yang saya nggak tahu, terus saya jadi nggak paham artinya, nah jadi susah menemukan ide utama Bu.
- R : Jadi tetap karena kata sulit ya?
- S2 : Iya Bu.
- R : Kalau Jeff sendiri, ketika membaca teks bagaimana? Apa langsung dibaca semua, apa dipilih-pilih bagian mana yang mau dibaca atau ketika ada kata sulit dilewati, atau bagaimana?
- S2 : Biasanya kalo ada kata sulit, terus saya nggak bisa nebak saya lewatin Bu. Tapi saya baca semuanya, saya coba tau artinya Bu.
- R : Begitu ya. Oke baiklah. Jeff pernah bosen ndak ketika membaca?
- S2 : Iya Bu, pernah.
- R : Itu kenapa kok bisa bosen?
- S2 : Yaaa kalo teksnya panjang si Bu. Terus kalau topiknya nggak menarik.
- R : Kalau begitu, menurut Jeff, reading itu harus bagaimana biar nggak bikin cepat bosan?
- S2 : Pake LCD Bu. Kalau ditampilkan kan kita jadi lebih tertarik gitu Bu.
- R : Kalau menggunakan gambar?
- S2 : Itu juga menarik Bu. Saya suka, jadi nggak bosan lihat teks terus.
- R : Baiklah. Sepertinya itu saja Jeff. Cukup Ibu tanya-tanyanya. Terimakasih yaa?
- S2 : Iya Bu, sama-sama. Buat apa tho Bu?
- R : Buat penelitian Jeff.
- S2 : Ooo begitu. Kapan Bu?
- R : Doakan saja secepatnya ya?
- S2 : Iya Bu, amin. Eh Bu, ini perpustakaan mau dipakai Bu.
- R : Oh, ya sudah ayo kita keluar. Jeff juga harus masuk kan?
- S2 : Iya Bu.
- R : Terimakasih ya Jeff.
- S2 : Iya Bu.

Transcript Interview (Sebelum implementasi)

Sabtu, 28 Februari 2015

SMP N 9 Magelang (Perpustakaan)

S1: Siswa 1

R: Researcher

Transcript:

- R : Hallo Rezqy, apa kabar?
- S1 : Baik Bu, Alhamdulillah.
- R : Tapi kok agak keliatan sakit ya?
- S1 : Ah, enggak kok Bu, hehe. Ibu bagaimana Bu, sehat?
- R : Sehat kok Rezqy, Alhamdulillah. Nah, hari ini Ibu kesini untuk tanya-tanya sedikit nih. Rezqy mau yah?
- S1 : Iya Bu. Mau tanya tentang apa ya Bu?
- R : Ibu kan dulu pernah masuk ke kelas Rezqy mengajar bahasa Inggris, sebenarnya Rezqy sendiri suka ndak sama Bahasa Inggris?
- S1 : Wah, suka Bu. Saya suka Bahasa Inggris.
- R : Yang bener? Hehe..
- S1 : Iya Bu, nggak bohong kok.
- R : Baiklah. Terus kalau membaca teks Bahasa Inggris suka ndak?
- S1 : Suka Bu.
- R : Oke. Kalau ketika membaca, Rezqy biasanya menemui kesulitan apa? Yang bikin Rezqy ndak paham gitu sama bacaannya?
- S1 : Paling sering kalau sudah menemukan kata yang saya ndak tahu artinya Bu.
- R : Oh begitu. Terus kalau sudah begitu apa yang Rezqy lakukan?
- S1 : Yaaa.. saya buka kamus paling Bu atau tanya teman.
- R : Kalau ketika tes atau ulangan dan nggak boleh buka kamus dan tanya teman, gimana?
- S1 : Saya lewatin Bu. Tapi saya jadi agak sulit paham bacaannya tentang apa. Hehehe..
- R : Dilewati yaah?
- S1 : Iya Bu.
- R : Emmm.. Terus kalau diminta untuk menemukan ide utama dari sebuah teks sulit atau ndak?
- S1 : Sulit Bu?
- R : Apanya yang sulit Rez?
- S1 : Itu lho Bu..semuanya sama. Semuanya kelihatan kayak ide utama Bu.
- R : Susah membedakan yaa?
- S1 : Iya Bu.
- R : Kalau Rezqy sendiri cara membaca teks dalam Bahasa Inggris gimana? Apa dibaca Cuma yang penting menurut Rezqy, atau dibaca urut, atau kalau ada kata sulit dilompati atau gimana?
- S1 : Biasanya saya artiin satu-satu Bu. Terus kalo udah ketemu kata yang saya nggak tau artinya saya jadi bingung. Ya paling buka kamus atau tanya teman Bu.

- R : Begitu. Kalau pembelajaran reading selama ini bagaimana Rez?
Menarik? Menyenangkan? Atau gimana nih menurut Rezqy?
- S1 : Menurut saya sih Bu, sudah cukup menarik. Tapi kadang ya saya juga bosan.
- R : Bosan gimana? Trus biar nggak bosan gimana?
- S1 : Iya Bu. Bosan kalau teksnya panjang dan banyak kata yang sulit. Pusing. Biar nggak bosan yaa pakai itu lho Bu, LCD, atau yang ada gambarnya gitu Bu.
- R : Kalau teksnya ndak terlalu panjang, terus pake LCD, dan ada gambarnya, bisa bikin Rezqy tertarik?
- S1 : Iya Bu. Soalnya nggak melulu liat buku, hehehe.
- R : Begitu ya Rez?
- S1 : Iya Bu. Ibu mau mengajar disini lagi?
- R : Insya Allah Rez. Tapi kali ini untuk penelitian.
- S1 : Oh begitu. Nanti ngajar kelas saya saja ya Bu.
- R : Insya Allah Rez.
- S1 : Ya sudah Bu. Ini saya ke kelas dulu ya Bu. Mau ganti baju.
- R : Iya Rezqy, silahkan. Terimakasih ya untuk waktunya.
- S1 : Iya Bu, sama-sama. Permisi.

Interview Transcript (After the implementation of cycle 1)

March, 28th 2015

8G, SMPN 9 Magelang

S1: Student 1

R: Researcher

- R : Rezqy, do you have a time?
(Rezqy, bisa minta waktu sebentar?)
- S1 : What's wrong, ma'am?
(Ada apa Bu?)
- R : I want to ask some questions.
(Ibu mau tanya-tanya.)
- S1 : Wah, what do you want to ask ma'am?
(Wah, tanya-tanya apa Bu.)
- R : I want to know, what is your opinion about the lesson on Tuesday and Saturday?
(Ibu pengen tahu, kalau menurut Rezqy bagaimana pelajaran hari Selasa dan Sabtu ini?)

- S1 : Eeem..., it's fun, ma'am.
(*Eeem... seru Bu.*)
- R : Fun? Why?
(*Serunya kenapa?*)
- S1 : We had discussion together. Then, what is it, eem.. answering and coreecting our answer whether they are correct or wrong.
(*Ya kita diskusi, bareng-bareng. Terus, apah, eem.. menjawab terus nyocokin jawaban kita itu betul apa salah.*)
- R : Do you like doing discussion, Rezqy?
(*Rezqy suka diskusi?*)
- S1 : Yes, I like it ma'am. So, we can think together, ma'am.
(*Suka Bu. Jadi bisa berpikir bersama-sama begitu Bu.*)
- R : Did all of the members join the discussion, Rezqy?
(*Ikut diskusi semua nggak kelompoknya Rezqy?*)
- S1 : Yes, ma'am. Sena was the most excited one, hahaha.
(*Iya Bu. Sena yang paling semangat, hahaha.*)
- R : So, do you have any difficulty doing the activity?
(*Nah, activitynya tadi ada kesulitan ngga selama ini?*)
- S1 : I think it was when I had to formulate questions, ma'am.
(*Paling waktu membuat pertanyaan Bu.*)
- R : Which one was difficult?
(*Sulitnya dimana?*)
- S1 : When I tried to make the questions in English, ma'am.
(*Membuat jadi bahasa Inggris Bu.*)
- R : You could make questions when they were in Bahasa Indonesia, can't you?
(*Kalau pakai bahasa Indonesia bisa tapi?*)
- S1 : Yes, ma'am. But the problem is I felt confused about the English, in how to arrange the sentence, ma'am.
(*Ya bisa Bu. Tapi ya itu, bingung bahasa inggrisnya gimana. Nyusunnya gitu lho Bu.*)
- R : Oh, so arranging the vocabulary?
(*Oh, jadi menyusun vocabnya?*)
- S1 : That's it, ma'am. I could make the questions because there was a picture and the words to be used, ma'am.
(*Iya Bu. Kalau bikin pertanyaannya bisa Bu kan udah ada gambarnya sama kata-kata yang harus dipakai Bu.*)
- R : Do you mean the question words?
(*Kata tanya maksudnya?*)
- S1 : Yes, ma'am. So I could immediately make a question. But in Bahasa

Indonesia, hehehe.

(Iya Bu. Jadi langsung bisa membuat pertanyaan. Tapi pakai bahasa Indonesia, hehehe.)

R : Actually, it doesn't matter, as long as you can create the questions.
(Nggak papa, yang penting bisa.)

S1 : Yes, ma'am. It was because you also helped me ma, am, hehehe.
(Iya Bu. Kan tadi dibantu juga sama Bu Wilis, hehehe.)

R : About making the predictions, do you have any difficulty? Was it confusing?
(Untuk membuat prediksi, ada kesulitan? Bingung?)

S1 : It was confusing at the first time, ma'am. But now, it's not anymore.
(Waktu di awal bingung Bu. Tapi sudah enggak kok.)

R : Which part that made you confused?
(Bingungnya tuh dimana?)

S1 : I felt confused, what is a prediction should be? In fact, our answers are the predictions, aren't they, ma'am?
(Bingung prediksi tuh yang seperti apa. Ternyata jawaban kita tho yang disebut prediksi ya Bu?)

R : That's correct. Did your predictions mainly correct or wrong?
(Iya, betul sekali. Banyak yang cocok atau malah banyak yang salah?)

S1 : Not bad, ma'am. There were some less accurate predictions.
(Lumayan Bu. Beberapa ya ada yang kurang tepat gitu.)

R : But, they were already corrected, right?
(Tapi sudah dikoreksi kan?)

S1 : Of course ma'am, hehehe.
(Sudah dong Bu, hehehe.)

R : By making predictions just like we did today and on Tuesday, do you think you are more understand about the text?
(Dengan membuat prediksi seperti tadi dan Selasa kemarin, Rezqy jadi bisa lebih paham teksnya apa enggak?)

S1 : Ya.. I knew more what the text is about. Who the characters are. Why, where it happened, something like that.
(Ya.. jadi lebih tau Bu teksnya tuh tentang apa. Siapa saja orangnya. Kenapa, dimana terjadinya, gitu-gitu Bu.)

R : Is that so? Then, could you do the earlier exercise?
(Oh, begitu ya? Terus tadi bisa mengerjakan latihannya?)

S1 : Absolutely, ma'am.
(Bisa dong Bu.)

R : What about the difficult words?

(Kalau kata sulit?)

S1 : There were some of them, ma'am. But I looked for in the dictionary, ma'am. Then, you read the text again. So I became more understand. I really wanted to read in front of the class, ma'am, but unfortunately, I wasn't be chosen.

(Ada beberapa Bu. Tapi saya cari di kamus kok Bu. Terus Ibu juga membacakan lagi. Jadi saya lebih mudeng. Saya tadi pengen maju baca di depan Bu, eh, malah ngga dipilih.)

R : You had your turn. You answered the prediction, right?

(Ya gantian dong. Rezqy kan tadi udah menjawab prediksinya kan?)

S1 : That's right, ma'am. But I just wanted to try. I love reading.

(Iya si Bu. Tapi pengen aja Bu. Saya suka baca soalnya.)

R : Yaa.. next time, okay?

(Yaa.. next time ya?)

S1 : Okay, ma'am. Promise me, ma'am?

(Iya Bu. Tapi beneran ya Bu?)

R : Insya Allah. What about when correcting the prediction, do you have any difficulty?

(Insya Allah. Waktu mengoreksi prediksi yang salah, kesulitan?)

S1 : No, ma'am. I only matched the predictions with the text, am I right, ma'am?

(Tidak kok Bu. Kan tinggal mencocokkan dengan yang ada di ceritanya kan Bu?)

R : Good. Do you think the picture was helpful to answer the questions?

(Sip. Gambarnya membantu Rezqy untuk menjawab ngga?)

S1 : Yes, ma'am. Just like we did on Tuesday, that was about a sick student.

(Iya Bu. Seperti yang Selasa, itu kan tentang siswa yang sakit.)

R : I see. Do you prefer use power point or not?

(Ya..ya..Rezqy lebih suka pake power point atau enggak?)

S1 : Using power point, ma'am.

(Pake dong Bu.)

R : Why?

(Kenapa?)

S1 : It's clearer. And it's more interesting as well, ma'am. So, I won't be sleepy, hehehe.

(Jadi lebih jelas. Lebih menarik juga Bu. Biar saya nggak mengantuk, hehehe.)

R : Okay. For the next meeting, do you have any suggestion, Rezqy, to make the lesson more interesting?

(Oke. Untuk pertemuan selanjutnya Rezqy ada usul, biar pelajarannya lebih menarik?)

S1 : Video, ma'am. The funny ones. Or games?

(Video Bu. Yang lucu-lucu. Atau games?)

R : Is that so? I'll try, then. Because you have holiday next week, don't forget your homework, okay?

(Begitu ya? Ibu usahakan ya? Karena minggu depan libur, jangan lupa PRnya ya?)

S1 : Yes, ma'am. Where should I submit the homework ma'am?

(Iya Bu. Dikumpulkan ke mana Bu?)

R : You can go to Bu Tiyardari, okay?

(Ke Bu Triyardari ya?)

S1 : Okay, ma'am.

(Iya Bu.)

R : Okay then, thank you. You can go home now, Rezqy.

(Ya sudah, terimakasih ya. Rezqy boleh pulang.)

S1 : You're welcome, ma'am. Assalamu'alaikum.

(Sama-sama Bu. Assalamu'alaikum.)

R : Wa'alaikum salam.

(Wa'alaikum salam.)

Interview Transcript (After the Implementation of cycle 1)

March, 28th 2015

8G, SMP N 9 Magelang

S1: Student 3

R: Researcher

R : Nur Rahma, what is your opinion about the lesson on Tuesday and this Saturday?

(Nur Rahma, menurut kamu bagaimana pelajaran untuk hari Selasa dan Sabtu?)

S3 : It was fun, ma'am. But Nico are noisy, so I felt quite disturbed.

(Seneng Bu. Tapi tadi Nico rame sendiri jadi agak keganggu Bu.)

R : I see. What about the activities?

(Begitu ya? Kalau activitynya bagaimana?)

S3 : I felt confused at the first time, ma'am, but then after the explanation I became understand, ma'am.

(Pertama bingung Bu, tapi kemudian setelah dijelaskan ya mudeng)

Bu.)

R : Which one that made you confused?

(Bingung yang bagian mana?)

S3 : The meaning, ma'am. I didn't understand what the questions are about. But after you explain later, I began to understand.

(Artinya Bu. Nggak mudeng maksud soalnya juga. Tapi habis Ibu jelasin jadi mudeng Bu.)

R : Are the words difficult?

(Apa kata-katanya sulit?)

S3 : There were some difficult words, but not all of those, ma'am. So, I still could guess the meaning.

(Ya ada yang sulit, tapi nggak semuanya kok Bu. Jadi masih bisa nebak-nebak artinya apa.)

R : Is that so? Then, are you happy to work in a group?

(Begitukah? Terus senang nggak belajar secara berkelompok?)

S3 : I'm quite happy, because I could do a discussion. But, the problem is the boys were busy with themselves.

(Seneng si Bu, jadi bisa diskusi. Tapi itu lho Bu yang cowok pada rame sendiri.)

R : But, what did happen during the discussion? Did they want to do the activities together?

(Tapi ketika diskusi gimana? Mau ikut mengerjakan?)

S3 : They did. All of us discussed to answer the questions.

(Mau kok Bu. Kita semua diskusi buat menjawab pertanyaan.)

R : So, is that okay, if next we you are work in a group again?

(Jadi, kalau minggu depan berkelompok lagi mau yah?)

S3 : That's okay, ma'am. But, what if we make new groups?

(Mau si Bu. Tapi kelompoknya ganti baru Bu.)

R : Why?

(Loh, kenapa?)

S3 : Nico were noisy, ma'am. Annoying.

(Nico rame Bu. Usil.)

R : Hahaha, I think that's normal. The group will be the same, it is because you guys took a long time to gather in a group, I'm afraid if it will be like Tuesday. That was too long, if you ask me.

(Hahaha, wajar lah. Sama aja ya groupnya, kalian lama banget kalau disuruh berkelompok, nanti kaya hari selasa kemarin. Lama lho itu.)

S3 : Yah, ma'am. But, it's okay then, hehehe.

(Yah, Ibu. Tapi ngga papa deh, hehehe.)

R : Deal then? Do you have any difficulty when making questions from

the given picture?

(Deal ya? Kalau membuat pertanyaan dari gambar yang diberikan mengalami kesulitan nggak?)

S3 : It's easy in Bahasa Indonesia, ma'am. But, we have difficulty in writing the questions in English.

(Kalau pakai bahasa Indonesia nggak sulit Bu. Tapi kita susah buat nulis pake bahasa inggris.)

R : But you brought the dictionary with you, didn't you?

(Tapi bawa kamus kan?)

S3 : Yes, ma'am. But, we still doubted whether it was right or wrong.

(Bawa Bu. Tapi tetep kita masih ragu benar apa salah.)

R : But, you can make the questions, can't you?

(Tapi kalau untuk membuat pertanyaannya bisa ya?)

S3 : Yes, we can, ma'am.

(Bisa Bu.)

R : And, did the pictures help you to be more understand about the text?

(Dan, apakah gambar-gambar yang ditampilkan membantu Nur untuk lebih bisa memahami teks?)

S3 : Yes, ma'am. I became, what's that, eem imagining.

(Iya Bu. Saya jadi, apa itu.. eem.. mbayangkan)

R : Imagining what?

(Mbayangin gimana?)

S3 : I imagined that I'm the girl or the worker and what I can do in that kind of situation.

(Ya, mbayangin aja kalau saya cewek itu atau pak-pak pekerja dan apa yang saya lakuin kalo pas kaya gitu.)

R : What about making predictions, do you feel confused?

(Kalau bagian membuat prediksi, bingung nggak?)

S3 : Not really, ma'am. It's because you already explained it. We only answered the questions, am I right, ma'am?

(Enggak juga Bu. Kan sudah dijelaskan. Kita cuma menjawab saja kan Bu?)

R : Then, were your predictions mainly accurate or inaccurate?

(Terus prediksi kalian banyak yang cocok atau enggak?)

S3 : There were some which were accurate, and the other were not.

(Ada yang cocok ada yang enggak Bu.)

R : So, by making the predictions, do you become more understand about the content of the texts or not?

(Nah, dengan Nur membuat prediksi-prediksi, Nur Rahma jadi lebih paham isi ceritanya nggak?)

- S3 : Yes, ma'am. Quite fair. I became more understand the things happened in, what is it?
(*Iya Bu. Lumayan. Saya jadi tahu apa yang ada di setiap, apa itu ...?*)
- R : Paragraph?
(*Paragraf?*)
- S3 : That's right, ma'am. But If I did it by me myself, I would be confused, ma'am. It is because Ms. Wilis explained about it. So, I got it clear.
(*Iya Bu. Tapi kalau sendiri ya saya bingung paling Bu. Kan tadi Bu Wilis menjelaskan. Jadi saya paham Bu.*)
- R : So, I should explain a lot, then?
(*Jadi harus Ibu jelaskan banyak begitu?*)
- S3 : That's what I want, ma'am, hahaha. I became understand.
(*Maunya begitu Bu, hahaha. Saya jadi mudeng.*)
- R : Do you still confused to fill the prediction checklist?
(*Masih bingung cara mengisi prediction checklistnya?*)
- S3 : No, ma'am. But, formerly, we wrote them in the wrong place. Is that okay, ma'am?
(*Enggak Bu. Cuma tadi salah tempat. Ngga papa ya Bu?*)
- R : Okay. Then, are the wrong predictions had been corrected?
(*Yaa... Terus prediction yang salah sudah dikoreksi semua?*)
- S3 : Yes, ma'am, when we correcting.
(*Sudah Bu, waktu mencocokkan.*)
- R : Good. So, Nur Rahma, do you prefer using power point or not?
(*Good. Kalau Nur Rahma lebih suka pakai power point atau enggak?*)
- S3 : I prefer using power point, ma'am. So the picture will be clearer, more colorful.
(*Pakai Bu. Jadi gambarnya lebih jelas, berwarna.*)
- R : For the next meeting, what do you think that will make the lesson fun?
(*Kalau menurut Nur Rahma, untuk pertemuan selanjutnya asiknya bagaimana?*)
- S3 : Game, ma'am. Just like what you did in PPL. It will be fun.
(*Game Bu. Seperti dulu waktu Ibu PPL. Bakal seru.*)
- R : You love game, don't you? If it is so, the next meeting I'll try to prepare game.
(*Suka game ya? Kalau begitu, pertemuan selanjutnya Ibu usahakan ada game ya?*)

- S3 : Okay, ma'am. But, next week we have holiday, don't we, ma'am?
(*Oke Bu. Tapi minggu depan libur kan Bu?*)
- R : Yes, you're right. Don't forget about the task from Mrs. Triyandari, okay?
(*Iya libur. Jangan lupa tugas dari Bu Triyandari ya?*)
- S3 : Okay, ma'am.
(*Iya Bu.*)
- R : Well then, I think it's enough, thank you Nur Rahma. You can go home now.
(*Baiklah, Ibu rasa cukup, terimakasih ya Nur Rahma. Sudah boleh pulang kok.*)
- S3 : Okay, ma'am, you're welcome. I should go now.
(*Iya Bu, sama-sama. Saya pulang ya Bu?*)
- R : Take care.
(*Hati-hati.*)
- S3 : Assalamu'alaikum.
(*Assalamu'alaikum.*)
- R : Wa'alaikumsalam.

Interview Transcript (After the implementation of cycle 2)

April, 21st 2015, Tuesday

8G, SMPN 9 Magelang 2015

S4: Student 4

R: Researcher

- R : Sena, do you have time now?
(*Sena, bisa minta waktunya sebentar?*)
- S4 : O f course, ma'am, what's wrong?
(*Oh, iya Bu, ada apa?*)
- R : I want to have a little talk with you.
(*Ibu mau ngobrol sebentar.*)
- S4 : Talking about what, ma'am?
(*Wah, ngobrol apa ya Bu?*)
- R : Well, I want to know, what do you think about the lesson on Tuesday and Friday?
(*Begini, Ibu pengen tahu kalau menurut Sena, pembelajaran dari Selasa dan Jumat kemarin bagaimana?*)
- S4 : I think it's fun, ma'am.

(Kalau menurut saya sih asik Bu.)

R : Fun?

(Asik gimana?)

S4 : Well, I was happy if I could answer the question and got a reward, hehehe.

(Yaa.. saya senang kalau bisa menjawab dapat hadiah, hehehe.)

R : So, it's because the reward, isn't it?

(Jadi gara-gara dapet hadiah aja nih?)

S4 : Well, not only that, ma'am. The lesson was fun as well. The puzzle yesterday was also fun. I like it.

(Ya enggak Bu. Pelajarannya juga seru. Kemarin puzzle itu seru Bu. Saya suka.)

R : So, after doing the puzzle you and your group could decide the topic? Or did you feel it's difficult?

(Nah, setelah puzzle itu Sena dan teman-teman bisa menentukan topiknya? Kesulitan?)

S4 : We did it, ma'am. It's not that difficult. It's because you said that it's okay to make mistakes.

(Bisa Bu. Ah, enggak. Kan kata Ibu, salah juga ngga papa.)

R : So, it was several meetings you worked in group, are you bored?

(Kan sudah beberapa kali pertemuan selalu berkelompok, bosan nggak?)

S4 : Quite bored, ma'am. But, if I did it alone, it wasn't comfortable as well. It's enjoyable to do it together, ma'am. Why didn't we make new groups, ma'am?

(Agak Bu. Tapi kalau sendiri ya juga ngga enak. Enak mengerjakannya bersama-sama gitu lho Bu. Kok ngga buat kelompok baru saja tho Bu?)

R : It is because you guys always busy with yourself and walking around everywhere in the class if I make new grouping. So, to save the time, your group stayed the same.

(Kalian suka rame sendiri dan malah jalan-jalan kemana-mana kalau dibuat kelompok baru lagi. Jadi untuk menghemat waktu, kelompok kalian tetap sama.)

S4 : I'm not noisy, ma'am. I'm a calm student, hahaha.

(Saya nggak rame kok Bu. Saya kan anteng, hahaha.)

R : Really? Hahaha.

(Masa? Hahaha.)

S4 : That's the fact, ma'am.

(Lhoh, iya tho Bu.)

- R : Could you do the excersice?
(*Kalau mengerjakan activitynya bisa?*)
- S4 : Absolutely, ma'am.
(*Oh, jelas bisa.*)
- R : Do you have any difficulty?
(*Ada kesulitan?*)
- S4 : No, ma'am.
(*Ndak ada Bu.*)
- R : Are you sure?
(*Yakin?*)
- S4 : I'm sure, ma'am.
(*Yakin Bu.*)
- R : What about the questioning? Do you have any difficulty?
(*Untuk membuat pertanyaan? Tidak ada kesulitan?*)
- S4 : No, ma'am. Sometimes, I felt confused how to arrange the words, forgot to use whether verb 1 or verb 2.
(*Ndak ada Bu. Paling kadang agak bingung nyusunnya, lupa harus pake verb 1 atau 2.*)
- R : I see. What about understanding the questions for making the predictions?
(*Begitu ya. Kalau untuk memahami pertanyaan untuk prediksi?*)
- S4 : Eeem.. well.. sometimes I need more explanation, ma'am. Sometimes I feel uncertain, ma'am.
(*Eeem.. yaa.. itu kadang saya perlu dijelaskan lagi Bu. Kadang saya ngga yakin gitu lho Bu.*)
- R : But do you understand, by the way?
(*Tapi paham ya?*)
- S4 : Yes, ma'am.
(*Paham kok Bu.*)
- R : How about the predictions? Do you think they are helpful in comprehending the text?
(*Untuk prediksinya bagaimana? Menurut Sena membantu Sena dalam memahami teks ndak?*)
- S4 : Yes, ma'am. But, I still have inaccurate predictions yesterday, ma'am.
(*Iya Bu. Yah, tapi saya masih ada yang kurang cocok kemarin Bu.*)
- R : That's okay, but do you get it clearer?
(*Ya nggak papa, tapi Sena lebih paham?*)
- S4 : Yes, ma'am. When I did the True/False task, I know which ones are correct and which ones are wrong. So, I know more about the content

of the text. What is being discussed, ma'am.

(Iya Bu. Waktu mengerjakan yang True/False saya jadi tahu mana yang benar mana yang salah. Jadi lebih tahu aja teksnya tentang apa. Apa yang diceritakan, begitu Bu.)

R : Really?

(Iya?)

S4 : Yes, ma'am. Then, the text is shortened. It's being discussed one by one. So, I know the plot, ma'am. He-eh Bu.

(Terus bacaannya jadi lebih pendek-pendek. Dibahas satu-satu dulu. Saya jadi tahu jalan ceritanya Bu.)

R : Is that so? What about difficult words?

(Begitu ya. Kalau kata sulit?)

S4 : Well, there were some of them. Sometimes I still confused, but I usually guess the word, ma'am. Before I asked you.

(Ya masih ada Bu. Kadang saya juga bingung, tapi biasanya saya tebak dulu Bu. Baru nanti tanya ke Ibu.)

R : Why didn't you look up in the dictionary?

(Lhoh, ngga buka kamus aja?)

S4 : I didn't bring it, ma'am.

(Ndak bawa e Bu.)

R : But Rezqy brought it, why didn't you ask him?

(Lha Rezqy kan bawa, ndak pinjam saja?)

S4 : It took so long, ma'am, hahaha.

(Kelamaan Bu, hahaha.)

R : Then, do you think this lesson are interesting or not?

(Ah, Sena nih. Terus menurut Sena pembelajaran ini menarik atau enggak?)

S4 : I thin so, ma'am. I love to pay attention if you used the power point. It's colorful, it's better. Then, the puzzle game is amusing.

(Menarik kok Bu. Saya suka merhatikan kalau di power point. Ada warnanya gitu lho Bu, lebih bagus. Terus puzzle gamesnya seru.)

R : Really?

(Bener?)

S4 : Certainly, ma'am.

(Iyalah, Bu.)

R : What about the test? Could you do it?

(Kalau tadi bisa mengerjakan testnya?)

S4 : Of course, ma'am. I can.

(Oh bisa Bu, bisa.)

R : Are you sure?

(*Yakin?*)

S4 : Hehehe, but perhaps there are some wrong answers, ma'am.

(*Hehehe, tapi paling masih ada yang salah Bu.*)

R : Was it difficult?

(*Sulit ndak?*)

S4 : There were so many texts. They made me dizzy, ma'am, hehehe. Banyak bacaannya. Agak pusing Bu, hehehe.

R : The test consists of 35 items only.

(*Padahal soalnya cuma 35 lho.*)

S4 : But there were so many letters.

(*Tapi banyak tulisannya Bu.*)

R : Well, it's okay as long as you can do the test.

(*Ya udah, yang penting bisa.*)

S4 : Yes, ma'am. But I'm afraid of the score, hahaha.

(*Iya Bu. Tapi ndak tau nilainya, hahaha.*)

R : Let me correct them later. By the way, thank you Sena. You can go home now. Have you done your sweeping?

(*Biar nanti Ibu koreksi dulu ya. Kalau begitu, terimakasih ya Sena. Sudah boleh pulang kok. Udah piket kan?*)

S4 : You're welcome, ma'am. I've done my sweeping, ma'am.

(*Sami-sami Bu. Sudah Bu tadi nyapu.*)

R : Oh, okay then. Take care.

(*Oh, ya sudah. Hati-hati pulangny.*)

S4 : Yes, ma'am, assalamu'alaikum.

(*Iya Bu, assalamualaikum.*)

R : Wa'alaikumsalam.

(*Wa'alaikumsalam.*)

Interview Transcript (After the implementation of cycle 2)

April, 21st 2015

8G, SMPN 9 Magelang

S5 : Student 5

R : Researcher

R : Alfina, would you help me for awhile?

(*Alfina, bisa minta tolong sebentar?*)

S5 : Ada apa ya Bu?

	<i>(What the matter, ma'am?)</i>
R	: Can we have a little talk before you go home? I want to ask some things. Is that okay? <i>(Bisa minta waktunya sebentar sebelum pulang, Ibu mau tanya nih. Mau ya?)</i>
S5	: It's okay, ma'am. What would you want to ask, ma'am? <i>(Boleh Bu. Mau tanya apa ya Bu?)</i>
R	: I want to know your opinion about how the last week class was? <i>(Ibu kepingin tahu, menurut Fina pelajaran minggu lalu bagaimana?)</i>
S5	: Eemmm... <i>(Eemmm..)</i>
R	: Was it interesting or not? Was it easily to understand or not? What do you think? <i>(Menarik, atau tidak? Atau mudah dipahami, atau malah sulit? Gimana?)</i>
S5	: They were interesting, ma'am. You used power point. then, there were rewards for them who got the best score and could answer the questions. <i>(Menarik kok Bu. Pakai power point. Terus ada hadiah juga buat yang nilainya bagus sama bisa jawab.)</i>
R	: Hemm.. then, could you understand my explanation? <i>(Heem.. terus bisa dipahami penjelasan Ibu.)</i>
S5	: I think that was clear, ma'am. I got confused about the questions at the first time then I became understand after you explaining the material <i>(Kalau menurut saya jelas Bu. Yang tadinya saya bingung sama pertanyaannya jadi bisa kalau habis dijelaskan Bu.)</i>
R	: Is that so? Then, do you have difficulty in making the questions? <i>(Begitu ya? Terus ketika membuat pertanyaan masih kesulitan?)</i>
S5	: Not again, ma'am, hehehe. <i>(Sudah enggak kok Bu, hehehe.)</i>
R	: Were the pictures useful for you to make the questions and predictions? <i>(Gambaranya membantu untuk membuat pertanyaan dan prediksi ndak?)</i>
S5	: Yes, ma'am. It was easier to make the questions, it's because of, what is it, the questions words were already given, so I just looked at the picture and the question word. Moreover, we did it in a group, ma'am, so I think we did it.

(Iya Bu. Jadi lebih mudah membuat pertanyaannya, kan, apa, kata tanyanya juga udah ada, jadi tinggal lihat gambar dan kata tanyanya apa. Apalagi kita kan ngerjainnya berkelompok Bu, ya jadi bisa lah.)

R : Okay. What about the predictions? Were they accurate? Less accurate? Or even not accurate at all?

(Okay. Untuk prediksinya? Akurat? Apa less accurate? Atau malah nggak akurat sama sekali.)

S5 : They were less accurate, frequently. But it's just a little part.

(Seringnya less accurate Bu, hehehe. Tapi kurang sedikit kok.)

R : By answering the questions and making predictions, what do you think, is it helpful in reading or not.

(Dengan menjawab pertanyaan dan membuat prediksi, menurut Fina, membantu dalam membaca ndak?)

S5 : Hemm.. what do you mean, ma'am.

(Hemm... maksudnya Bu?)

R : Did you feel more understand or not or how?

(Fina jadi lebih paham atau malah jadi nggak paham teksnya apa atau malah bagaimana?)

S5 : Ooh, I became more understand, ma'am. Sometimes I didn't understand because there were words that I didn't know the meaning. But, when answering and matching predictions like yesterday, I can be more understand about the text.

(Ooh.. jadi lebih tahu Bu. Kadang nggak paham karena ada kata-kata yang nggak tahu. Tapi kalau menjawab dan mencocokkan prediksi seperti kemarin, saya jadi bisa lebih paham maksud ceritanya.)

R : What would you do if you find the difficult words like yesterday?

(Nah, kalau ada kata sulit begitu bagaimana?)

S5 : I just skipped those, ma'am. As long as I know the sense of the text, hehehe.

(Saya lewati saja lah Bu. Yang penting saya tahu maksudnya, hehehe.)

R : Is that so. You didn't try to guess?

(Oh, begitu. Ngga dicoba ditebak gitu.)

S5 : I did it, but sometimes I was afraid that I got wrong, but it's okay as long as I know the sense of the text.

(Ya saya coba, tapi kadang takut salah, tapi nggak papalah, yang penting saya sudah tahu maksudnya.)

R : What about the exercises? Were there any difficulties?

	<i>(Kalau latihan-latihan soal, ada kesulitan ndak?)</i>
S5	: Emmm.. no, ma'am. It's because we discussed the text before, so we can answer the questions, ma'am. <i>(Emmm...nggak ada kok Bu. Kan sudah dibahas bacaannya sebelumnya, jadi bisa jawab deh Bu.)</i>
R	: So, what about the test before? <i>(Nah, kalau test barusan?)</i>
S5	: Hahaha.. it's so much ma'am. <i>(Hahaha.. banyak Bu.)</i>
R	: So much what? <i>(Apanya?)</i>
S5	: The text... <i>(Bacaannya...)</i>
R	: But can you did it? <i>(Tapi bisa?)</i>
S5	: I hope so, ma'am. I feel I did it. But I'm not sure about the score, hahaha. <i>(Ya mudah-mudahan Bu. Berasanya bisa Bu. Tapi ngga tau nanti nilainya, hahaha.)</i>
R	: Just being optimist. Okay, then, I think it's enough. You may leave now. Take care. Thank you. <i>(Optimis aja. Ya sudah, segitu saja. Silahkan pulang. Hati-hati di jalan. Terimakasih ya?)</i>
S5	: Okay, ma'am. Assalamualaikum. I leave first. <i>(Iya Bu. Assalamualaikum. Saya pulang dulu.)</i>
R	: Wa'alaikumsalam. Take care. <i>(Wa'alaikumsalam. Hati-hati.)</i>

APPENDIX 4

Observation Checklist

Observation Sheet

For the Activities of the Teacher and the Students

Cycle/Meeting : 1/1

Class : VIII G

Time/Date : March, 24th 2015

Observer : Nurfazri Wulandari

Based on the observation, please put a tick (✓) to either the column “Yes” or “No”. Then add description related to the observed activity if it is necessary.

No.	Teacher's Activity	Yes	No	Note
	Opening activities			
1.	The researcher greets the students.	V		
2.	The researcher checks the students' attendance list.	V		
3.	The researcher explains the goals of the lesson.		V	
4.	The researcher builds the students' interest and attention by introducing the topic.	V		Maximize the use of media.
	Main activities: Teaching Reading Using DRTA			
1.	The researcher activates the students' schema by showing a picture related to the text.	V		
2.	The researcher accesses the students' prior knowledge by asking some questions related to the picture.	V		
3.	The researcher guides the students to formulate questions.	V		
4.	The researcher asks each group to predict the content of each section:			
	a) The researcher uses	V		

	media to facilitate prediction making.			
	b) The researcher provides the students with clues found in the text.	V		
	c) The researcher asks each group to write down their prediction on the whiteboard.		V	
5.	The researcher gives the groups time to read each section of the text.	V		
6.	The researcher leads a discussion about the accuracy of the groups' predictions.			
	a) The researcher asks each group to discuss whether they find their prediction correct.	V		
	b) The researcher asks the groups to discuss which prediction (s) of those predictions is/are correct.	V		
	c) The researcher asks the students to show the information on the text supporting the prediction.	V		
	Closing activities			
1.	The researcher checks the students' understanding.	V		
2.	The researcher summarizes the lesson.		V	
3.	The researcher closes the class.	V		
	Students' activities			
	Opening Activities			
1.	The students respond to the greeting.	V		
2.	The students pay attention to the researcher explanation.	V		

	Main Activities: reading comprehension using DRTA			
1.	The students sit together with their group members.	V		
2.	The students make question/(s) related to the material.	V		Give examples to make the instruction clearer.
3.	The students predict the content of each section.			
	a) The students use their background knowledge of the text.	V		
	b) The students use clues found in the text.		V	Only some students used the clues.
	c) Each student and his/her group members make a prediction together.	V		
4.	The group members read the text section silently.	V		
5.	The groups get involved in a discussion about the accuracy of their predictions.			
	a) Each group confirms their predictions by showing supporting information on their predictions of each section.	V		
	b) The groups discuss which prediction/(s) of those prediction is/are correct.	V		
	c) The groups conclude the discussion.		V	
	Closing Activities			
1.	The students reflect on the teaching and learning activities.	V		

Observation Sheet

For the Activities of the Teacher and the Students

Cycle/Meeting : 1/2

Class : VIII G

Time/Date : March, 28th 2015

Observer : Nurfazri Wulandari

Based on the observation, please put a tick (✓) to either the column “Yes” or “No”. Then add description related to the observed activity if it is necessary.

No.	Teacher's Activity	Yes	No	Note
	Opening activities			
1.	The researcher greets the students.	V		
2.	The researcher checks the students' attendance list.	V		
3.	The researcher explains the goals of the lesson.	V		
4.	The researcher builds the students' interest and attention by introducing the topic.	V		
	Main activities: Teaching Reading Using DRTA			
1.	The researcher activates the students' schema by showing a picture related to the text.	V		
2.	The researcher accesses the students' prior knowledge by asking some questions related to the picture.	V		
3.	The researcher guides the students to formulate questions.	V		
4.	The researcher asks each group to predict the content of each section:			
	d) The researcher uses	V		

	media to facilitate prediction making.			
	e) The researcher provides the students with clues found in the text.	V		
5.	The researcher gives the groups time to read each section of the text.	V		
6.	The researcher leads a discussion about the accuracy of the groups' predictions.			
	d) The researcher asks each group to discuss whether they find their prediction correct.	V		
	e) The researcher asks the groups to discuss which prediction (s) of those predictions is/are correct.	V		
	f) The researcher asks the students to show the information on the text supporting the prediction.	V		
	Closing activities			
1.	The researcher checks the students' understanding.	V		
2.	The researcher summarizes the lesson.	V		
3.	The researcher closes the class.	V		
	Students' activities			
	Opening Activities			
1.	The students respond to the greeting.	V		
2.	The students pay attention to the researcher explanation.	V		
	Main Activities: reading comprehension using			

	DRTA			
1.	The students sit together with their group members.	V		
2.	The students make question/(s) related to the material.	V		
3.	The students predict the content of each section.			
	d) The students use their background knowledge of the text.	V		
	e) The students use clues found in the text.	V		
	f) Each student and his/her group members make a prediction together.	V		
4.	The group members read the text section silently.	V		
5.	The groups get involved in a discussion about the accuracy of their predictions.			
	d) Each group confirms their predictions by showing supporting information on their predictions of each section.	V		
	e) The groups discuss which prediction/(s) of those prediction is/are correct.	V		
	f) The groups conclude the discussion.		V	
	Closing Activities			
1.	The students reflect on the teaching and learning activities.	V		

Observation Sheet

For the Activities of the Teacher and the Students

Cycle/Meeting : 2/1

Class : VIII G

Time/Date : April, 9th 2015

Observer : Nurfazri Wulandari

Based on the observation, please put a tick (✓) to either the column “Yes” or “No”. Then add description related to the observed activity if it is necessary.

No.	Teacher's Activity	Yes	No	Note
	Opening activities			
1.	The researcher greets the students.	V		
2.	The researcher checks the students' attendance list.	V		
3.	The researcher explains the goals of the lesson.	V		
4.	The researcher builds the students' interest and attention by introducing the topic.	V		
	Main activities: Teaching Reading Using DRTA			
1.	The researcher activates the students' schema by showing a picture related to the text.	V		
2.	The researcher accesses the students' prior knowledge by asking some questions related to the picture.	V		
3.	The researcher guides the students to formulate questions.	V		
4.	The researcher asks each group to predict the content of each section:			
	f) The researcher uses	V		

	media to facilitate prediction making.			
	g) The researcher provides the students with clues found in the text.	V		
5.	The researcher gives the groups time to read each section of the text.	V		
6.	The researcher leads a discussion about the accuracy of the groups' predictions.			
	g) The researcher asks each group to discuss whether they find their prediction correct.	V		
	h) The researcher asks the groups to discuss which prediction (s) of those predictions is/are correct.	V		
	i) The researcher asks the students to show the information on the text supporting the prediction.	V		
	Closing activities			
1.	The researcher checks the students' understanding.	V		
2.	The researcher summarizes the lesson.	V		
3.	The researcher closes the class.	V		
	Students' activities			
	Opening Activities			
1.	The students respond to the greeting.	V		
2.	The students pay attention to the researcher explanation.	V		
	Main Activities: reading comprehension using			

	DRTA			
1.	The students sit together with their group members.	V		
2.	The students make question/(s) related to the material.	V		
3.	The students predict the content of each section.			
	g) The students use their background knowledge of the text.	V		
	h) The students use clues found in the text.	V		
	i) Each student and his/her group members make a prediction together.	V		
4.	The group members read the text section silently.	V		
5.	The groups get involved in a discussion about the accuracy of their predictions.			
	g) Each group confirms their predictions by showing supporting information on their predictions of each section.	V		
	h) The groups discuss which prediction/(s) of those prediction is/are correct.	V		
	i) The groups conclude the discussion.	V		
	Closing Activities			
1.	The students reflect on the teaching and learning activities.	V		

Observation Sheet

For the Activities of the Teacher and the Students

Cycle/Meeting : 2/2

Class : VIII G

Time/Date : April, 13th 2015

Observer : Nurfazri Wulandari

Based on the observation, please put a tick (✓) to either the column “Yes” or “No”. Then add description related to the observed activity if it is necessary.

No.	Teacher's Activity	Yes	No	Note
	Opening activities			
1.	The researcher greets the students.	V		
2.	The researcher checks the students' attendance list.	V		
3.	The researcher explains the goals of the lesson.	V		
4.	The researcher builds the students' interest and attention by introducing the topic.	V		
	Main activities: Teaching Reading Using DRTA			
1.	The researcher activates the students' schema by showing a picture related to the text.	V		
2.	The researcher accesses the students' prior knowledge by asking some questions related to the picture.	V		
3.	The researcher guides the students to formulate questions.	V		
4.	The researcher asks each group to predict the content of each section:			
	h) The researcher uses	V		

	media to facilitate prediction making.			
	i) The researcher provides the students with clues found in the text.	V		
5.	The researcher gives the groups time to read each section of the text.	V		
6.	The researcher leads a discussion about the accuracy of the groups' predictions.			
	j) The researcher asks each group to discuss whether they find their prediction correct.	V		
	k) The researcher asks the groups to discuss which prediction (s) of those predictions is/are correct.	V		
	l) The researcher asks the students to show the information on the text supporting the prediction.	V		
	Closing activities			
1.	The researcher checks the students' understanding.	V		
2.	The researcher summarizes the lesson.	V		
3.	The researcher closes the class.	V		
	Students' activities			
	Opening Activities			
1.	The students respond to the greeting.	V		
2.	The students pay attention to the researcher explanation.	V		
	Main Activities: reading comprehension using			

	DRTA			
1.	The students sit together with their group members.	V		
2.	The students make question/(s) related to the material.	V		
3.	The students predict the content of each section.			
	j) The students use their background knowledge of the text.	V		
	k) The students use clues found in the text.	V		
	l) Each student and his/her group members make a prediction together.	V		
4.	The group members read the text section silently.	V		
5.	The groups get involved in a discussion about the accuracy of their predictions.			
	j) Each group confirms their predictions by showing supporting information on their predictions of each section.	V		
	k) The groups discuss which prediction/(s) of those prediction is/are correct.	V		
	l) The groups conclude the discussion.	V		
	Closing Activities			
1.	The students reflect on the teaching and learning activities.	V		

APPENDIX 5

Field Notes

FIELD NOTE**Kamis, 22 Januari 2015****SMP N 9 Magelang**

Kamis 22 Januari 2015, saya ditemani Fazri datang ke SMP N 9 Magelang dalam rangka meminta izin penelitian. Kami menemui bagian tata usaha meminta izin untuk bertemu dengan kepala sekolah Bapak Nurwiyono dan kami diminta untuk menunggu. Sekitar 15 menit kemudian, saya bertemu beliau di koridor dan beliau menanyakan kepentingan saya datang ke sekolah. Kemudian saya menjelaskan bahwa saya ingin bertemu dengan beliau. Beliau langsung mengajak saya dan Fazri untuk ke ruangan beliau. Beliau menanyakan kabar dan keperluan kami datang ke sekolah. Saya menjelaskan bahwa saya datang ke sekolah dalam rangka meminta izin untuk penelitian. Beliau mengizinkan dan menjelaskan prosedurnya. Beliau menjelaskan bahwa untuk bisa mengambil data di SMP 9 Magelang, saya harus membawa surat rujukan dari kampus yang kemudian akan ditanggapi oleh pihak sekolah. Saya kemudian bertanya apakah perlu melalui Dinas Pendidikan Magelang dan Provinsi. Kata beliau, tidak perlu, cukup sekolah saja karena penelitian saya hanya melibatkan satu kelas di satu sekolah, jadi tidak terlalu besar. Saya juga menjelaskan bahwa saya akan melakukan penelitian mengenai improving reading comprehension untuk kelas 8. Beliau menawarkan apakah akan berkolaborasi dengan beliau atau Bu Triyan, karena kelas 8 diampu oleh 2 guru. Saya menjelaskan bahwa karena selama PPL saya melakukan observasi di kelas Bu Triyan, maka saya akan mengambil data di kelas tersebut. Beliau juga menanyakan kapan dan berapa lama penelitian tersebut. Saya menerangkan bahwa kemungkinan penelitian akan dilakukan di bulan Maret dan saya berencana untuk melakukan pertemuan sebanyak 6 kali, jadi jika 2 kali seminggu, dalam 3 minggu penelitian sudah bisa selesai. Saya juga menambahkan jika saya masih perlu berkoordinasi dengan Bu Triyan mengenai banyaknya pertemuan. Bapak kepala sekolah kemudian menyilahkan saya untuk bertemu dengan Ibu

Triyan. Tapi kemudian saya mengingatkan beliau bahwa Ibu Triyan pada hari Kamis mengajar di SMPIT, jadi lain kali saya akan menemui beliau untuk mendiskusikan penelitian saya. Setelah berbincang sebentar, saya dan Fazri pamit pulang dan berterimakasih karena diizinkan untuk melakukan penelitian di SMP 9 Magelang.

FIELD NOTE 2

Sabtu, 28 Februari 2015

SMP N 9 Magelang

Sabtu pagi, saya ditemani oleh Fazri berangkat dari Jogja menuju SMP N 9 Magelang. Kali ini saya akan menemui Ibu Triyandari, S.Si untuk memaparkan mengenai rencana penelitian saya dan juga melakukan interview dengan beliau dan beberapa siswa. Kami sampai di sana pukul 08.13 wib. Setelah menyapa beberapa guru dan staff karyawan, saya menuju ruang tata usaha untuk meminta izin bertemu dengan beliau sementara Fazri menunggu di lobi. Staff TU meminta saya untuk menunggu karena Ibu Triyan sedang mengajar. Tidak berapa lama menunggu, saya melihat Ibu Triyan berjalan melintasi lapangan upacara, dan saya berdiri untuk menemui beliau. Beliau mengajak saya duduk di lobi dan menanyakan mengenai penelitian saya. Saya menjelaskan bahwa saya akan melakukan penelitian action research untuk meningkatkan kemampuan membaca siswa. Kemudian beliau menanyakan apakah saya membawa proposal dan RPP untuk penelitian. Saya kemudian menyerahkan proposal dan RPP untuk Cycle pertama. Karena beliau harus mengajar lagi pada saat itu, beliau meminta saya untuk menunggu di perpustakaan, dan beliau selesai mengajar jam 11. Akhirnya saya dan Fazri menuju ke perpustakaan yang terletak di sebelah selatan bangunan sekolah.

Sembari menunggu saya berdiskusi dengan Fazri mengenai pertanyaan yang akan saya ajukan ketika interview. Fazri berkata bahwa apa yang saya

tanyakan sudah cukup mewakili untuk mengetahui permasalahan siswa dalam membaca karena Fazri juga melakukan penelitian tentang reading comprehension dan sudah melakukan interview.

Beberapa saat kemudian terdengar bel istirahat, Ibu Triyan menemui kami di perpustakaan. Beliau meminta untuk mewawancarai siswa dahulu selagi istirahat dan mewawancarai beliau setelah pulang sekolah saja. Kebetulan ada seorang siswa dari kelas 8G (yang akan saya teliti) sedang berada di perpustakaan. Saya setuju untuk melakukan interview terhadap siswa terlebih dahulu dan beliau pamit untuk ke ruang guru.

Saya menyapa siswa laki-laki tersebut. Saya menjelaskan bahwa saya akan mengajukan beberapa pertanyaan dan dia setuju. Dari interview pertama saya bisa melihat bahwa siswa sering tidak bisa memahami bacaan karena adanya kata-kata yang dia belum tahu artinya. Siswa tersebut juga berkata bahwa sulit untuk menemukan ide utama dan kesimpulan dari bacaan karena semua informasi terlihat sama. Disini, saya menyadari bahwa siswa sulit membedakan mana yang merupakan informasi umum dan khusus. Kemudian saya menanyakan pembelajaran reading selama ini bagaimana, dan dia berkata bahwa cukup menarik tapi jika teksnya terlalu panjang dan banyak kata-kata yang sulit, dia akan bosan. Lalu saya bertanya pembelajaran yang seperti apa yang tidak membuat bosan, dan dia mengatakan bahwa menggunakan power point dan juga teks yang disertai gambar akan lebih menarik.

Saya berlanjut ke siswa kedua. Dengan pertanyaan yang sama dia juga mengemukakan masalah yang tidak jauh berbeda dengan siswa pertama, yaitu kata-kata sulit dan ide utama. Siswa kedua juga mengatakan bahwa menggunakan LCD dan gambar akan membuat reading menjadi lebih menarik. (Hasil interview selengkapnya ada di transcript interview).

Bel tanda selesai istirahat berbunyi. Siswa tersebut pamit untuk masuk kembali ke kelas. Selama istirahat hanya dua siswa yang bisa saya wawancarai. Saya berencana akan melakukan wawancara lanjutan di lain hari. Sementara itu saya menunggu waktu pulang sekolah bersama Fazri di

mushola karena perpustakaan di pakai oleh kelas 7.

Akhirnya bel pulang berbunyi, Bu Triyan menemui kami di mushola. Beliau merevisi beberapa hal mengenai RPP saya. Beliau menyarankan agar pertemuan tidak terlalu lama, sekitar 4-5 kali saja sudah cukup. Kemudian langkah-langkah pendekatan saintifik yang ada pada RPP saya juga beliau minta untuk lebih diperinci lagi. Beliau setuju dengan teks dan gambar yang saya pakai untuk pembelajaran kelak. Beliau juga meminta untuk dijelaskan mengenai apa itu DR-TA. Saya menjelaskan bahwa nanti saya akan mengajak siswa untuk membuat prediksi dari gambar yang sudah saya sediakan yang diikuti oleh pertanyaan secara berkelompok. Pertanyaan tersebutlah yang akan menjadi prediksi siswa terhadap isi teks. Beliau menanyakan apakah setiap anak akan mendapat gambar yang sama atau berkelompok. Saya berkata bahwa setiap anak akan mendapat worksheet masing-masing. Kemudian beliau menyarankan untuk membuatnya menjadi individual saja untuk mengantisipasi agar siswa tidak gaduh jika berkelompok. Beliau menyarankan berkelompok setelah teks yang pertama dan siswa terbiasa dengan teknik yang saya terapkan. Dari pertemuan ini, ditetapkan bahwa saya akan melakukan penelitian di kelas 8G dimulai dari pertengahan bulan Maret setelah UTS. Setelah itu, beliau pamit untuk pulang sementara saya dan Fazri menunggu untuk shalat dhuhur berjamaah yang biasa diselenggarakan di sekolah kemudian kembali ke Jogja.

Field Note

Siklus 1/Pertemuan pertama

Selasa, 24 Maret 2015

8G/ SMP N 9 Magelang

R: Peneliti

C: Kolaborator

Ss: Peserta didik

ET: Guru bahasa Inggris

Mata pelajaran bahasa Inggris untuk kelas 8G dihari Selasa dimulai pukul 8.35 wib, R beserta C memasuki kelas. R yang sebelumnya sudah pernah mengajar di kelas 8G ketika PPL, memperkenalkan diri dan juga C

yang akan menemani R selama penelitian berlangsung. Setelah perkenalan singkat, R kemudian memeriksa daftar hadir. Ada satu siswa yang tidak hadir, yaitu Rezqy Fatullah yang harus mengikuti lomba cerdas cermat. Sehingga jumlah Ss yang hadir pada hari itu ada 28 siswa. ET tidak bisa mendampingi R dan C karena sedang menangani olimpiade.

R kemudian meminta Ss untuk duduk sesuai dengan kelompok yang telah dibagi sebelumnya. Kelas 8G dibagi menjadi 5 kelompok. Tiap kelompok terdiri dari 5-6 Ss. Sembari menunggu para Ss untuk mengelompok, R dibantu oleh C menyiapkan LCD dan juga power point presentation yang akan digunakan ketika pembelajaran. R juga menyiapkan worksheet dan stopping point cards. Sebelum memasuki materi reading, R memberikan *reward* kepada 4 Ss yang meraih nilai tertinggi ketika pre-test. *Reward giving* ini sebagai apresiasi R kepada Ss sekaligus pemicu motivasi bagi Ss yang lain agar selalu berusaha melakukan yang terbaik.

Setelah para Ss duduk sesuai dengan kelompok masing-masing, R mulai membagikan work and verification sheet kepada tiap kelompok dan menjelaskan cara menggunakan worksheet tersebut. R menayangkan sebuah gambar (yang juga ada di worksheet) di slide show. R mengajak Ss untuk mengamati gambar tersebut dan menanyakan beberapa pertanyaan. “*What can you see from the picture, class?*” Beberapa siswa menjawab bersamaan, “anak perempuan, Bu.” “Disuntik, Bu.” “Dokter yang sedang memeriksa pasien.”

Selanjutnya, R meminta Ss untuk membuat pertanyaan dengan menggunakan kata tanya yang telah disediakan, yaitu ‘what’ dan ‘where’. Ss terlihat bingung sehingga R harus membantu siswa dengan memberi contoh. “Kalau kalian lihat gambar ini, kira-kira pertanyaan yang bisa dibuat dengan kata ‘apa’ itu bagaimana ya? Dalam Bahasa Indonesia kalau begitu.”

Ss sibuk bergumam sendiri dan masih terlihat bingung. R memancing Ss dengan mengajukan pertanyaan lanjutan, “Apa kalian sudah tahu apa yang sebenarnya terjadi dengan gadis di gambar ini?” “Belum, Bu,” jawab beberapa Ss. “Apakah kalian ingin tahu?” “Iya, Bu.” Nah, kalau begitu kira-

kira pertanyaan jadi bagaimana? Contohnya..ya, Apa yang..., bisa melanjutkan?” “Apa yang terjadi dengan gadis itu, Bu?” jawab seorang siswa agak ragu. “Nah, itu boleh, seperti itu contohnya kalau dalam Bahasa Indonesia.” Terus kalau Bahasa Inggrisnya gimana, Bu?” tanya seorang siswa. R kemudian membantu siswa untuk menyusun pertanyaan tersebut dalam Bahasa Inggris. R juga menjelaskan jika kelompok lain bisa membuat pertanyaan yang berbeda tapi tetap menggunakan kata tanya ‘apa’.

Selesai membuat pertanyaan yang pertama, para Ss melanjutkan untuk membuat pertanyaan yang kedua dengan menggunakan kata ‘where’. Semua kelompok ternyata memiliki pertanyaan yang sama, yaitu ‘dimana itu terjadi?’. R membantu Ss untuk menyusun pertanyaan yang telah mereka buat dalam bahasa Inggris.

R kemudian meminta setiap perwakilan kelompok untuk menuliskan dua pertanyaan yang telah dibuat di papan tulis. Hampir sebagian besar kelompok memiliki isi pertanyaan yang serupa, sehingga terpilihlah tiga pertanyaan yang terkait dengan Picture 1. Pertanyaannya yaitu 1) What did happen with the girl?, 2)What was the doctor doing?, and 3) Where did it happen?. Ss diminta untuk menuliskan pertanyaan di lembar kerja yang telah disediakan.

R meminta Ss untuk mendiskusikan jawaban atas tiga pertanyaan yang telah mereka buat dan juga pertanyaan yang terdapat di worksheet. R mengingatkan para Ss untuk menuliskan jawaban mereka di kolom prediction. R membantu siswa untuk membuat prediksi dengan mengajukan beberapa pertanyaan panduan dan menunjukan beberapa clue yang ada dalam gambar.

“Untuk pertanyaan pertama, coba kalian lihat gambar. Apa yang kalian lihat? Kenapa dengan gadis tersebut?” “Sedang diperiksa, Bu.” Sakit, Bu.”

“Okay, jadi ada yang menjawab sedang diperiksa, ada lagi yang sakit, kalian bisa menuliskan jawaban kalian seperti itu, contohnya seperti tadi. Pakai bahasa Inggris ya?”

Seorang siswa bertanya bagaimana menuliskan ‘diperiksa’ dalam

bahasa Inggris. R mencoba menanyakan kepada semua Ss apakah ada yang tahu bahasa Inggris untuk kata ‘diperiksa’. Karena tidak ada yang tahu, R meminta siswa untuk bersama-sama mencari kata ‘periksa’ di kamus. Ss bingung karena ada beberapa pilihan kata di kamus yang memiliki arti ‘periksa. R membantu Ss memilih kata yang paling tepat untuk digunakan, yaitu ‘examine’. Walaupun begitu, Ss masih kesulitan untuk mengungkapkannya dalam kalimat bahasa Inggris, sehingga R membantu siswa dalam menyusun kalimat.

R juga membantu Ss dengan pertanyaan nomer 2 dan 3. Dipertanyaan nomer 3, R bertanya apakah ada yang pernah memiliki pengalaman serupa dengan gadis tersebut? Sebagian besar siswa mengiyakan. R mengajak Ss untuk membayangkan kira-kira dimana saja kejadian tersebut bisa terjadi. Jawaban Ss sangat beragam, mulai dari rumah sakit, puskesmas, dan klinik.

“Semua jawaban bisa. Ada jawaban lain?” Ss bergumam sendiri, ragu untuk menjawab. “Kalau kalian sakit disekolah?” “UKS, Bu” jawab Ss serentak. “Ada lagi tempat yang lain?” Sekarang kalian tinggal memilih, kira-kira dimana ya gadis tersebut?” “Bu, UKS bahasa Inggrisnya apa ya?” tanya seorang siswa. “*You can say first aid room.*”

Berikutnya, R mengajak Ss untuk melihat gambar kedua (Picture 2). Beserta gambar, ada empat pertanyaan panduan yang harus dijawab oleh Ss. Jawaban dari pertanyaan-pertanyaan tersebut akan menjadi prediksi mereka. Namun, Ss mengalami kesulitan dalam memahami maksud dari pertanyaan yang disediakan. Oleh karena itu, R membimbing siswa untuk bisa memahami maksud dari 4 pertanyaan tersebut. R mencoba untuk mengajak siswa mengaitkan kata kerja yang ada dalam pertanyaan dengan Picture 2.

“Kalau pertanyaan nomer 1, sudah tahu maksudnya ya? Sama kan seperti pertanyaan di Picture 1?” “Sudah, Bu. Tapi kalau pertanyaan yang lain apa sih Bu itu maksudnya?”

“Nah, coba liat, *activity* artinya apa?” “Kegiatan Bu,” jawab beberapa Ss. “Kalau begitu, ada yang tahu maksud pertanyaan nomer dua, kira-kira apa?” “Kegiatan apa yang sedang dilakukan, iya ndak Bu?” “Ya, maksudnya

semacam itu. Kalau menurut gambar, kegiatan apa yang sedang dilakukan? “Pelajaran matematika, Bu?” jawab seorang siswa. “*How do you know*, kalau mereka sedang belajar matematika?” “Itu Bu, yang anak laki-laki seperti sedang menghitung, hehehe.” “Oh, begitu.” Sementara siswa lain menjawab bahwa kegiatan dalam gambar adalah membaca. R mengingatkan untuk menulis jawaban mereka di kolom *prediction*.

R menjelaskan pertanyaan-pertanyaan selanjutnya dengan meminta Ss untuk melihat gambar dan mengkaitkan dengan *clues* yang ada. Setelah Ss memahami maksud dari semua pertanyaan, R meminta Ss untuk menjawab pertanyaan-pertanyaan tersebut.

Di Activity yang selanjutnya Ss diminta untuk melihat kembali Picture 1 dan Picture 2 menjawab pertanyaan berdasarkan gambar. Lagi-lagi, Ss mengalami kesulitan untuk memahami maksud dari pertanyaan yang tersedia. R bertanya apa yang membuat Ss kesulitan untuk memahami maksud dari pertanyaan tersebut. Sebagian besar Ss ternyata ragu jika apa yang mereka pahami sudah benar. Sehingga R mengajak Ss untuk memahami bersama pertanyaan yang tersedia. Sembari menjelaskan maksud dari pertanyaan, R juga mengajak Ss untuk menggunakan pengalaman mereka untuk membuat prediksi.

“Pertanyaan nomer 2, jika kalian menjadi guru atau teman Sandra Dewi, apa yang kalian lakukan?” “Membawa ke UKS, Bu,” jawab beberapa Ss. “Ada kemungkinan lain? Jika kalian punya jawaban lain, silahkan ditulis saja di kolom *prediction* ya?” Untuk pertanyaan nomer 3, Ss tidak mengalami kesulitan yang berarti baik dalam memahami maksud soal maupun untuk membuat prediksi.

Setelah selesai menuliskan prediksi, R meminta seorang siswa untuk membaca stopping point yang pertama. Ss tampak ragu untuk maju, sehingga akhirnya R menunjuk seorang siswa. R meminta Ss yang lain untuk memperhatikan. Ketika membaca terdapat beberapa kesalahan pengucapan terutama kata kerja dalam bentuk lampau. R mempersilakan siswa tersebut untuk duduk kembali dan R membacakan sekali lagi agar lebih jelas

sekaligus untuk membetulkan kesalahan pengucapan.

Kegiatan dilanjutkan dengan R membagikan stopping point card yang pertama kepada tiap-tiap kelompok. Selama sekitar 3 menit, Ss selesai membaca stopping point. R menanyakan apakah ada kata-kata yang asing atau yang mereka tidak mengerti artinya.

Beberapa Ss menanyakan arti kata *vomited*. R bertanya apakah ada diantara Ss yang mengetahui arti dari kata tersebut. Seorang siswa ternyata mengetahui arti kata vomited. Selain itu, Ss tidak menemukan kata asing atau sulit.

Activity selanjutnya adalah *confirming the predictions*. R dan Ss bersama-sama mencari tahu apakah jawaban/prediksi mereka akurat, kurang akurat, atau tidak akurat sama sekali. R meminta Ss untuk melihat pertanyaan pertama dan apakah jawaban mereka sesuai dengan teks. Jika iya, itu menandakan prediksi mereka sudah akurat. Selain itu R juga menanyakan beberapa pertanyaan terkait dengan informasi rinci yang ada pada teks.

“Jadi, siapa gadis yang ada di gambar?”, tanya R. “Sandra Dewi, Bu,” jawab Ss. “Kalau nama English teachernya siapa?” “Ms. Lidia, Bu,” Ss menjawab. “Good.” Mereka sedang apa ketika Sandra Dewi sakit?” “Sedang di kelas, membaca Bu.” “Lalu, kemudian apa yang terjadi dengan Sandra Dewi?” “She vomit, Bu.” She vomited, good. Kemudian, apa yang teman-teman Sandra lakukan?” “Manggil dokter,” jawab Ss. “Apa semuanya pergi untuk panggil dokter?” “Oh, cuma chairman saja Bu.”

Ss diminta untuk membenarkan prediksi-prediksi yang kurang atau tidak akurat dan melanjutkan ke Activity selanjutnya. Di Activity ini, Ss masih diminta untuk mengamati Picture 1 dan Picture 2 lagi. Setelah itu, Ss diminta untuk membuat prediksi berdasarkan pertanyaan yang tersedia. R menjelaskan maksud dari setiap pertanyaan sehingga Ss bisa lebih memahami maksudnya dan bisa membuat prediksi yang sesuai.

Seperti di kegiatan sebelumnya, R meminta salah seorang siswa untuk membaca stopping point yang kedua. Siswa kedua juga mengalami kesalahan pengucapan terutama dalam pengucapan kata kerja bentuk

lampau. R membacakan kembali dengan pengucapan yang benar.

Ss diberikan waktu 3 menit untuk membaca mandiri dan dilanjutkan dengan *confirming the predictions*. Ss bisa mengoreksi prediksi yang belum atau tidak akurat berdasarkan informasi yang terdapat di dalam teks.

Untuk Activity selanjutnya, Ss diminta untuk membaca kembali stopping point yang kedua dan membuat prediksi dari pertanyaan yang telah disediakan. R kembali meminta seorang siswa untuk membaca stopping point yang ketiga dan mengkonfirmasi apakah prediksi mereka sudah akurat atau belum. R juga menanyakan beberapa pertanyaan mengenai informasi rinci yang terdapat dalam teks dan Ss bisa membetulkan prediksi yang kurang atau tidak akurat.

Di activity berikutnya, R menyajikan open-ended questions yang terdiri dari 6 soal. Kali ini, Ss harus mengerjakan tugas tersebut secara mandiri. Karena waktu hampir habis, Ss diperbolehkan untuk melanjutkan pekerjaan tersebut di rumah dan akan dibahas di pertemuan selanjutnya. R segera menyimpulkan proses pembelajaran yang sudah berlangsung dan menanyakan jika Ss masih memiliki kesulitan selama proses belajar mengajar. R mengakhiri kelas pukul 11.10 wib.

Field Note

Siklus 1/Pertemuan ke-2

28 Maret 2015

8G/SMP N 9 Magelang

R: Peneliti

C: Kolaborator

Ss: Peserta didik

ET: Guru Bahasa Inggris

Pertemuan ke-2 dilaksanakan pada Sabtu, 28 Maret 2015. R memasuki kelas 8G pukul 09.30 wib didampingi oleh seorang kolaborator yang merupakan teman sesama mahasiswa pendidikan bahasa Inggris, UNY. ET tidak bisa kebersamaan karena harus mengurus guru berprestasi. Sebelum memulai pelajaran, R mengucapkan salam dan memeriksa daftar kehadiran siswa. Semua siswa kelas 8G hadir pada hari itu. R dibantu oleh kolaborator

juga mempersiapkan media pembelajaran (LCD, power point presentation, dan lembar kerja siswa).

R kembali mengingatkan mengenai materi yang telah dipelajari di pertemuan sebelumnya. R membahas pekerjaan rumah yang sudah dikerjakan Ss sebelumnya mengenai teks pertama berjudul ‘Sick in the middle of the Class’. R menanyakan jika Ss masih memiliki kesulitan atau hal yang ingin ditanyakan terkait dengan materi sebelumnya. R dan Ss juga membahas mengenai PR yang sudah Ss kerjakan di rumah. R meminta Ss untuk mengumpulkan hasil pekerjaan rumah mereka di akhir pelajaran.

Karena tidak ada yang ditanyakan, R melanjutkan materi selanjutnya yang masih membahas mengenai *recount* teks. Berkaitan dengan masalah yang dihadapi Ss di pertemuan sebelumnya mengenai kata kerja bentuk lampau, R mencoba mengingatkan kembali –karena sebenarnya ET sudah memberikan materi mengenai *past tense*– dengan memberikan tabel berisi tujuh kata kerja dalam bentuk present.

Kata kerja yang dipilih, merupakan kata kerja yang ada di dalam teks *recount* yang akan dibahas di pertemuan ini. Tugas Ss adalah mencari bentuk lampau dari kata kerja tersebut. Setiap kelompok boleh mendiskusikan bersama dengan anggotanya dan membuka kamus. Jika sudah selesai, setiap perwakilan dari masing-masing kelompok bisa menuliskan kata kerja bentuk lampau di tabel di papan tulis. Karena hanya ada 5 kelompok, maka 2 kata tersisa boleh dikerjakan oleh siapapun yang bisa mengerjakan. Ss sangat antusias untuk mengisi tabel di papan tulis. Mereka berebut untuk bisa ditunjuk. Untuk meredakan keriuhan kelas, R kemudian menunjuk siswa yang paling cepat angkat tangan. Semua kolom kata kerja bentuk lampau di tabel sudah terisi, R kemudian membaca kata per kata, baik bentuk present maupun past tense dan meminta Ss untuk menirukan setelah itu. Beberapa Ss masih mengalami kesulitan dalam pengucapan, sehingga R membacakan kembali dan Ss menirukan. R menawarkan apakah ada yang ingin ditanyakan terkait dengan ketujuh kata kerja tersebut. Ss terdiam. Oleh karena itu R memastikan dengan cara menanyakan satu persatu arti kata

yang ada dalam tabel. Ternyata memang semua Ss sudah mengetahui arti dari kata kerja tersebut.

Berlanjut ke kegiatan berikutnya, R menayangkan sebuah gambar yang diikuti dengan 3 pertanyaan. Seperti di pertemuan sebelumnya, Ss diminta untuk membuat pertanyaan tambahan berdasarkan gambar yang sudah disediakan, kali ini menggunakan kata tanya 'who'. Ss bisa berdiskusi dengan anggota kelompok masing-masing. Kali ini Ss langsung bisa membuat pertanyaannya, namun masih kesulitan untuk mengungkapkannya dalam Bahasa Inggris, sehingga R membantu Ss untuk menyusun pertanyaan sederhana menggunakan kata tanya 'who'.

Untuk menghemat waktu, R meminta tiap kelompok untuk membacakan pertanyaan tambahan yang telah mereka buat. Dari 5 kelompok, ternyata mereka membuat pertanyaan serupa. Ada dua pertanyaan yang ditanyakan oleh 5 kelompok tersebut, yaitu *who are the men in the picture?* dan *who is the owner of the snake?*. Dua pertanyaan ini menjadi tambahan pertanyaan selain ketiga pertanyaan yang memang telah dipersiapkan oleh R untuk membantu Ss dalam membuat prediksi.

Sebelum Ss menjawab pertanyaan-pertanyaan tersebut, R menanyakan apakah Ss paham maksud dari semua pertanyaan yang ada. Ternyata banyak Ss yang masih merasa bingung dan sebagian ragu akan interpretasi mereka terhadap maksud dari pertanyaan yang diberikan. Oleh karena itu, R mengajak Ss untuk bersama-sama memahami tiap pertanyaan.

"Bu, maksudnya the man's snake apa Bu?" tanya seorang Ss.

"Sebelum Ibu menjawab, teman-teman yang lain ada yang tahu?"

Ss hanya diam. "Jadi tidak ada yang tahu? Ibu jelaskan ya, jadi kalau ada tanda petik lalu 's' itu menunjukkan kepemilikan. Jadi kalau the man's snake? Apa miliknya siapa?" R mencoba memancing Ss.

"Ular miliknya the man, Bu," jawab seorang siswa.

"Betul. Coba Ibu beri contoh lain. Those are Sena's books. Artinya apa?"

"Itu bukunya Sena," beberapa Ss menjawab bersamaan.

“Good” dan kemudian R menjelaskan mengenai *possessive form* kepada Ss.

R berusaha untuk menarik fokus Ss kepada clue yang ada dalam pertanyaan, seperti mencari kata yang sudah mereka ketahui artinya, jika mereka masih kesulitan, Ss diperbolehkan untuk membuka kamus. Dengan cara ini Ss menjadi lebih bisa melogika maksud dari pertanyaan yang disajikan.

Ss langsung berdiskusi untuk menjawab pertanyaan segera setelah mereka mengetahui maksudnya. Namun Ss juga masih mengalami kesulitan untuk menyusun prediksi mereka dalam bahasa Inggris. R mengatakan bahwa Ss bisa menjawab dengan sederhana saja, tidak perlu terlalu panjang asal menggunakan bahasa Inggris. Ss juga diperkenankan untuk membuka kamus jika ingin mencari arti dari suatu kata. Beberapa Ss bertanya kepada R untuk memastikan apakah susunan kalimat prediksi mereka sudah benar atau belum. Ternyata banyak Ss yang lupa untuk menggunakan bentuk lampau, karena itu R mengingatkan dan memberi contoh untuk menggunakan *past tense*.

Selesai berdiskusi untuk membuat prediksi, R meminta setiap perwakilan untuk membacakan prediksi mereka. R lalu menawarkan kepada Ss untuk membacakan *stopping point* yang pertama. Sebelumnya R dibantu oleh C membagikan *the first stopping point card* kepada masing-masing kelompok. Beberapa Ss sangat antusias untuk bisa membacakan *stopping point card*. R kemudian menunjuk salah satu dari mereka. Kali ini juga masih ada beberapa kesalahan pengucapan dan *junction* yang kurang tepat, namun sudah berkurang. R membacakan kembali *stopping point*, agar Ss bisa lebih memahami dan untuk memberikan contoh yang benar dalam pengucapan beberapa kata. Setelah membacakan kembali, R menanyakan kepada Ss jika ada hal yang ingin ditanyakan, bisa mengenai vocabulary yang belum dimengerti, atau maksud dari sebuah kalimat, atau apapun. Beberapa Ss bertanya mengenai kata ‘*workmen*’ yang menggunakan huruf ‘e’ bukannya ‘a’ (*workman*). R menjelaskan bahwa kata *workmen*

merupakan bentuk jamak dari workman.

“Berarti lebih dari satu ya Bu?” tanya seorang siswa.

“Iya, benar sekali. Ini berlaku juga untuk *man* dan *men*, juga *woman* dan *women*. Mana yang jamak coba?” tanya R

“Yang pake ‘e’, Bu,” jawab Ss.

“Good. Ada lagi yang ingin ditanyakan?”

Ss bertanya arti dari kata ‘*drain*’, R menanyakan kepada Ss jika ada yang tahu artinya, namun ternyata mereka semua belum mengetahuinya. R juga bertanya apakah ada yang bisa menebak kira-kira apa arti dari kata ‘*drain*’, namun Ss juga kebingungan. Akhirnya R memperbolehkan Ss untuk mencari arti dari kata ‘*drain*’.

Karena sudah tidak ada lagi yang ingin Ss tanyakan, R melanjutkan dengan kegiatan *confirming and verifying the predictions* untuk mengetahui apakah prediksi yang telah mereka buat akurat, kurang akurat atau tidak akurat. Ss diminta untuk memberi tanda centang di kolom *confirmation*, baik jika prediksi mereka akurat, kurang akurat, atau tidak akurat.

Hampir sebagian besar Ss belum akurat dalam membuat prediksi mengenai kejadian macam apa yang mungkin terjadi sesuai dengan gambar. Namun selebihnya, mereka bisa menjawab walaupun belum begitu akurat, tapi sudah cukup masuk akal dan sesuai dengan teks. Ss bisa membetulkan prediksi mereka yang belum akurat atau tidak akurat. R menanyakan jika Ss memiliki hal untuk ditanyakan atau dibahas lebih lanjut.

Activity berikutnya, R menyajikan gambar yang sama dengan kegiatan sebelumnya namun dengan pertanyaan yang berbeda. Ss diminta untuk berdiskusi dengan kelompok masing-masing membuat prediksi dengan menjawab pertanyaan-pertanyaan yang telah disediakan. R menjelaskan maksud dari tiap pertanyaan yang tersedia untuk membantu Ss memahami maksud dari pertanyaan tersebut.

Setelah sekitar 10 menit, R membagikan *stopping point card* yang kedua kepada tiap kelompok dan meminta seorang siswa untuk membaca *stopping point* yang kedua. Seorang siswa maju dan membacakan *stopping*

point tersebut. Ada beberapa Ss yang terlihat sibuk mengobrol dan cenderung tidak memerhatikan. R kemudian menghentikan siswa yang sedang membaca dan menunggu hingga semuanya bisa tenang. Ss yang merasa rebut langsung diam seketika dan kembali memerhatikan. R memersilakan siswa untuk membaca lagi. R membacakan kembali *stopping point* yang kedua dan menanyakan jika ada hal yang Ss ingin tanyakan.

Ternyata ada beberapa kata yang Ss anggap baru, seperti *approaching*, *caught*, *shouted*, dan *belong*. R kemudian mencoba mengajak Ss untuk menebak arti kata *approaching* dengan melihat konteks kalimat.

“Coba lihat kalimatnya, *It didn’t move*, artinya apa? *it* di kalimat maksudnya siapa?”

“It-nya ularnya, Bu,” jawab seorang siswa.

“Good. Jadi *It didn’t move*, artinya?”

“Ulnya tidak bergerak, Bu,” jawab beberapa siswa.

“ketika *he was approaching it*, lanjut R. Artinya apa? He siapa di kalimat ini?

“He orangnya, Bu. Workmannya,” jawab Ss.

“That’s right. Terus workmannya ngapain tuh? Ulnya tidak bergerak ketika orang itu, apa hayo?”

“Eeeemm..menemukan?” jawab seorang siswa ragu.

“Sayangnya bukan. Ada yang punya pendapat lain?” tanya R. Beberapa Ss sibuk mencari di kamus. Coba kalian bayangkan kalau kalian melihat ular, terus kalian ingin melihat lebih jelas untuk memastikan, apa yang kalian lakukan? Ketika si workman ini titik titik ular tersebut, any idea?”

“Mendekati..., Bu?” jawab seorang siswa agak ragu.

“That’s correct. Mendekati. Nah, bagaimana yang sudah buka kamus, sudah ketemu artinya? Artinya mendekati apa bukan?”

“*What about the third question? What do you think the workman did after finding the snake? Apa yang kira-kira dilakukan?*” R membahas pertanyaan ketiga.

“Kalau saya ularnya tak jual, Bu,” kata seorang anak. “Dikasihkan ke pawang ular.” Dibawa ke kebun binatang,” jawab Ss.

“Okay, jawabannya macem-macam sekali ya. Kalian bisa tulis prediksi mana yang paling mungkin. Bayangkan jika kalian yang menemukan ular tersebut, lalu apa yang akan lakukan dengan ularnya.”

Setelah tidak ada pertanyaan lagi, R dan juga Ss bersama-sama mengonfirmasi prediksi untuk segment yang kedua. Sembari mengonfirmasi apakah prediksi Ss akurat atau tidak, R juga menanyakan detail informasi yang terdapat di dalam teks.

Dari proses prediksi di pertemuan kedua, ternyata Ss sudah bisa membuat prediksi yang lebih logis sesuai dengan kemungkinan yang mungkin terjadi. Kebanyakan Ss mencoba untuk membayangkan kejadian di dalam teks dengan pengalaman mereka atau jika mereka yang mengalami kejadian seperti yang ada di teks.

Sebelum pelajaran berakhir, Ss mengerjakan 20 soal pilihan ganda yang merupakan *progress test* dan dikerjakan secara individu. *Progress test* dilaksanakan untuk mengetahui sejauh mana perkembangan Ss dalam membaca setelah penerapan DRTA. R dibantu oleh C mendistribusikan soal kepada tiap Ss.

Seharusnya ada satu kegiatan lagi yang harus dikerjakan oleh siswa secara individu, yaitu *True/False task*. Namun, karena waktu yang tidak memungkinkan, Ss bisa mengerjakannya di rumah yang akan dibahas dan dikumpulkan pada pertemuan selanjutnya. R, kemudian, menyimpulkan proses belajar mengajar pada pertemuan dua. Dan menginformasikan bahwa pertemuan selanjutnya akan diadakan 2 minggu lagi setelah ujian sekolah untuk kelas 9 yang diikuti oleh study tour bagi kelas 8 di minggu berikutnya. R menutup proses pembelajaran pada pukul 10.55 wib.

Field Note**Siklus 1/Pertemuan ke-2****28 Maret 2015****8G/SMP N 9 Magelang****R: Peneliti****C: Kolaborator****Ss: Peserta didik****ET: Guru Bahasa Inggris**

Pertemuan ke-2 dilaksanakan pada Sabtu, 28 Maret 2015. R memasuki kelas 8G pukul 09.30 wib didampingi oleh seorang kolaborator yang merupakan teman sesama mahasiswa pendidikan bahasa Inggris, UNY. ET tidak bisa membersamai karena harus mengurus guru berprestasi. Sebelum memulai pelajaran, R mengucapkan salam dan memeriksa daftar kehadiran siswa. Semua siswa kelas 8G hadir pada hari itu. R dibantu oleh kolaborator juga mempersiapkan media pembelajaran (LCD, power point presentation, dan lembar kerja siswa).

R kembali mengingatkan mengenai materi yang telah dipelajari di pertemuan sebelumnya. R membahas pekerjaan rumah yang sudah dikerjakan Ss sebelumnya mengenai teks pertama berjudul ‘Sick in the middle of the Class’. R menanyakan jika Ss masih memiliki kesulitan atau hal yang ingin ditanyakan terkait dengan materi sebelumnya. R dan Ss juga membahas mengenai PR yang sudah Ss kerjakan di rumah. R meminta Ss untuk mengumpulkan hasil pekerjaan rumah mereka di akhir pelajaran.

Karena tidak ada yang ditanyakan, R melanjutkan materi selanjutnya yang masih membahas mengenai *recount* teks. Berkaitan dengan masalah yang dihadapi Ss di pertemuan sebelumnya mengenai kata kerja bentuk lampau, R mencoba mengingatkan kembali –karena sebenarnya ET sudah memberikan materi mengenai *past tense*– dengan memberikan tabel berisi tujuh kata kerja dalam bentuk present.

Kata kerja yang dipilih, merupakan kata kerja yang ada di dalam teks *recount* yang akan dibahas di pertemuan ini. Tugas Ss adalah mencari bentuk lampau dari kata kerja tersebut. Setiap kelompok boleh mendiskusikan bersama dengan anggotanya dan membuka kamus. Jika sudah selesai, setiap perwakilan dari masing-masing kelompok bisa menuliskan kata kerja bentuk

lampau di tabel di papan tulis. Karena hanya ada 5 kelompok, maka 2 kata tersisa boleh dikerjakan oleh siapapun yang bisa mengerjakan. Ss sangat antusias untuk mengisi tabel di papan tulis. Mereka berebut untuk bisa ditunjuk. Untuk meredakan keriuhan kelas, R kemudian menunjuk siswa yang paling cepat angkat tangan. Semua kolom kata kerja bentuk lampau di tabel sudah terisi, R kemudian membaca kata per kata, baik bentuk present maupun past tense dan meminta Ss untuk menirukan setelah itu. Beberapa Ss masih mengalami kesulitan dalam pengucapan, sehingga R membacakan kembali dan Ss menirukan. R menawarkan apakah ada yang ingin ditanyakan terkait dengan ketujuh kata kerja tersebut. Ss terdiam. Oleh karena itu R memastikan dengan cara menanyakan satu persatu arti kata yang ada dalam tabel. Ternyata memang semua Ss sudah mengetahui arti dari kata kerja tersebut.

Berlanjut ke kegiatan berikutnya, R menayangkan sebuah gambar yang diikuti dengan 3 pertanyaan. Seperti di pertemuan sebelumnya, Ss diminta untuk membuat pertanyaan tambahan berdasarkan gambar yang sudah disediakan, kali ini menggunakan kata tanya 'who'. Ss bisa berdiskusi dengan anggota kelompok masing-masing. Kali ini Ss langsung bisa membuat pertanyaannya, namun masih kesulitan untuk mengungkapkannya dalam Bahasa Inggris, sehingga R membantu Ss untuk menyusun pertanyaan sederhana menggunakan kata tanya 'who'.

Untuk menghemat waktu, R meminta tiap kelompok untuk membacakan pertanyaan tambahan yang telah mereka buat. Dari 5 kelompok, ternyata mereka membuat pertanyaan serupa. Ada dua pertanyaan yang ditanyakan oleh 5 kelompok tersebut, yaitu *who are the men in the picture?* dan *who is the owner of the snake?*. Dua pertanyaan ini menjadi tambahan pertanyaan selain ketiga pertanyaan yang memang telah dipersiapkan oleh R untuk membantu Ss dalam membuat prediksi.

Sebelum Ss menjawab pertanyaan-pertanyaan tersebut, R menanyakan apakah Ss paham maksud dari semua pertanyaan yang ada. Ternyata banyak Ss yang masih merasa bingung dan sebagian ragu akan

interpretasi mereka terhadap maksud dari pertanyaan yang diberikan. Oleh karena itu, R mengajak Ss untuk bersama-sama memahami tiap pertanyaan.

“Bu, maksudnya the man’s snake apa Bu?” tanya seorang Ss.

“Sebelum Ibu menjawab, teman-teman yang lain ada yang tahu?”

Ss hanya diam. “Jadi tidak ada yang tahu? Ibu jelaskan ya, jadi kalau ada tanda petik lalu ‘s’ itu menunjukkan kepemilikan. Jadi kalau the man’s snake? Apa miliknya siapa?” R mencoba memancing Ss.

“Ular miliknya the man, Bu,” jawab seorang siswa.

“Betul. Coba Ibu beri contoh lain. Those are Sena’s books. Artinya apa?”

“Itu bukunya Sena,” beberapa Ss menjawab bersamaan.

“Good” dan kemudian R menjelaskan mengenai *possessive form* kepada Ss.

R berusaha untuk menarik fokus Ss kepada clue yang ada dalam pertanyaan, seperti mencari kata yang sudah mereka ketahui artinya, jika mereka masih kesulitan, Ss diperbolehkan untuk membuka kamus. Dengan cara ini Ss menjadi lebih bisa melogika maksud dari pertanyaan yang disajikan.

Ss langsung berdiskusi untuk menjawab pertanyaan segera setelah mereka mengetahui maksudnya. Namun Ss juga masih mengalami kesulitan untuk menyusun prediksi mereka dalam bahasa Inggris. R mengatakan bahwa Ss bisa menjawab dengan sederhana saja, tidak perlu terlalu panjang asal menggunakan bahasa Inggris. Ss juga diperkenankan untuk membuka kamus jika ingin mencari arti dari suatu kata. Beberapa Ss bertanya kepada R untuk memastikan apakah susunan kalimat prediksi mereka sudah benar atau belum. Ternyata banyak Ss yang lupa untuk menggunakan bentuk lampau, karena itu R mengingatkan dan memberi contoh untuk menggunakan *past tense*.

Selesai berdiskusi untuk membuat prediksi, R meminta setiap perwakilan untuk membacakan prediksi mereka. R lalu menawarkan kepada Ss untuk membacakan stopping point yang pertama. Sebelumnya R dibantu

oleh C membagikan *the first stopping point card* kepada masing-masing kelompok. Beberapa Ss sangat antusias untuk bisa membacakan *stopping point card*. R kemudian menunjuk salah satu dari mereka. Kali ini juga masih ada beberapa kesalahan pengucapan dan *junction* yang kurang tepat, namun sudah berkurang. R membacakan kembali *stopping point*, agar Ss bisa lebih memahami dan untuk memberikan contoh yang benar dalam pengucapan beberapa kata. Setelah membacakan kembali, R menanyakan kepada Ss jika ada hal yang ingin ditanyakan, bisa mengenai vocabulary yang belum dimengerti, atau maksud dari sebuah kalimat, atau apapun. Beberapa Ss bertanya mengenai kata '*workmen*' yang menggunakan huruf 'e' bukannya 'a' (*workman*). R menjelaskan bahwa kata *workmen* merupakan bentuk jamak dari *workman*.

“Berarti lebih dari satu ya Bu?” tanya seorang siswa.

“Iya, benar sekali. Ini berlaku juga untuk *man* dan *men*, juga *woman* dan *women*. Mana yang jamak coba?” tanya R

“Yang pake 'e', Bu,” jawab Ss.

“Good. Ada lagi yang ingin ditanyakan?”

Ss bertanya arti dari kata '*drain*', R menanyakan kepada Ss jika ada yang tahu artinya, namun ternyata mereka semua belum mengetahuinya. R juga bertanya apakah ada yang bisa menebak kira-kira apa arti dari kata '*drain*', namun Ss juga kebingungan. Akhirnya R memperbolehkan Ss untuk mencari arti dari kata '*drain*'.

Karena sudah tidak ada lagi yang ingin Ss tanyakan, R melanjutkan dengan kegiatan *confirming and verifying the predictions* untuk mengetahui apakah prediksi yang telah mereka buat akurat, kurang akurat atau tidak akurat. Ss diminta untuk memberi tanda centang di kolom *confirmation*, baik jika prediksi mereka akurat, kurang akurat, atau tidak akurat.

Hampir sebagian besar Ss belum akurat dalam membuat prediksi mengenai kejadian macam apa yang mungkin terjadi sesuai dengan gambar. Namun selebihnya, mereka bisa menjawab walaupun belum begitu akurat, tapi sudah cukup masuk akal dan sesuai dengan teks. Ss bisa membetulkan

prediksi mereka yang belum akurat atau tidak akurat. R menanyakan jika Ss memiliki hal untuk ditanyakan atau dibahas lebih lanjut.

Activity berikutnya, R menyajikan gambar yang sama dengan kegiatan sebelumnya namun dengan pertanyaan yang berbeda. Ss diminta untuk berdiskusi dengan kelompok masing-masing membuat prediksi dengan menjawab pertanyaan-pertanyaan yang telah disediakan. R menjelaskan maksud dari tiap pertanyaan yang tersedia untuk membantu Ss memahami maksud dari pertanyaan tersebut.

Setelah sekitar 10 menit, R membagikan *stopping point card* yang kedua kepada tiap kelompok dan meminta seorang siswa untuk membaca *stopping point* yang kedua. Seorang siswa maju dan membacakan *stopping point* tersebut. Ada beberapa Ss yang terlihat sibuk mengobrol dan cenderung tidak memerhatikan. R kemudian menghentikan siswa yang sedang membaca dan menunggu hingga semuanya bisa tenang. Ss yang merasa rebut langsung diam seketika dan kembali memerhatikan. R memersilakan siswa untuk membaca lagi. R membacakan kembali *stopping point* yang kedua dan menanyakan jika ada hal yang Ss ingin tanyakan.

Ternyata ada beberapa kata yang Ss anggap baru, seperti *approaching*, *caught*, *shouted*, dan *belong*. R kemudian mencoba mengajak Ss untuk menebak arti kata *approaching* dengan melihat konteks kalimat.

“Coba lihat kalimatnya, It didn’t move, artinya apa? it di kalimat maksudnya siapa?”

“It-nya ularnya, Bu,” jawab seorang siswa.

“Good. Jadi It didn’t move, artinya?”

“Ularanya tidak bergerak, Bu,” jawab beberapa siswa.

“ketika he was approaching it, lanjut R. Artinya apa? He siapa di kalimat ini?”

“He orangnya, Bu. Workmannya,” jawab Ss.

“That’s right. Terus workmannya ngapain tuh? Ularanya tidak bergerak ketika orang itu, apa hayo?”

“Eeeemm..menemukan?” jawab seorang siswa ragu.

“Sayangnya bukan. Ada yang punya pendapat lain?” tanya R. Beberapa Ss sibuk mencari di kamus. Coba kalian bayangkan kalau kalian melihat ular, terus kalian ingin melihat lebih jelas untuk memastikan, apa yang kalian lakukan? Ketika si workman ini titik titik ular tersebut, any idea?”

“Mendekati..., Bu?” jawab seorang siswa agak ragu.

“That’s correct. Mendekati. Nah, bagaimana yang sudah buka kamus, sudah ketemu artinya? Artinya mendekati apa bukan?”

“*What about the third question? What do you think the workman did after finding the snake?* Apa yang kira-kira dilakukan?” R membahas pertanyaan ketiga.

“Kalau saya ularnya tak jual, Bu,” kata seorang anak. “Dikasihkan ke pawang ular.” Dibawa ke kebun binatang,” jawab Ss.

“Okay, jawabannya macem-macam sekali ya. Kalian bisa tulis prediksi mana yang paling mungkin. Bayangkan jika kalian yang menemukan ular tersebut, lalu apa yang akan lakukan dengan ularnya.”

Setelah tidak ada pertanyaan lagi, R dan juga Ss bersama-sama mengonfirmasi prediksi untuk segment yang kedua. Sembari mengonfirmasi apakah prediksi Ss akurat atau tidak, R juga menanyakan detail informasi yang terdapat di dalam teks.

Dari proses prediksi di pertemuan kedua, ternyata Ss sudah bisa membuat prediksi yang lebih logis sesuai dengan kemungkinan yang mungkin terjadi. Kebanyakan Ss mencoba untuk membayangkan kejadian di dalam teks dengan pengalaman mereka atau jika mereka yang mengalami kejadian seperti yang ada di teks.

Sebelum pelajaran berakhir, Ss mengerjakan 20 soal pilihan ganda yang merupakan *progress test* dan dikerjakan secara individu. *Progress test* dilaksanakan untuk mengetahui sejauh mana perkembangan Ss dalam membaca setelah penerapan DRTA. R dibantu oleh C mendistribusikan soal kepada tiap Ss.

Seharusnya ada satu kegiatan lagi yang harus dikerjakan oleh siswa

secara individu, yaitu *True/False task*. Namun, karena waktu yang tidak memungkinkan, Ss bisa mengerjakannya di rumah yang akan dibahas dan dikumpulkan pada pertemuan selanjutnya. R, kemudian, menyimpulkan proses belajar mengajar pada pertemuan dua. Dan menginformasikan bahwa pertemuan selanjutnya akan diadakan 2 minggu lagi setelah ujian sekolah untuk kelas 9 yang diikuti oleh study tour bagi kelas 8 di minggu berikutnya. R menutup proses pembelajaran pada pukul 10.55 wib.

Field Note

Siklus 2/Pertemuan ke-2

Sabtu, 13 April 2015

8G/SMP N 9 Magelang

R: Peneliti

C: Kolaborator

Ss: Peserta didik

Pertemuan kedua siklus 2 dilaksanakan pada Sabtu, 13 April 2015. Di pertemuan ini R akan melanjutkan materi di pertemuan sebelumnya yang tidak selesai karena ada agenda tambahan dari sekolah dimana waktu pelajaran dikurangi 15 menit. Sehingga R yang sebenarnya akan memberikan teks *recount* baru, memutuskan untuk menyelesaikan materi di pertemuan selanjutnya dan melakukan *review*.

R bersama C memasuki kelas pada pukul 09.30. R menyapa Ss dan memeriksa daftar kehadiran Ss. Seluruh Ss hadir pada hari itu. Sembari menunggu Ss duduk di kelompoknya masing-masing, R dibantu oleh C menyiapkan media pembelajaran, LCD dan *power point presentation*. R membagikan lembar kerja masing-masing kelompok yang belum selesai dikerjakan pada pertemuan selanjutnya.

Untuk mengawali kegiatan pembelajaran, R mengajak Ss untuk bersama-sama mengingat materi pada pertemuan sebelumnya. Dimulai dari kegiatan apa saja yang telah dilakukan, topik dari teks *recount* yang akan mereka kerjakan, kesulitan apa yang telah mereka atasi, dan kegiatan terakhir yang Ss lakukan.

“What we have done in the previous meeting? Apa yang sudah kita lakukan

di pertemuan kemarin?”

“Itu Bu, *puzzle*, terus ceritanya tentang apa, topik, buat pertanyaan, lalu menjawab pertanyaan,” jawab beberapa Ss.

“Apa lagi? Masih ingat *stopping point*nya berisi tentang apa?”

“Orang lagi di dalam mobil, terus mobilnya goyang-goyang, Bu.”

“Jadi kecelakaan atau bukan?”

“Bukan, Bu. Bannya kempis,” jawab seorang siswa. “Bukan kempis, tapi dikiranya kempis,” kata siswa yang lain.

Setelah sedikit mengingatkan tentang apa yang telah dipelajari pada pertemuan sebelumnya, R menayangkan gambar yang sama dengan gambar di pertemuan sebelumnya (Picture 4) dan judul dari teks *recount* yang akan dibahas. Ss diminta untuk kembali mengamati dan menjawab 3 pertanyaan yang menyertai Picture 4. Sebelumnya, R memastikan apakah Ss mengalami kesulitan dalam memahami maksud dari ketiga pertanyaan tersebut. R memberi Ss kesempatan untuk bertanya mengenai apa yang telah mereka amati, baik itu gambar, judul dari teks *recount*, ataupun kata-kata sulit yang mungkin mereka temukan.

Ss tidak mengalami kesulitan untuk pertanyaan pertama. Namun ternyata cukup banyak Ss yang bertanya mengenai maksud pertanyaan nomer 2 dan 3. Mereka memerlukan penjelasan lebih untuk kedua pertanyaan tersebut. R membantu Ss agar bisa memahami maksud dari pertanyaan tersebut. Untuk pertanyaan kedua, *What do you think the writer did in that kind of situation?*, R mencoba mengajak Ss menemukan kata kunci dari pertanyaan tersebut, yaitu kata *did*. Seluruh Ss mengerti arti dari kata *did* yang merupakan bentuk lampau dari *do*, ‘melakukan’.

“Jadi, kalau begitu ada yang bisa apa maksud dari pertanyaan nomer 2?”

“yang dilakukan oleh penulis di situasi itu?” jawab seorang siswa.

“Good. Bisa lebih lengkap lagi? Ayo....”

“Menurut kalian apa yang penulis lakukan di situasi itu?” jawab siswa yang lain.

R juga melakukan hal serupa untuk pertanyaan nomer 3, sehingga siswa bisa

menemukan maksud dari pertanyaan tersebut. Berikutnya, Ss mebuat prediksi dengan menjawab pertanyaan nomer 1 sampai 3. R membantu dengan mengajak Ss untuk memikirkan hal yang mungkin dilakukan penulis di saat-saat seperti yang ada di dalam teks. R juga mengajak Ss berimajinasi jika mereka yang ada dalam situasi seperti penulis maka apa yang mungkin mereka lakukan dan rasakan.

“If you were the writer, what will you do? Any idea?”

“Menangis Bu,” celetuk seorang siswi dari kelompok 3.

“Berdoa,” timpal yang lain.

Jawaban Ss sangat beragam. R meminta Ss untuk mendiskusikan dengan anggota kelompok masing-masing dan menuliskannya di kolom *prediction*. Ini merupakan tahap DRTA yang pertama yaitu **Predicting**. R mengizinkan Ss untuk mencari kata di kamus jika merasa ada kesulitan. Beberapa menit berlalu, R meminta perwakilan tiap kelompok membacakan prediksi masing-masing.

Tahap DRTA berikutnya adalah **Reading**. R membagikan *stopping point card* yang kedua kepada kelima kelompok dan meminta seorang siswa untuk membacakan di depan kelas. R membacakan lagi sekedar untuk memfokuskan perhatian Ss. Ss juga diberi kesempatan untuk membaca mandiri *stopping point* kedua.

Sebelum beranjak ke kegiatan berikutnya, R memberi Ss kesempatan untuk bertanya. Sebagian besar Ss menanyakan arti kata *tumbling*. R mengajak Ss untuk melihat kata setelah kata *tumbling*.

“Jadi apa yang tumbling?”

“Rocks, batu, Bu,” jawab Ss.

“Kira-kira batunya kenapa? Ada yang tahu?”

“Oh, kalau di gambar, itu batunya pada jatuh, Bu,” jawab seorang Ss.

“Iya yah, gempa, berarti *rocksnya* berjatuhan, Bu,” tambah yang lain.

“Very good. Coba untuk memastikan biar mantep, dibuka kamusnya. Dilihat apa benar artinya jatuh atau bukan.”

Selain kata *tumbling*, Ss tidak mengalami kesulitan untuk memahami subtansi dari *stopping point* kedua. Kegiatan memasuki langkah DRTA yang

terakhir yaitu *Confirming the predictions*, yang masuk dalam tahap associating dari *scientific approach*. Ss kemudian memastikan apakah prediksi mereka sudah akurat, kurang akurat, atau tidak akurat berdasarkan informasi yang telah mereka baca dalam kegiatan *reading*. Sembari R dan Ss mendiskusikan keakuratan prediksi dari tiap kelompok, R juga menggajak Ss untuk memerhatikan informasi rinci yang ada di dalam teks, dengan mengajukan beberapa pertanyaan yang relevan. R juga menanyakan ide utama dari *stopping point* kedua, untuk memastikan jika Ss sudah memahami bagian teks yang disajikan. Selanjutnya Ss diberi kesempatan untuk membaca teks utuh ‘My Horrible Experience’.

Beberapa prediksi ternyata membutuhkan perbaikan. Walaupun begitu, dapat terlihat bahwa walaupun tidak akurat karena tidak ada didalam teks, prediksi Ss sudah sangat masuk akal. Ini menunjukkan bahwa Ss menggunakan *prior knowledge* mereka dalam membuat prediksi. Ss juga bisa menentukan *main idea* dan *detail information* dari potongan teks yang telah mereka baca. R kembali memberi Ss kesempatan jika masih ada hal yang ingin ditanyakan.

Kegiatan selanjutnya adalah latihan *True/False task* yang terdiri dari 10 items dan Ss harus mengerjakannya secara individu, bukan berkelompok. Setelah sekitar 10 menit, semua Ss selesai mengerjakan *task* tersebut. R dan Ss bersama-sama membahas apa yang telah Ss kerjakan. R meminta Ss untuk menunjukkan *supporting point* untuk jawaban mereka. Dan jika ada jawaban yang keliru, R meminta Ss untuk membetulkan dengan menuliskan *supporting point* yang ada dalam teks.

Sebelum melanjutkan ke kegiatan berikutnya, R menanyakan beberapa pertanyaan mengenai teks yang telah dibahas.

“So, what is the text about, class?”

“Tentang earthquake, Bu.” Pengalaman seseorang pas ada gempa bumi, Bu,” jawab Ss.

Setelah semua selesai dibahas dan tidak ada lagi yang Ss tanyakan, R melanjutkan dengan *reviewing material* dari siklus pertama hingga pertemuan terakhir di siklus kedua. Ss juga boleh menanyakan atau berpendapat mengenai

proses kegiatan belajar mengajar selama ini.

Menurut para Ss, DRTA bisa membantu mereka dalam memahami sebuah teks. Apalagi jika didukung oleh bimbingan guru dalam mengarahkan Ss ketika membaca. Terutama untuk menghadapi dan mengatasi masalah-masalah yang dapat membuat Ss kesulitan dalam memahami sebuah teks, seperti *vocabulary*. DRTA juga memfasilitasi guru untuk berperan aktif agar Ss fokus terhadap informasi yang ada di dalam teks, yang bisa membantu Ss dalam menentukan *main idea* dan *detail information*. Ss merasa terbantu karena guru mengajak Ss untuk bersama-sama berdiskusi mengenai teks yang sedang mereka baca. DRTA yang membagi teks menjadi segment-segment berdasarkan struktur organisasinya juga membantu Ss untuk tidak kehilangan motivasi membaca, karena persepsi akan teks yang panjang.

Ss rupanya tidak memiliki banyak pertanyaan, dan dikarenakan waktu yang hampir habis, R melanjutkan dengan menyimpulkan kegiatan pembelajaran untuk hari itu dan mengingatkan bahwa akan diadakan post test di hari Jumat, 17 April 2015. R mengakhiri KBM pada pukul. 10.55.

APPENDIX 6

Syllabus

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4: Mengolah, menyaji, dan menalar 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.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <p>Fungsi sosial</p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p>Struktur text (gagasan utama dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks teks <i>recount</i> tentang kegiatan, kejadian, dan 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar

<p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p>	<p>informasi rinci)</p> <ol style="list-style-type: none"> Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan Menguraikan urutan kejadian secara kronologis, urut dan runtut. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional). <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> Kata kerja dalam Simple Past tense, Past Continuous Tense Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan Adverbia penghubung waktu: <i>first, then, after that, before, at last,</i> 	<p>ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan 	<p>peristiwa, pendek dan sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan 	<p>dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
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	<p><i>finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara 	<p>tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilka</p>		
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		<p>mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/ pengalaman yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/ pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, 	<p>n teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, 		
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		<p>kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan 	<p>dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan</p>		
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		<p>unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, 	<p>siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks <i>recount</i></p>		
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		<p>intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> • Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>tentang kegiatan, kejadian, dan peristiwa.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks <i>recount</i>. Lembar soal dan hasil tes 		
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APPENDIX 7

Course Grid

Improving Reading Comprehension of Grade VIII Students at SMP N 9 Magelang through Directed Reading Thinking Activity (DRTA) in the Academic Year of 2014/2015

COURSE GRID

School : SMP N 9 Magelang

Class/Semester : VIII/2

Subject : English

Kompetensi Inti (Core Competences):

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.

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.

Cycle 1: Meeting 1-2

Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
3.12 Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.	Recount text: - Sick in the middle of the Class. - About a workman who found a snake in the construction site.	<ul style="list-style-type: none"> - Observing: Introducing the topic by showing a picture and a recount text. - Questioning (DRTA/Predicting): Formulating questions related to the material using the given question word. - Collecting data (DRTA/Predicting): Reading sequenced-recount text and make predictions. - Associating 	Students are able to: 1. identify the topic and main idea of a recount text, 2. identify and find the meaning of difficult words in a recount text, 3. identify the detail information in a recount text.	Group assessment Individual assessment	Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4 /Utami Widiati, ...[et. al.]-- Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008. www.cartoonstock.com	Power point Prediction and Verification Worksheets Stopping point cards

<p>4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.</p>		<p>(DRTA/Confirming and verifying the prediction): Identifying the information to justify the prediction. Doing group task.</p> <p>Communicating (DRTA/Confirming and verifying the predictions): Presenting the prediction in front of the class.</p>				
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Cycle 2: Meeting 3-4

Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
3.12 Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and	Recount text: - My Horrible Experience	<p>Observing: Introducing the topic by showing a picture and a recount text.</p> <p>Questioning (DRTA/Predicting): Formulating questions related to the material using the given question word.</p> <p>Collecting data (DRTA/Predicting): Reading sequenced-recount text and make predictions.</p> <p>Associating</p>	<p>Students are able to:</p> <p>4. identify the topic and main idea of a recount text,</p> <p>5. identify and find the meaning of difficult words in a recount text,</p>	<p>Group assessment</p> <p>Individual assessment</p>	<p>www.belajarba</p> <p>hasainggris.us</p> <p>www.cartoonstock.com</p>	<p>Power point</p> <p>Prediction and Verification Worksheets</p> <p>Stopping point cards</p>

<p>simple, according to the context usage.</p> <p>4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.</p>		<p>(DRTA/Confirming and verifying the prediction): Identifying the information to justify the prediction. Doing group task.</p> <p>Communicating (DRTA/Confirming and verifying the predictions): Presenting the predictions in front of the class.</p> <p>Wrapping Up Making conclusion of all the material.</p>	<p>6. identify the detail informatio n in a recount text.</p>			
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APPENDIX 8

Lesson Plan

LESSON PLAN CYCLE 1

School : SMPN 9 Magelang
 Subject : English
 Class/Semester: VIII/2
 Main material : Recount text
 Duration : 2 meetings (4 x 40 minutes)

A. Kompetensi Inti (Core Competence):

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
- 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. Basic Competence and Indicator

No.	Basic Competence	Indicator
1.	1.1 Being grateful to God for the chance in learning English as the international language which is presented in the spirit of learning.	1.1.1 Expressing the thankfulness in every time getting chance to learn English presented in the spirit to learn.
2.	2.1 Indicating well mannered behavior and caring in doing	2.1.1 Communicating or sharing things with teacher and

	the interpersonal communication with teachers and friends.	friends in well manner through discussion and presentation.
3.	3.12 Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.	<p>3.12.1 By formulating questions about the text students are able to identify the content of recount text according to the context.</p> <p>3.12.2 By formulating questions students are able to identify the language features of a recount text.</p> <p>3.12.3 By reading the text in segments students are able to identify the structure of the text.</p>
4.	4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.	<p>4.14.1 By making predictions and confirming the predictions students are able to identify the topic and main idea of recount text.</p> <p>4.14.2 Given some questions related to the text (short answer and true/false task) students are able to identify and find the detail information in a recount text.</p>

C. The Objectives

Upon the completion of teaching and learning process, students are able to:

- 1.1.1.1 express thankfulness in every chance to learn English which is presented in their spirit of learning (asking and answering questions, criticizing, giving opinion during the teaching and learning process);
- 2.1.1.1 communicate or share things with teacher and friends in well manner through discussion and presentation;
- 3.12.1.1 identify the content of the recount text;
- 3.12.3.1 identify the use of connecting words, for examples: first, then, after that, before, finally, etc.;
- 3.12.3.2 identify the use of adverb of time, for example: yesterday, last month, on Monday, an hour ago, immediately, etc.,
- 3.12.3.3 identify the structure of the text; orientation, events, and re-orientation.
- 4.14.1.1 identify the topic and main idea of a recount text based to the context;
- 4.14.1.2 make predictions to find the topic and main idea of a recount text;
- 4.14.2.1 find the detail information in the recount text.

D. Teaching and Learning Material

The social function:

Explaining experience/(s), phenomenon, and event/(s) to be reported, modeled, shared, etc.

The structure of the text

- Orientation: it provides the purpose of the text and the event/phenomenon/experience in general. It also provides the background information needed to understand the text, i.e., who was involved, where it happened, when it happened, etc.
- Event: a record of events usually recounted in a chronological order.
- Re-orientation: personal comments and/or evaluative remarks on the incident.

Language features:

Simple past tense and continuous:

fell, came, helped, did, caught, was going, were reading, etc.

Adverb of time:

yesterday, last month, on Monday, an hour ago, immediately, etc.

E. Teaching Method and Technique

Scientific approach

Directed reading thinking activity

F. Media and Learning Resources**Media:**

Power point

Pictures

Worksheets

Learning Resource:

Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4 /Utami Widiati, ...[et. al.]--Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

G. Steps of Teaching and Learning Process**The First Meeting****a. Opening (10 minutes)**

- 1) The teacher greets the students.
- 2) The teacher checks the students' attendance list.
- 3) The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.
- 4) The teacher presents the scope of the material and the activities according to the lesson plan.
- 5) The teacher explains the activity of the lesson.

b. The main activity (60 minutes)**Observing (5 minutes)**

- 1) Works in groups, students observe the picture (Pic.1) that is related to the text.

Questioning (10 minutes)

DRTA-Predicting

- 1) Students are given a question related to the picture.
- 2) Working in group, students formulate questions related to the picture using the question words (*what* and *where*) given by the teacher.
- 3) The representative of each group writes down the questions on the whiteboard.
- 4) Students and teacher, together, select the appropriate questions to be answered.

Collecting data and presenting (10 minutes)

DRTA- Predicting

- 1) Working in group, students answer the questions that followed the Pic.1 as the predictions.
- 2) The representative of each group presents the predictions in front of the other groups.

Observing (5 minutes)

- 1) Working in group, students observe the second picture (Pic.2) that is related to the text.
- 2) Students observe the questions that followed the second picture.
- 3) The teacher guides the students in understanding the questions.

Questioning and (5 minutes)

DRTA-Predicting

- 4) Students are given leading questions related to the picture.
- 5) Working in group, students answer the questions in the Activity 1 as the predictions. (DRTA-making predictions)
- 6) The representative of each group presents the predictions of Activity 1 in front of the other groups.

Collecting data (5 minutes)

DRTA-Reading the text in segment

- 7) The teacher distributes the first stopping point card for each group.
- 8) A student reads the first stopping point of the text.

Associating (20 minutes)

DRTA-Confirming and verifying the predictions

- 9) Working in group, students confirm their predictions.
- 10) Students can make correction if it is necessary.
- 11) Working in group, students do the Activity 2 – Activity 4 which are predicting and confirming predictions activities, the same as the previous steps.

c. Closing (10 minutes)

- 1) The students are given an individual homework (Activity 6).
- 2) The teacher gives rewards for the students with the higher score in the pre-test.
- 3) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 4) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 5) The teacher explains about the next teaching and learning plan.

The Second Meeting

a. Opening (10 minutes)

- 1) The teacher greets the students.
- 2) The teacher asks the students to begin the class with prayer.
- 3) The teacher checks the students' attendance list.
- 4) The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.
- 5) The teacher recalls the previous material.
- 6) Students work in the same group as the previous activity.

b. The main activity (60 minutes)

Observing (5 minutes)

- 1) Working in group, students do Activity 7 that is changing some words in the present form into their past form.

- 2) Each representative of the groups writes down the answer of Activity 7 on the whiteboard.
- 3) Working in group, students observe the given picture (Pic.3) that is related to the text.

Questioning (10 minutes)

DRTA-Predicting

- 4) Working in groups, students formulate a question that is related to the picture using the question word “who” guided by the teacher.
- 5) The representative of each group writes down the questions on the white board.
- 6) Students are also given three questions related to the picture.
- 7) Students and teacher, together, select the appropriate questions that can help them to make predictions of the text.
- 8) Working in group, students answer the questions in the Activity 8 as the predictions.
- 9) The representative of each group presents the predictions in front of the other groups.

Collecting data (10 minutes)

DRTA-Reading the text in segment

- 10) The teacher distributes the first stopping point cards for each group.
- 11) A student reads the first stopping point of the text.
- 12) The teacher reads the stopping point of the text again.

Associating and Presenting (5 minutes)

DRTA-Confirming and verifying the predictions

- 13) Working in group, students confirm their predictions.
- 14) Students can make correction if it is necessary.

Observing (5 minutes)

- 15) Students observe the picture (Pic.3) again that is related to the text.
- 16) Students observe the questions that followed the picture.

Questioning (5 minutes)

DRTA-Predicting

- 17) Students are given the opportunity for asking about the observed picture and questions.
- 18) The teacher guides the students in understanding the questions.
- 19) Working in group, the students answer the questions in the Activity 9 to make predictions.

Collecting data (10 minutes)

DRTA-Reading the text in segment

- 20) The teacher distributes the first stopping point cards for each group.
- 21) The representative of each group presents the predictions in front of the other groups.
- 22) A student reads the first stopping point of the text.

Associating and Presenting (5 minutes)

DRTA-Confirming and verifying the predictions

- 23) Working in group, students confirm their predictions.
- 24) Students can make correction if it is necessary.
- 25) Students, individually, do Activity 10 that is True and False exercise.

c. Closing (10 minutes)

- 1) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 2) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 3) The teacher explains about the next teaching and learning plan.

H. Assessment

1. Knowledge and Skill

- a. Assessing technique : progress test
- b. Instrument form : multiple choices
- c. Assessment grid :

No.	Indicator	Instrument number
1.	It is presented 20 items of multiple choices	Progress Test

- d. Instrument: look at Appendix
- e. Scoring guideline:
 - Score for progress test: 0-20

$$\text{Final Score} = \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100$$

Magelang, March 2015

Researcher

Wilis Aurum Ningtyas
NIM. 11202241012


APPENDIX:**TEXT 1**

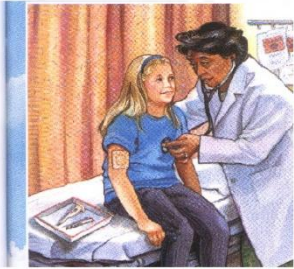

Name of the group members: 1). _____
 2). _____
 3). _____
 4). _____
 5). _____
 6). _____



Worksheet and Verification Sheet

Write down your predictions and confirmations here. Put a tick (✓) in the **ACCURATE**, **LESS ACCURATE**, or **NOT ACCURATE** column for your predictions. Make correction of your prediction if it is necessary.

No.	Activities			
1.	<p>A. Work with your group, look at the picture and answer the following questions. Then, make questions using question words “what” and “where”.</p> <div data-bbox="759 1061 1066 1357" data-label="Image"> </div> <p>(Pic. 1)</p> <p>1) What can you see from the picture? 2) What _____? 3) Where _____?</p> <p><i>(Adapted from: English in Focus)</i></p>			
Prediction:		Accurate	Less Accurate	Not Accurate

Confirmation:			
Correction:			
2.	<p>B. Work with your group. Look at the title and the picture and then answer the following question.</p> <p>Activity 1</p>  <p>(Pic. 2)</p> <ol style="list-style-type: none"> 1) What can you see in the picture? 2) What kind of activity happened in the picture? 3) Can you guess the story by looking at the picture 1 and 2? 4) Discuss with your group members and write your prediction. 		

Prediction:		Accurate	Less Accurate	Not Accurate
Confirmation:				
Correction:				
3.	<p>Activity 2</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>(Pic. 1)</p> </div> <div style="text-align: center;">  <p>(Pic. 2)</p> </div> </div> <ol style="list-style-type: none"> 1) Look at picture 1 and 2 again. 2) What do you think the teacher and her friends will do? 3) Do they call a doctor? 			

Prediction:		Accurate	Less Accurate	Not Accurate
Confirmation:				
Correction:				
4.	Activity 3 <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>(Pic. 1)</p> </div> <div style="text-align: center;">  <p>(Pic. 2)</p> </div> </div> <ol style="list-style-type: none"> 1) Look at the picture 1 and 2 again. 2) If they call a doctor, what do you think the doctor will do about the girl? 3) What should the doctor examine to know her condition? 			

Prediction:		Accurate	Less Accurate	Not Accurate
Confirmation:				
Correction:				
4.	Activity 4 The second paragraph In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature. 1) Now read the second paragraph again. 2) What do you think the doctor will do after examine the girl's condition? 3) By reading the paragraph, can you guess what does the girl suffer from? 4) What do you think the girl should do to get better soon?			

	Prediction:	Accurate	Less Accurate	Not Accurate
	Confirmation:			
Correction:				

Activity 5

Discuss the following questions with your group. And present your answer in front of the class.

1. Do you think that the text is describing something? How do you know?
2. Does the text tell the present or past events? Give your reason.
3. What does the text actually tell you about?

Activity 6

Work individually and read the text again. Then, answer the following questions.



One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.

"I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.

Questions:

1. What is the text telling you about?
2. What did the students do? What happened?
3. What was the name of the teacher?
4. What did the doctor do?
5. What was Sandra Dewi suffering from?
6. What did the doctor recommend?

(Adapted from Contextual Teaching and Learning)

Text 2:


Name of the group members: 1). _____
 2). _____
 3). _____
 4). _____
 5). _____
 6). _____

Worksheet and Verification Sheet

Write down your predictions and confirmations here. Put a tick (✓) in the **ACCURATE**, **LESS ACCURATE**, or **NOT ACCURATE** column for your predictions. Make correction of your prediction if it is necessary.

No.	Activities
1.	<p>Activity 8 Work in group. Look at the picture and answer the following questions. Then, add a question using “who”.</p> <div data-bbox="699 1144 1193 1547" data-label="Image"> </div> <p style="text-align: center;">(Pic. 3)</p> <ol style="list-style-type: none"> 1. What do you see in the picture? 2. Can you guess the story by looking at the picture? 3. Do you think that it was the workmen's snake? 4. _____? <p style="text-align: right;">(Adapted from: <i>English in Focus</i>)</p>

Prediction:	Accurate	Less Accurate	Not Accurate
Confirmation:			
Correction:			

2.	<p>Activity 9</p> <p>Work with your group. Read the first paragraph and look at the picture again. Then, answer the following questions.</p>  <ol style="list-style-type: none"> 1. Do you think the workman found the snake on purpose? 2. Can you guess what the workman's reaction after seeing the snake was? 3. What do you think the workmen did after finding the snake? 4. Do you think the snake had an owner? 			
Prediction:		Accurate	Less Accurate	Not Accurate
Confirmation:				

Correction:

Activity 10

Read the complete text and do the following exercise. Decide whether the following statements are TRUE (T) or FALSE (F) based on the text and correct the FALSE one.



The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to work. Then, they caught the 8-metre long python and brought it to the authority of the zoo in this town. The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

1. ____ The workman found the snake at the site of the building construction.
2. ____ The construction was going to be a new hospital.
3. ____ The workman was sitting under the tree when he saw a snake.
4. ____ The snake was approaching the workman.
5. ____ It belonged to the zoo.

(Adapted from: Contextual Teaching and Learning)

LESSON PLAN CYCLE 2

School : SMPN 9 Magelang
 Subject : English
 Class/Semester: VIII/2
 Main material : Recount text
 Duration : 2 meetings (4 x 40 minutes)

A. *Kompetensi Inti* (Core Competence):

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.
- 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. Basic Competence and Indicator

No.	Basic Competence	Indicator
1.	1.1 Being grateful to God for the chance in learning English as the international language which is presented in the spirit of learning.	1.1.1 Expressing the thankfulness in every time getting chance to learn English presented in the spirit to learn.
2.	2.1 Indicating well mannered behavior and caring in doing	2.1.1 Communicating or sharing things with teacher and

	the interpersonal communication with teachers and friends.	friends in well manner through discussion and presentation.
3.	3.12 Implementing the structure of the text and language feature to bring about the social function of the recount text by stating and questioning about activities, events, and phenomenon, short and simple, according to the context usage.	<p>3.12.1 By observing the given picture/(s) students are able to make predictions.</p> <p>3.12.2 By formulating questions about the text students are able to identify the content of recount text according to the context.</p> <p>3.12.3 By reading the text in segments students are able to identify the structure of the text.</p>
4.	4.14 Getting the meaning of the spoken and written recount text, short and simple, about activities, events, and phenomenon.	<p>4.14.1 By making predictions and confirming the predictions students are able to identify the topic, main idea of a recount text. and the detail information</p> <p>4.14.2 Given a True/False task students are able to find the implicit and detail information of a recount text.</p> <p>4.14.3 Given some questions related to the text (short answer and multiple</p>

		choices) students are able to identify and find the detail information in a recount text.
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C. The Objectives

Upon the completion of teaching and learning process, students are able to:

- 1.1.1.1 express thankfulness in every chance to learn English which is presented in their spirit of learning (asking and answering questions, criticizing, giving opinion during the teaching and learning process);
- 2.1.1.1 communicate or share things with teacher and friends in well manner through discussion and presentation;
- 3.12.1.1 make predictions by observing the given picture/(s);
- 3.12.2.1 identify the content of the recount text;
- 3.12.3.3 identify the structure of the text; orientation, events, and re-orientation.
- 4.14.1.1 identify the topic and main idea of a recount text based to the context;
- 4.14.1.2 make predictions to find the topic and main idea of a recount text;
- 4.14.2.1 find the implicit and detail information of a recount text;
- 4.14.3.1 find the detail information in the recount text;

D. Teaching and Learning Material

The social function:

Explaining experience/(s), phenomenon, and event/(s) to be reported, modeled, shared, etc.

The structure of the text

- Orientation: it provides the purpose of the text and the event/phenomenon/experience in general. It also provides the background information needed to understand the text, i.e., who was involved, where it happened, when it happened, etc.
- Event: a record of events usually recounted in a chronological order.
- Re-orientation: personal comments and/or evaluative remarks on the incident.

Language features:**Simple past tense and continuous:**

Woke up, took, went, got, did, had, was waiting, were sleeping, etc.

Adverb of time:

yesterday, last month, on Monday, an hour ago, immediately, etc.

E. Teaching Method and Technique

Scientific approach

Directed reading thinking activity

F. Media and Learning Resources**Media:**

Power point

Pictures

Worksheet

Learning Resource:

- Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4 /Utami Widiati, ...[et. al.]--Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.
- www.belajarbahasainggris.us

G. Steps of Teaching and Learning Process**The First Meeting****a. Opening (10 minutes)**

- 1) The teacher greets the students.
- 2) The teacher asks the students to begin the class with prayer. The teacher checks the students' attendance list.
- 3) The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.
- 4) The teacher presents the scope of the material and the activities according to the lesson plan.
- 5) The teacher explains the activity of the lesson.

b. The main activity (65 minutes)

Observing (10 minutes)

- 1) Working in group, students observe a puzzle of letters to find 5 words in the form of past tense (V2) that are related to the text. (*Activity 1*)
- 2) Working in group, students find a possible topic according to the words found in the puzzle and re-order the words according to the chosen topic. (*Activity 2*)
- 3) Working in group, students observe a title and a picture (Pic.4) that is related to the text. (*Activity 3*)

Questioning (10 minutes)

DRTA-Predicting

- 1) Students are given two questions related to the picture. (*Activity 3*)
- 2) Working in group, students formulate a question related to the picture using the question word 'what' given by the teacher. (*Activity 3*)
- 3) The representative of each group writes down the questions on the whiteboard. (*Activity 3*)
- 4) Students and teacher, together, select the appropriate questions to be answered.
- 5) Other groups can add the selected different questions from the other groups.
- 6) Working in group, students try to answer the questions in the Activity 3 to make predictions. (*Activity 3*)
- 7) The representative of each group presents the predictions to the other groups.

Collecting data (10 minutes)

DRTA-Reading the text in segment

- 1) The teacher distributes the first stopping point card to each group.
- 2) A student reads the first stopping point of the text. (*Activity 4*)

- 3) The teacher read the first stopping point again.
- 4) The teacher and students discuss if there are difficult words in the card.

Associating and Presenting (10 minutes)

DRTA-Confirming and verifying the predictions

- 1) Working in group, students confirm their predictions.
- 2) Students can make correction if it is necessary.

c. Closing (5 minutes)

- 1) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 2) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 3) The teacher explains about the next teaching and learning plan.

The Second Meeting

a. Opening (10 minutes)

- 1) The teacher greets the students.
- 2) The teacher checks the students' attendance list.
- 3) The teacher prepares the learners psychologically and physically to follow the teaching and learning process by asking the learners to clear up the class and spruce up.
- 4) The teacher presents the activities according to the lesson plan.
- 5) Students work individually.

b. The main activity (60 minutes)

Observing (5 minutes)

- 1) Students observe a title and a picture (Pic.4) that is related to the text. (*Activity 5*)

Questioning (10 minutes)

DRTA-Predicting

- 2) Students are given the opportunities to ask questions related to the material such as a new or difficult word, how to express a word in English, and so on.
- 3) Students are given leading questions related to the picture.
- 4) Students try to answer the questions in the Activity 5 to make predictions.
- 5) The representative of each group presents the predictions of Pic.4 in front of the other groups.

Collecting data (5 minutes)

DRTA-Reading the text in segment

- 1) The teacher distributes the first stopping point card to each group.
- 2) A student reads the second stopping point of the text.
- 3) The teacher reads the first stopping point again.
- 4) The teacher and students discuss if there are difficult words in the card.

Associating (10 minutes)

DRTA-Confirming and verifying the predictions

- 1) Works in group, students confirm their predictions.
- 2) Students can make correction if it is necessary.

Doing Exercise (10 minutes)

- 1) Students, individually, are given a TRUE/FALSE task about Text 3.
- 2) Teacher and students discuss the task together.
- 3) Students make correction for the false statements by mentioning the supporting point in the text.

Wrapping Up (20 minutes)

- 4) The teacher invites the students to recall all the previous material.

The teacher reminds the students of:

- the genre of the text,
- the purpose of the text,
- the language features,
- some difficult words, and

– what the main idea of the paragraph/text is.

- 5) The teacher invites the students to ask questions if they still find problems or difficulties about the material.

c. Closing (10 minutes)

- 1) Students are given homework (Exercise 1) for the next meeting.
- 2) The teacher and learners, together, summarize the material that had been learned in this meeting.
- 3) The teacher ask learners to help them doing reflection of their teaching and learning process.
- 4) The teacher explains about the next teaching and learning plan.

H. Assessment

1. Knowledge and Skill

- a. Assessing technique : Post test
- b. Instrument form : Multiple choices
- c. Assessment grid :

No.	Indicator	Instrument number
1.	It is presented 35 items of multiple choices.	Post Test

- d. Instrument: look at Appendix
- e. Scoring guideline:
Maximum score of the post test: 0-35

$$\text{Final Score} = \frac{\text{Gained Score}}{\text{Maximum Score}} \times 100$$

Magelang, April 2015

Researcher

Wilis Aurum Ningtyas
NIM. 11202241012

APPENDIX:**TEXT 3****Activity 1**

Work in group, find 6 words (in the form of V2) in this puzzle and list your findings.

C	Q	A	T	L	T	I	M	L	K
W	I	D	R	O	V	E	C	M	U
I	X	L	A	T	Z	N	A	E	D
N	P	O	P	Q	X	W	H	F	B
J	A	E	P	M	Y	A	P	L	E
U	Z	R	E	V	A	L	E	F	T
R	Y	T	D	N	U	K	R	D	V
E	O	J	Q	A	C	E	N	Y	O
D	G	M	O	V	E	D	I	J	N

Activity 2

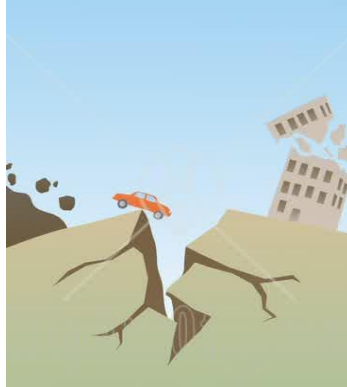
Now, look at your findings and think of a topic of a story that might combine them all. Then, reorder the words according to the order in which they appear in your story. Present your topic in front of the class.

Drove**Left****Walked****Trapped****Moved****Injured**

Activity 3

Work in group, look at a title and a picture below. Then, add a question using a question word “what”. The first two questions have been done for you. Present your additional question in front of the class.

My Horrible Experience



1. Can you guess the story by looking at the title and the picture above?
2. Where do you think the writer was when it happened?
3. _____?

Prediction:

Activity 4

Work in group, read the following passage and confirm your predictions in activity 3 by writing down the supporting point of your predictions.

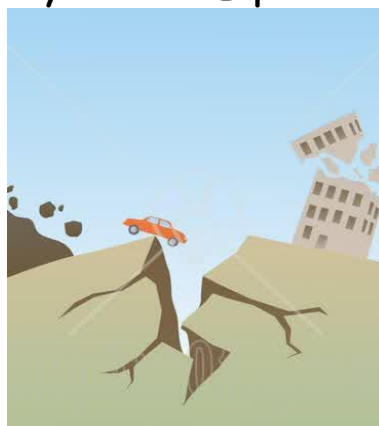
Let me remind you about my experience last week. When it happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not get any idea what was happening.

Confirmation:

--

Activity 5

Look at the title and the picture again and answer the following questions.

My Horrible Experience

1. What can you see from the picture?
2. What do you think the writer did in that kind of situation?
3. What do you think about the writer's feeling in that situation?

Prediction:

--

Activity 6

Work in group, read the following passage and confirm your predictions in activity 3 by writing down the supporting point of your predictions.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked

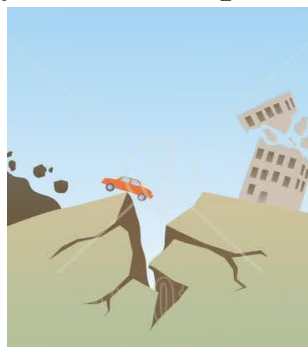
along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Confirmation:

Activity 7

Read the complete text and do the following exercise. Decide whether the following statements are TRUE (T) or FALSE (F) based on the text and correct the FALSE one.

My Horrible Experience



Let me remind you about my experience last week. When it happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car launched to one side, to the left. I thought I got flat tyre. I did not get any idea what was happening. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

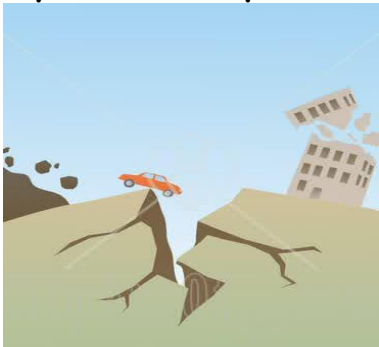
(Adapted from: www.belajarbahasainggris.us)


1. The earthquake happened a week ago. (___)
2. The earthquake was happened in Bali. (___)
3. The writer was on his vacation in Bali when the earthquake happened. (___)
4. The car launched right and side because of flat tyre. (___)
5. The writer did not know that it was an earthquake at the first time. (___)
6. The writer realized the earthquake when he got out from the car. (___)
7. The writer could not left his car because he trapped by the rock. (___)
8. The writer's home is at the town. (___)
9. The town was badly damaged by the earthquake. (___)
10. There were many people who were badly injured by the earthquake. (___)

Name of the group members: 1). _____
 2). _____
 3). _____
 4). _____
 5). _____
 6). _____

Worksheet and Verification Sheet

Write down your predictions and confirmations here. Put a tick (✓) in the ACCURATE, LESS ACCURATE, or NOT ACCURATE column for your predictions. Make correction of your prediction if it is necessary.

No .	Activities
1.	<p>Activity 3</p> <p>Works in group, look at a title and a picture below. Then, add a question using a question word “what”. Then, present your additional question in front of the class.</p> <p style="text-align: center;">My Horrible Experience</p>  <p>4. Can you guess the story by looking at the title and the picture above?</p> <p>5. Where do you think the writer was when it happened?</p> <p>6. _____ _____?</p>
Prediction:	
Accurate	
Less Accurate	
Not Accurate	

Activity 4 Confirmation:				
Correction:				
2.	Activity 5 Look at the title and the picture again and answer the following questions. <p style="text-align: center;">My Horrible Experience</p>  <p>4. What can you see from the picture?</p> <p>5. What do you think the writer did in that kind of situation?</p> <p>6. What do you think about the writer's feeling in that situation?</p>			

Prediction:	Accurate	Less Accurate	Not Accurate
Activity 6 Confirmation:			
Correction:			

APPENDIX 9

Pre-test and Post-test Prototype

Pre-test prototype

Cross (X) a, b, c, or d for the correct answer on the given answer sheet.

Read the text and answer questions 1-4

My Memorable Holiday

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I will never forget the spectacular views of the city I saw from Mount Fable that night. The roller-coaster ride and the stunts performed by dolphins and a killer whale at Sea World were also exciting. I will remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.

I also enjoyed various kind of seafood at the makeshift roadside stalls at the Chinatown night market. I enjoyed the shopping trips as well. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty patterns and the attractive key chains.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

1. What is the purpose of the text?
 - a. to describe something
 - b. to report something
 - c. to retell someone's experience
 - d. to share moral values
2. What did the writer do at Chinatown?
 - a. He had a roller-coaster experience.
 - b. He had a various kind of seafood.
 - c. He enjoyed snails.
 - d. He enjoyed the souvenirs.
3. What kind of souvenir did the writer buy?
 - a. Postcards and snails.
 - b. Seafood and squid.

- c. Money and scarves.
 - d. Silk scarves and key chains.
4. “I will never forget the spectacular sight of the city” (Paragraph 2)
- What does the underlined word mean?
- a. nice
 - b. usual
 - c. amazing
 - d. ordinary

Read the text and answer questions 5-9

It was my grandpa’s birthday party last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then we wrapped it in a green wrapping paper. Green is my grandpa’s favorite colour.

On Saturday morning, my brother and I helped my sister make a birthday cake in the kitchen. It was a big, beautiful cake. I wrote ‘Happy Birthday’ on it. After that, we put some chocolate and a candle on the top of the cake.

On Sunday evening, my uncle and aunt came to my house. They brought several bottles of soft drink and flowers for grandpa. We sat together in the living room. My dad said a prayer. Then we sang ‘Happy Birthday’ and my grandpa blew out the candle. He cut the cake into small pieces and gave a piece to everybody in the room. He opened the present and he was very happy with the shirt. Finally, my grandma told us some stories about my grandpa.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

5. What does the text tell you about?
- a. describing grandpa’s family
 - b. telling grandpa’s experience
 - c. celebrating grandpa’s birthday party
 - d. making grandpa’s birthday cake
6. What is the main idea of the first paragraph?
- a. The writer bought a present for her grandpa.

- b. The writer prepared everything for the party.
- c. The writer's uncle brought some drinks and flowers.
- d. The writer and her family celebrated their grandpa's birthday party.

7. "I wrote 'Happy Birthday' on it." (Paragraph 1)

The underlined word refers to

- a. grandpa's party
 - b. soft drinks and flowers
 - c. the present for grandpa
 - d. the birthday cake
8. Which statement is INCORRECT based on the text?
- a. The party was held in the house.
 - b. The writer helped her aunt to make a cake.
 - c. The writer's grandpa likes the writer's present.
 - d. The writer's grandma told many stories about grandpa.
9. "He cut the cake into small pieces and gave a piece to everybody in the room."

The underlined word refers to ...

- a. uncle
- b. aunt
- c. grandma
- d. grandpa

Read the text and answer questions 10-14

Joining "Fun with English"

Hurray! We had *Fun with English* in our school! We enjoyed this event at Yos Sudarso Primary School in Karawang on Saturday, 16 February. We had waited for it since October. So when the day came, we were really happy. We played many games such as matching colours, matching pictures, horse racing, hide and seek, and a spelling bee. We also had storytelling.

All students from grade 1 to grade 6 joined *Fun with English*, so

there were 3 slots for the activities. We really had fun for practicing our English. We also sang together about parts of our body and do-re-mi.

Many prizes were given in this event. There were tickets for Ice World and Gondola of Ancol Bay City, tickets for Waterboom of Lippo Cikarang, tickets for Insect World at TMII, T-shirts, pens, stickers, and many other merchandise.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

10. The text mainly tells us about
 - a. learning English through fun activities
 - b. learning English at Yos Sudarso Primary School
 - c. getting prizes in learning English
 - d. getting tickets from English activities
11. What is the main idea of paragraph three?
 - a. Many prizes given at the event.
 - b. All students of the school joined the game.
 - c. The students had fun during the game.
 - d. "Fun with English" is a nice program.
12. How long did the writer and her friend wait for the event?
 - a. two months
 - b. three months
 - c. four months
 - d. five months
13. Why were there three slots for the activities?
 - a. Students from grade 1 to 6 joined the games.
 - b. There were so many activities to join.
 - c. There were some prizes to win.
 - d. All students in Karawang joined the games.
14. "Many prizes were given in this event."

The underlined word has the similar meaning with the word ...

 - a. reward

- b. punishment
- c. tickets
- d. retribution

Read the text and answer questions 15-19

My First Marathon

Last year, I joined the Chicago Marathon, my first marathon. I had to run 26, 6 miles to complete it. It was hard but I learned valuable lessons from joining it.

At first, I just wanted to get the experience of joining the marathon. I thought it would be one lifetime experience. After finishing it, I changed my mind. I wanted to enter another one. I wanted to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators. It made me happy. It was amazing for me. So, I decided that I had to join another marathon the following year because I was not satisfied with my first one.

15. When did the writer change his mind about marathon?
- a. when preparing for the race
 - b. during the race
 - c. before the race
 - d. after finishing the race
16. What is the main idea of the second paragraph?
- a. The writer found that marathon was enjoyable so he wanted to join again.
 - b. After completing the 26.2 miles, the writer felt upset.
 - c. The writer thought that marathon was hard so he stopped it as soon as possible.
 - d. The writer felt tired when he had to run for 26.2 miles.
17. Why did the writer want to join another marathon?
- a. to learn valuable things
 - b. to improve his time

- c. to participate in the event
 - d. to experience interesting race
18. What made the writer feel happy in joining the marathon?
- a. the improvement of his time
 - b. the satisfaction of joining the marathon
 - c. the experience of a good feeling between participants and the spectators
 - d. the valuable lessons of a marathon
19. "I also experienced a good feeling between participants and the spectators."
- The underlined word has similar meaning with
- a. runners
 - b. supporters
 - c. the jury
 - d. audiences

Read the text and answer questions 20-23

An Unsuccessful Shopping Trip

Jessiva Everson has become a fashionable girl since she was a teenager. To find various fashionable clothes, she went to Singapore for a five-day shopping trip a month ago. She went there with her sister, Emma. They took a morning flight on 11 February by Garuda. They stayed with their relative there.

Unfortunately, the weather in Singapore was very hot. The temperature of the day ran as high as 37° C. It was really such horrible weather. Emma couldn't stand it so she became sick. Jessiva took her to the hospital. The doctor gave her some medicine and advised her to drink plenty of water. Jessiva couldn't do her shopping in Singapore because she had to take care of her sick sister. She felt disappointed but she didn't want something bad happen to her sister. So, she decided to take her home to Jakarta.

(Taken from: SIAPUJA Bahasa Inggris SMP)

20. “Jessiva Everson has become a fashionable girl since she was a teenager.”

The underlined word has the similar meaning with the words below,

EXCEPT ...

- a. trendy
 - b. modish
 - c. old-fashioned
 - d. chic
21. Why did Jessiva and Emma go to Singapore?
- a. to see a doctor
 - b. to go shopping
 - c. to visit their relative
 - d. to buy medicine
22. What is the main idea of the second paragraph?
- a. Jessiva and her sister left for Singapore.
 - b. Jessiva and her sister shopped for fashionable clothes.
 - c. Emma got sick because she was very tired.
 - d. Jessiva couldn't go shopping because of her sick sister.
23. What did the doctor tell Emma to get well?
- a. cancel her shopping
 - b. go back to Jakarta soon
 - c. drink a lot of water
 - d. stay in her room

Read the text and answer questions 24-27

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

brother to call my mobile phone. To my surprise, I heard it ringing in my jacket. My mobile phone was there.

(Taken from: SIAPIJA Bahasa Inggris SMP)

24. What is the text about?
 - a. The lost mobile phone.
 - b. My friend's mobile phone.
 - c. Mobile phone in the jacket.
 - d. My brother's mobile phone.
25. When did the writer realize that he lost his mobile phone?
 - a. When he hung his jacket on a hanger.
 - b. As soon as he arrived home.
 - c. When he got to take a rest.
 - d. When he needed to called his friend.
26. How did the writer get his mobile phone back?
 - a. He asked his friend.
 - b. He called his friend.
 - c. He put it on a hanger.
 - d. He found it on his jacket.
27. From the text, we know that the writer is ... person.
 - a. a careful
 - b. a forgetful
 - c. a cautious
 - d. an attentive

Read the text and answer questions 28-33

Frightening Turbulence

It was the beginning of July when my parents and I were in a plane heading home from our vacation. A crew member announced to the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightning sparked here and there.

Suddenly, I felt the plane going bumpy. The impact started low, but it gradually became terrible. Everything shook. The passengers started to scream in fear. I hold my parents' hands. I heard my dad was praying while Mum tried to soothe me. Fortunately, our plane landed safely at the airport. I thanked God for us.

(Adapted from: *SIAP UJA Bahasa Inggris SMP*)

28. Where were the writer and his family heading to?
 - a. They were going home from their vacation.
 - b. They wanted to go on vacation.
 - c. They wanted to go to the airport.
 - d. They were going to holiday.
29. "... that **we** were going to land in the airport in a few minutes." (Paragraph 1)
 The word **we** in the sentence above refers to ...
 - a. the crew
 - b. all of the people on the plane
 - c. the writer and his family
 - d. the passengers of the plane
30. What was the writer's mother doing during the turbulence?
 - a. She was holding her husband's hand.
 - b. She was calming the writer down.
 - c. She was praying for help.
 - d. She was crying in fear.
31. The turbulence was caused by
 - a. the bad weather
 - b. the size of the plane
 - c. the height of the flight
 - d. damage to one of the machines
32. What is the main idea of paragraph 2?
 - a. The writer saw heavy rain and lightning outside.
 - b. The writer was enjoying the announcement made by the crew.
 - c. A crew member was announcing that they were going to land soon.

d. The lighting outside scared the writer.

33. "..., but it gradually became terrible." (Paragraph 2)

The underlined word refers to ...

- a. the writer
- b. the plane
- c. the impact
- d. the rain

Read the text and answer questions 34-39

Last summer, when mum and dad weren't feeling well, Tom took his dog, Paddy, for a walk. Suddenly, there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom tried hard to grip the collar, Paddy ran after the rabbit. That was the last time he saw Paddy.

He tried looking for him for days. Five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barking outside a house. They hurried out and there was Paddy wagging his tail.

(Taken from: SIAPUJA Bahasa Inggris SMP)

34. "That was the last time **he** saw Paddy." (Paragraph 1)

The word "**he**" refers to

- a. father
- b. Tom
- c. rabbit
- d. Paddy

35. How did Paddy get lost?

- a. He was hungry and searched for food.
- b. He followed motorbike riders.
- c. He saw a rabbit and ran for it.
- d. He felt bored and took a walk.

36. "..., Paddy ran after the rabbit." (Paragraph 1)

The underlined word has the similar meaning with the word ...

- a. saw
- b. walked
- c. searched
- d. chased

37. What is the main idea of the first paragraph?

- a. Tom's parents were sick.
- b. Tom took Paddy for a walk.
- c. Paddy lost for ran after a rabbit.
- d. Paddy ate the rabbit.

38. Which is the **CORRECT** statement based on the text above?

- a. Tom found Paddy at Motorway Café.
- b. Tom's parents look for Paddy.
- c. Tom searched Paddy for five weeks.
- d. Paddy was found when Tom's parents were having lunch.

39. The text generally talks about

- a. the coming back of the lost dog
- b. a long journey of a dog
- c. a long holiday experience of in Scotland
- d. the disappearance of a dog

Read the text and answer questions 40-44

The Horrifying Disaster of Situ Gintung

On Friday Morning, 27 March 2009, the Situ Gintung dam, which is located in Cierundeu, the southern part of Tangerang, burst. It happened early in the morning, at about 4.30 Indonesian Western Time (WIB), when people in the nearby area were still sleeping with no opportunity to flee.

The incident happened because of heavy rain. The dam couldn't hold back the water and collapsed. A torrent of water full of rocks and pieces of woods destroyed poorly-built, small houses. It also swept away cars and broke telephone lines. The flood water reached a height of up to four meters.

Hundreds of houses were totally damaged and a lot of property lost. More than 100 people died and many more lost. The total losses could reach billions, even trillion of rupiah, because of the disaster.

It was really a horrifying disaster in early 2009. It caused a lot of people to lose their husbands, wives, sons, daughters, relatives and properties. It was an unforgettable disaster happening close to the country's capital city of Jakarta.

(Taken from: SIAPUJA Bahasa Inggris SMP)

40. What is the text mainly about?
 - a. Flood in the Jakarta Province.
 - b. The burst of Situ Gintung dam.
 - c. The victims of the flood disaster.
 - d. Heavy rain in Situ Gintung.
41. "A torrent of water full of rocks and pieces of woods destroyed poorly-built, small houses." (Paragraph 2)
 What does the underlined word mean?
 - a. broke into pieces
 - b. entered slowly
 - c. got in gradually
 - d. cut into pieces
42. Why did the Situ Gintung dam burst?
 - a. It contained a lot of water.
 - b. The flood water reached a height of up to four meters.
 - c. It couldn't hold back the water from the heavy rain.
 - d. It is located in the dangerous area.
43. What is the main idea of paragraph two?
 - a. The total cost of the disaster was trillions rupiahs.
 - b. The location of the disaster was in Situ Gintung Jakarta.
 - c. The number of the victims in the disaster was 100.
 - d. The cause of the disaster was the inability of the dam to hold the water.
44. When did the disaster happen?

- a. at midnight
- b. at dusk
- c. at noon
- d. at dawn

Read the text and answer questions 45-50

A couple from Miami, Bill and Simone Butler, spent sixty-six days in a life raft in the seas of Central America after their yacht sank. They survived in a very good condition.

Twenty-one days after they left Panama in their yacht, named Siboney, they met some whales which started to hit the side of the yacht. Then water started to fill the yacht. Two minutes later, the boat was sinking. They jumped into a life raft and watched the yacht sinking.

For twenty-days, they lived with tins of food, biscuits, and bottles of water. They also had a fishing line and a machine to make salt water into drinking water, two things which saved their lives. They caught eight to ten fish a day and ate them raw. After few days, the fishing line broke. So, they had no more fish until something very strange happened. Some sharks came to feed and the fish under the raft were afraid and came to the surface. Bill caught them with his hands.

About twenty ships passed them, but no one saw them. After fifty days, their life raft began to break up. Then, suddenly it totally broke up. A fishing boat saw them and picked them up. They couldn't stand their horrible condition, so the captain carried them onto his boat and took them to Costa Rica. Their two months at the sea was over.

(Taken from: SIAPUJA Bahasa Inggris SMP)

45. Bill and Simone went to the seas of Central America by

- a. ship
- b. fishing boat
- c. yacht
- d. life raft

46. What were two things that saved the Butler couple at the sea?

- a. fishing line and water filter machine
- b. life raft and bottles of water
- c. biscuits and tins of food
- d. tins of food and bottles of water

47. The second paragraph tells us about

- a. how Bill and Simone Butler survived
- b. the reason why the yacht sank
- c. the reason why the whales hit the boat
- d. the life raft for sailing

48. "Bill caught **them** with his hands." (Paragraph 3)

The word "**them**" in the sentence above refers to ...

- a. the fish under the raft
- b. Bill and Simone
- c. the sharks
- d. the whales

49. How long were Bill and Simone in the seas of Central America?

- a. 66 days
- b. 50 days
- c. 21 days
- d. 20 days

50. What is the best title for the passage above?

- a. A Terrible Couple
- b. The Sinking of A Yacht
- c. Unlucky Couple
- d. A Couple who Survived an Amazing 66 Days at Sea

POST-TEST PROTOTYPE

Cross (X) a, b, c, or d for the correct answer on the given answer sheet.

Read the text and answer questions 1-6

The fastest baseball games in record took place on 30 August 1916. The two teams from Winston-Salem and Asheville, North Carolina. The game was played in Asheville. The Winston-Salem team had to travel by train to and from Asheville. The last train that could get them back home on the same day was to leave at three o'clock. But the game was set for two o'clock. How could they play the whole game and catch a train in just one hour? They asked the home team if they could start the game early. The Asheville team agreed.

The game started at 1.28. Both teams played faster than they had ever had. All the batters swung at the first pitch. The teams ran on and off the field between innings. The Asheville pitcher even pitched before his teammates were on the field. The game was over at 1.59 Winston-Salem won by two-one. The players had no problem catching the train.

(Taken from: SIAPUJA Bahasa Inggris SMP)

1. What is the text about?
 - a. The fastest baseball game on record.
 - b. Winston-Salem and Asheville.
 - c. Playing a game and catching a train.
 - d. Winston-Salem' victory.
2. What is the main idea of the first paragraph?
 - a. The fastest baseball games in record.
 - b. Winston-Salem and Asheville played the game early to catch the last train.
 - c. The game was played in Asheville.
 - d. The last train was to leave at three o'clock.
3. "The fastest baseball game on record took place on 30 August 1916."

What does the underlined phrase mean?

- a. happened
 - b. hastened
 - c. found
 - d. matched
4. Why did Winston-Salem asked to start the game early?
- a. They wanted to break the fastest baseball game record.
 - b. They wanted to go home soon.
 - c. They needed to win over the home team.
 - d. They needed to catch the last train.
5. What time did the game between Winston-Salem and Ashville finish?
- a. 1.28
 - b. 1.59
 - c. 2
 - d. 3
6. What is the best title for the passage above?
- a. The Winner
 - b. A Fierce Battle of Baseball
 - c. The Fastest Baseball Game in Record
 - d. Let's Win and Catch the Train

Read the text and answer questions 7-10

A number of people were killed recently after a flash flood and landslide in the Morowali regency, Central Sulawesi, while thousands of others were isolated. Reports said that until the ninth day of the disaster, survivors were still isolated in their villages because transportation routes were totally out. Meanwhile, food aid was not enough and health assistance had not yet reached the locations.

The conditions were indeed a major problem in assisting the victims. Going by foot was the only solutions for a joint team from the local health office and the Indonesian Red Cross. This team had to walk to reach the four isolated villages of Ueruru, Mamosalato, Kolo Bawah and Baturube. The nearest village was five kilometers away.

Other group would later follow the tracks of the medical team to distribute various basic necessities. Every effort must be made. The flood victims couldn't wait any longer for assistance.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

7. The text tells us about ... in Morowali regency.
 - a. the flash flood and landslide
 - b. the ninth day of the disaster
 - c. the three isolated villages
 - d. the number of people killed
8. "The conditions were indeed major problem in assisting the victims." The underlined word means
 - a. health team
 - b. injured people
 - c. survivors
 - d. villages
9. What is the major problem of delivering assistance to the victims?
 - a. The village was five kilometers away.
 - b. There were too many victims in that area.
 - c. The transportation routes were totally cut.
 - d. The helpers couldn't walk to the villages.
10. Which one is **INCORRECT** the statement according to the passage?
 - a. The villages were isolated because the transportation was out.
 - b. The flash flood and landslide killed a number of people.
 - c. Going by foot was the only solutions to reach the isolated village.
 - d. The nearest village was 4 kilometers away.

Read the text and answer questions 11-16

One day, a boy got up with the feeling that the day was going to be unlucky day for him. He found that it was already 6.50 a.m., he rushed into the bathroom. He didn't see a piece of soap lying on the floor. He stepped on

it and slipped.

Then, he went into the dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just missed the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.

(Taken from: SIAPUJA Bahasa Inggris SMP)

11. “He gulped down the tea without realizing that **it** was very hot...” (Paragraph 2)

The word “**it**” refers to

- a. the tongue
- b. the toast
- c. the tea
- d. the coffee

12. “... he rushed into the bathroom.”

The underlined word has synonym with the word ...

- a. walked
- b. crawled
- c. jumped
- d. hurried

13. What happened with the boy when he got his breakfast?

- a. His breakfast was not ready.
- b. He did not prepare it.
- c. He burnt his toast.
- d. He hurt his tongue.

14. The text tells us about the boy’s ...

- a. good day
- b. lucky day
- c. bad day
- d. fine day

15. Which statement is INCORRECT according to the passage above?

- a. The boy knew that the tea was still very hot.
- b. The boy had a bad feeling of the day.
- c. The boy's bad feeling came true.
- d. The boy had ever been late before.

16. What is the best title for the passage about?

- a. A Tiring Day
- b. What a Bad Day
- c. A Bad Breakfast
- d. My Angry Teacher

Read the text and answer questions 17-24

On Monday 21st February, there was swimming carnival for grade 3-6 students at Baulkham Hills pool. We went to our school first.

Eight buses took us there. I was in the fifth bus. Ms. Schwager couldn't come with us because she had work to do, so we went with Mrs. Hopwood instead. When we arrived, the teachers told us to sit in our house areas. My house is called Yindi.

My first race was the freestyle. I got the third place and won a green ribbon. My next race was backstroke. I got the fifth place. I think freestyle is easier. People said it was freezing in the pool, but once you were in for a little while, it didn't feel so cold. Later on my friend swam in the butterfly race and won.

After lunch, the house captain organized the relays. We cheered so hard for the Yindi team. I nearly lost my voice.

Finally, my mum arrived to take me home. I was so tired. I felt asleep on the couch. Overall, I was so happy because my house won the race.

(Adapted from: Smart: English Workbook for Junior High School)

17. Who took part in the swimming carnival?

- a. the teachers
- b. all students

- c. the grade 3-6 students
- d. the captain of the house

18. Where did it take place?

- a. at the Baulkham Hills pool
- b. at the writer's school
- c. at the Yindi house
- d. at the public swimming pool

19. "...**she** had work to do, ..." (Paragraph 2)

The word "**she**" in the sentence above refers to ...

- a. the writer
- b. Ms. Schwager
- c. Mrs. Hopwood
- d. the house captain

20. What is the main idea of Paragraph 3?

- a. The writer won green ribbon for the freestyle race, but lost in backstroke.
- b. The freestyle was the first race for the writer.
- c. It was freezing in the pool.
- d. The writer's friend won the butterfly race.

21. How many styles of swimming were there on the race?

- a. two styles
- b. three styles
- c. four styles
- d. five styles

22. "... the house captain organized the relays."

The underlined word has similar meaning with the word ...

- a. races
- b. sports
- c. houses
- d. swimmers

23. What did make the writer happy?

- a. He joined the swimming carnival.
- b. He won a green ribbon.
- c. His mum took him home.
- d. His house won the swimming race.

24. What is the best title for the passage above?

- a. Went to Baulkham Hills Pool
- b. I Love Swimming
- c. The Swimming Carnival
- d. I Won the Relays

Read the text and answer questions 25-30

Yesterday, our school held an International Day. We had performances, food stalls, displays, raffle ticket draw and some of us were dressed in costumes.

We started our day off with performances but the one I like best was the one from fourth grade. We played games. I joined in Labamba performance.

Straight after all of the performances, we had our lunch. There were many food stall there. They came from Australia, Asia, Egypt, and Greece.

Everyone had a job. These people were from the sixth grade students. I did my job after the lunch. My job was to sell International Day books.

We also had displays in the hall. These displays were good but I didn't get to see them. These displays came from a lot of countries as well.

Not only food stalls, but in the International Day there were Trash and Treasure that sold various kind of toys. The school got these things by asking the children to bring them in. Although I didn't win anything, the International Day was still fun.

(Adapted from: Smart: English Workbook for Junior High School

25. In what grade the writer was?

- a. third grade
- b. fourth grade
- c. fifth grade
- d. sixth grade

26. What was the writer's favorite performance?

- a. the Labamba performance
- b. the fourth grade students' performance
- c. the sixth grade students' performance
- d. the displays

27. "There were many food stall there."

The underlined word has the closest meaning with the word ...

- a. small shop
- b. kitchen
- c. seller
- d. canteen

28. How many countries that participated as the food seller?

- a. three countries
- b. four countries
- c. five countries
- d. six countries

28. "**Everyone** had a job." (Paragraph 4)

The word "**everyone**" in the sentence above refers to ...

- a. the fourth grade students
- b. the food sellers
- c. the sixth grade students
- d. the writer and his friends

29. Below are the correct statements about the passage, EXCEPT ...

- a. The International Day was started by performances from the participants.
- b. The writer joined in Labamba performance.

- c. The International Day was only for the sixth grade students.
- d. The writer still enjoyed the International Day although he didn't win anything.

30. What made the writer can't see the displays?

- a. He had to sell books.
- b. He sold the food.
- c. He joined in Labamba performance.
- d. He had lunch

Read the text and answer questions 31-35

On a bright sunny day, I went fishing. When I reached the jetty, I put a worm on the hook and threw the line in and waited for the fish to bite. I was very disappointed when I didn't catch anything after waiting for three hours.

I pulled the line and to my surprise, there was a small fish at the end of the line. It was so small that I didn't feel anything on the line. Overall, I was very happy to catch –although it was only the small one –fish.

(Adapted from: Smart: English Workbook for Junior High School)

31. "When I reached the jetty,"

The underlined word has similar meaning with the word

- a. river
- b. quay
- c. boat
- d. ship

32. Why did the writer feel surprised after he pulled the line?

- a. He didn't catch anything.
- b. He felt tired of waiting
- c. He was very disappointed.
- d. He caught very small fish.

33. What is the main idea of the last paragraph?

- a. The writer bored of waiting.

- b. The fish was so small.
 - c. The writer was surprised of catching a small fish.
 - d. The writer didn't feel anything on the line.
34. "It was so small that I didn't feel anything on the line."

The underlined word refers to ...

- a. the fish
 - b. the jetty
 - c. the worm
 - d. the hook
35. What is the best title for the text about?
- a. Fishing is Hard
 - b. My Fishing Experience
 - c. I Got Small Fish
 - d. Happy Fishing

Read the text and answer questions 36-39

When I was a kid, I used to play hide and seek with my friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees.

We usually played until late at night. One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath in the river, but never at night. In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to get out, but my feet were trapped in the mud.

Thank God, a friend finally came and helped me. He then called others and I was safe.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

36. What made the yard a perfect place for the game? It was
- a. just behind the writer's house
 - b. a place where he used to take a bath
 - c. near a river

- d. surrounded by dense banana trees
37. Why was the writer scared when he fell into the river?
- a. He had never been to the river before.
 - b. He had never been to the river at night.
 - c. He found the river was deep.
 - d. He didn't like water.
38. "I was struggling to get out, but my feet were trapped in the mud."
- The underlined word has the closest meaning with the word ...
- a. making an effort
 - b. afraid of
 - c. crying
 - d. running
39. What is the main idea of paragraph two?
- a. The river was very dark.
 - b. The writer's feet were trapped in the mud.
 - c. The writer was hiding among the banana trees.
 - d. Something strange was tickling the writer's feet.

Read the text and answer questions 40-43

Help!

It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, was lying on the floor watching TV. He always did that every night. He refused to go to the bedroom and chose to sleep in front of the television. I decided not to say anything and directly went to bed.

I was half a sleep when I heard a scream coming from the living room. It was about two in the morning. I jumped out of the bed and rushed to the voice. In the living room, I found Aldo was crying. His right hand was on his right ear. He said, "Help! Help! Help! It hurts!" Then, he told me that an insect had crawled into his ear. I figured that it was an ant.

Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after our arrival, a doctor examined Aldo's ear. He then used a pair of pincers to

take the insect out. I was so surprised to see the insect. It wasn't an ant. It was a young cockroach! Gosh! It was as big as a baby's little finger. From then on, Aldo never slept in front of the television anymore.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

40. What happened to Aldo?
 - a. An insect bite him.
 - b. He felt pity for the insect.
 - c. He was imagining an insect.
 - d. An insect crawled into his ear.
41. When did the writer hear the scream?
 - a. At 9.00 p.m.
 - b. At 9.00 a.m.
 - c. At 2.00 a.m.
 - d. At 2.00 p.m.
42. "It was as big as a baby's little finger." (Paragraph 3)
The underlined word refers to
 - a. the ant
 - b. Aldo's ear
 - c. the baby's little finger
 - d. the young cockroach
43. What is the main idea of paragraph four?
 - a. The insect was an ant.
 - b. Aldo was taken to the hospital.
 - c. The insect was a young cockroach.
 - d. A doctor used a pair of pincers to take the insect out.

Read the text and answer questions 44-50

One day, when I was ten years old, my father bought an old motorcycle. I think it was small light object and easy to ride it. I persuaded my father to teach me riding the motorcycle.

Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and

promised to teach me. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was going back to my home and I must passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined that my father would be angry and never let me ride again. But the reality was exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

(Adapted from: www.englishindo.com)

44. What is the main idea of the first paragraph?
 - a. The writer's father bought an old motorcycle.
 - b. The writer thought that it was easy riding a motorcycle.
 - c. The writer was 10 years old when her father bought a motorcycle.
 - d. The writer persuaded her father to teach riding the motorcycle.
45. What does the paragraph two tell you about?
 - a. The writer's father finally agreed to teach her riding the motorcycle.
 - b. The writer's father refused to teach her riding the motorcycle.
 - c. The writer was very stubborn in persuading her father.
 - d. The writer's father was very patient.
46. From paragraph three, we know that the writer is a ... person.
 - a. brave
 - b. stubborn
 - c. careful
 - d. diligent
47. What was the writer's feeling when passing the narrow slippery street?
 - a. happy
 - b. anxious
 - c. angry
 - d. disappointed
48. "... and I must passed through a narrow slippery street, ..." (Paragraph 3)

The antonym for the underlined word is ...

- a. wide
- b. long
- c. small
- d. rough

49. What was the writer's father respond after the last accident?

- a. He was very angry.
- b. He never let the writer to ride the motorcycle.
- c. He was very proud of her.
- d. He was felt very lucky.

50. What is the best title for the text above?

- a. My First Experience to Ride Motorcycle
- b. Please Let Me Ride
- c. My Father's Old Motorcycle
- d. Yes, I Can Ride

ANSWER KEY
PRE TEST PROTOTYPE

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

ANSWER KEY
POST TEST PROTOTYPE

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

APPENDIX 10

ITEMAN Analysis

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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file posttest.txt

Page 1

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser. Key
1	0-1	0.733	0.630	0.468	A 0.267	-0.630	-0.468
				B 0.000	-9.000	-9.000	
				C 0.733	0.630	0.468	*
				D 0.000	-9.000	-9.000	
				Other 0.000	-9.000	-9.000	
2	0-2	1.000	-9.000	-9.000	A 0.000	-9.000	-9.000
				B 1.000	-9.000	-9.000	*
				C 0.000	-9.000	-9.000	
				D 0.000	-9.000	-9.000	
				Other 0.000	-9.000	-9.000	
3	0-3	0.833	-0.158	-0.106	A 0.000	-9.000	-9.000
				B 0.000	-9.000	-9.000	
				C 0.167	0.158	0.106	?
				D 0.833	-0.158	-0.106	*
				Other 0.000	-9.000	-9.000	
4	0-4	1.000	-9.000	-9.000	A 0.000	-9.000	-9.000
				B 0.000	-9.000	-9.000	
				C 1.000	-9.000	-9.000	*
				D 0.000	-9.000	-9.000	
				Other 0.000	-9.000	-9.000	
5	0-5	0.967	0.555	0.230	A 0.033	-0.555	-0.230
				B 0.000	-9.000	-9.000	
				C 0.967	0.555	0.230	*

D 0.000 -9.000 -9.000
Other 0.000 -9.000 -9.000

6 0-6 0.367 0.558 0.436 A 0.367 0.558 0.436 *
B 0.000 -9.000 -9.000
C 0.000 -9.000 -9.000
D 0.600 -0.500 -0.395
Other 0.033 -0.224 -0.093

7 0-7 0.133 -0.005 -0.003 A 0.867 0.005 0.003 ?
B 0.000 -9.000 -9.000
CHECK THE KEY C 0.000 -9.000 -9.000
D was specified, A works better D 0.133 -0.005 -0.003 *
Other 0.000 -9.000 -9.000

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Page 2

Item Statistics				Alternative Statistics			
Seq. No.	Scale -Item	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Point Key
8	0-8	0.067	0.122	0.063	A 0.500	0.113	0.090 ?
					B 0.067	0.122	0.063 *
					CHECK THE KEY C 0.167	-0.104	-0.070
					B was specified, A works better D 0.267	-0.106	-0.079
					Other 0.000	-9.000	-9.000
9	0-9	0.967	0.004	0.002	A 0.000	-9.000	-9.000
					B 0.000	-9.000	-9.000
					C 0.000	-9.000	-9.000
					D 0.967	0.004	0.002 *
					Other 0.033	-0.004	-0.002
10	0-10	0.167	-0.661	-0.443	A 0.167	-0.661	-0.443 *

					B	0.833	0.661	0.443	?	
					CHECK THE KEY		C	0.000	-9.000	-9.000
					A was specified, B works better		D	0.000	-9.000	-9.000
					Other	0.000		-9.000	-9.000	
11	0-11	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*	
					B	0.000	-9.000	-9.000		
					C	0.000	-9.000	-9.000		
					D	0.000	-9.000	-9.000		
					Other	0.000	-9.000	-9.000		
12	0-12	0.467	0.444	0.353	A	0.000	-9.000	-9.000		
					B	0.200	0.433	0.303		
					C	0.467	0.444	0.353	*	
					D	0.300	-0.619	-0.470		
					Other	0.033	-1.000	-0.458		
13	0-13	0.967	1.000	0.458	A	0.967	1.000	0.458	*	
					B	0.000	-9.000	-9.000		
					C	0.000	-9.000	-9.000		
					D	0.000	-9.000	-9.000		
					Other	0.033	-1.000	-0.458		
14	0-14	0.533	0.525	0.418	A	0.533	0.525	0.418	*	
					B	0.000	-9.000	-9.000		
					C	0.133	-0.195	-0.124		
					D	0.333	-0.458	-0.353		
					Other	0.000	-9.000	-9.000		

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Page 3

Item Statistics				Alternative Statistics			
Seq. No.	Scale -Item	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Biser. Biser.	Key

15	0-15	0.967	1.000	0.458	A	0.000	-9.000	-9.000
				B	0.000	-9.000	-9.000	
				C	0.000	-9.000	-9.000	
				D	0.967	1.000	0.458 *	
				Other	0.033	-1.000	-0.458	
16	0-16	0.600	0.708	0.558	A	0.600	0.708	0.558 *
				B	0.000	-9.000	-9.000	
				C	0.333	-0.683	-0.527	
				D	0.033	-0.335	-0.138	
				Other	0.033	-0.004	-0.002	
17	0-17	0.633	0.421	0.329	A	0.100	0.415	0.243
				B	0.633	0.421	0.329 *	
				C	0.033	-0.335	-0.138	
				D	0.200	-0.445	-0.311	
				Other	0.033	-1.000	-0.458	
18	0-18	0.900	0.845	0.494	A	0.033	-0.555	-0.230
				B	0.033	-0.335	-0.138	
				C	0.900	0.845	0.494 *	
				D	0.000	-9.000	-9.000	
				Other	0.033	-1.000	-0.458	
19	0-19	0.300	0.276	0.209	A	0.100	-0.191	-0.112
				B	0.567	-0.095	-0.075	
				C	0.033	-0.335	-0.138	
				D	0.300	0.276	0.209 *	
				Other	0.000	-9.000	-9.000	
20	0-20	0.400	0.415	0.328	A	0.167	-0.202	-0.136
				B	0.100	-0.378	-0.221	
				C	0.400	0.415	0.328 *	
				D	0.333	-0.120	-0.093	
				Other	0.000	-9.000	-9.000	
21	0-21	0.867	0.347	0.220	A	0.067	-0.574	-0.298
				B	0.867	0.347	0.220 *	
				C	0.067	-0.004	-0.002	

D 0.000 -9.000 -9.000
 Other 0.000 -9.000 -9.000

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Page 4

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser. Key
22	0-22	0.867	0.195	0.124	A 0.000	-9.000	-9.000
				B 0.067	-0.004	-0.002	
				C 0.067	-0.321	-0.166	
				D 0.867	0.195	0.124 *	
				Other 0.000	-9.000	-9.000	
23	0-23	0.567	-0.449	-0.356	A 0.000	-9.000	-9.000
				B 0.433	0.449	0.356 ?	
				CHECK THE KEY	C 0.567	-0.449	-0.356 *
				C was specified, B works better	D 0.000	-9.000	-9.000
				Other 0.000	-9.000	-9.000	
24	0-24	0.900	0.751	0.440	A 0.900	0.751	0.440 *
				B 0.000	-9.000	-9.000	
				C 0.000	-9.000	-9.000	
				D 0.067	-0.891	-0.462	
				Other 0.033	-0.224	-0.093	
25	0-25	0.000	-9.000	-9.000	A 0.333	0.848	0.654 ?
				B 0.633	-0.601	-0.470	
				CHECK THE KEY	C 0.000	-9.000	-9.000
				D was specified, A works better	D 0.000	-9.000	-9.000 *
				Other 0.033	-1.000	-0.458	

```

26 0-26 0.133 0.566 0.358 A 0.000 -9.000 -9.000
      B 0.833 -0.158 -0.106
      C 0.000 -9.000 -9.000
      D 0.133 0.566 0.358 *
      Other 0.033 -1.000 -0.458

27 0-27 0.167 0.585 0.392 A 0.267 -0.655 -0.486
      B 0.167 0.585 0.392 *
      C 0.000 -9.000 -9.000
      D 0.533 0.380 0.303
      Other 0.033 -1.000 -0.458

28 0-28 0.967 1.000 0.458 A 0.967 1.000 0.458 *
      B 0.000 -9.000 -9.000
      C 0.033 -1.000 -0.458
      D 0.000 -9.000 -9.000
      Other 0.000 -9.000 -9.000

```

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Page 5

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Prop. Biser.	Point Biser. Key
29	0-29	0.500	-0.606	-0.483	A 0.100	-0.378	-0.221
					B 0.500	-0.606	-0.483 *
					C 0.400	0.797	0.629 ?
					D 0.000	-9.000	-9.000
					Other 0.000	-9.000	-9.000
CHECK THE KEY							
B was specified, C works better							
30	0-30	0.000	-9.000	-9.000	A 0.233	-0.515	-0.372
					B 0.000	-9.000	-9.000 *
					C 0.733	0.729	0.542 ?
CHECK THE KEY							

B was specified, C works better									
D					0.000	-9.000	-9.000		
Other					0.033	-1.000	-0.458		
31	0-31	0.367	0.797	0.623	A	0.367	0.797	0.623	*
B					0.233	-0.702	-0.508		
C					0.000	-9.000	-9.000		
D					0.367	-0.139	-0.108		
Other					0.033	-0.445	-0.184		
32	0-32	0.000	-9.000	-9.000	A	0.700	0.784	0.595	?
B					0.033	-0.335	-0.138		
CHECK THE KEY					C	0.000	-9.000	-9.000	*
C was specified, A works better					D	0.200	-0.474	-0.332	
Other					0.067	-0.891	-0.462		
33	0-33	0.367	0.514	0.402	A	0.067	-0.511	-0.265	
B					0.567	-0.324	-0.257		
C					0.367	0.514	0.402	*	
D					0.000	-9.000	-9.000		
Other					0.000	-9.000	-9.000		
34	0-34	0.700	0.761	0.577	A	0.000	-9.000	-9.000	
B					0.700	0.761	0.577	*	
C					0.067	-0.891	-0.462		
D					0.233	-0.488	-0.353		
Other					0.000	-9.000	-9.000		
35	0-35	0.733	0.530	0.394	A	0.133	-0.005	-0.003	
B					0.033	-0.445	-0.184		
C					0.733	0.530	0.394	*	
D					0.033	-0.335	-0.138		
Other					0.067	-0.891	-0.462		

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Item analysis for data from file posttest.txt

Page 6

Item Statistics					Alternative Statistics				
Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.		Prop. Alt.	Point Endorsing	Point Biser.	Point Biser. Key
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
36	0-36	0.000	-9.000	-9.000	A	0.033	-0.445	-0.184	
					B	0.167	-0.104	-0.070	
					CHECK THE KEY	C	0.733	0.530	0.394 ?
					D was specified, C works better	D	0.000	-9.000	-9.000 *
					Other	0.067	-0.891	-0.462	
37	0-37	0.833	0.366	0.245	A	0.067	0.376	0.195	
					B	0.833	0.366	0.245 *	
					C	0.000	-9.000	-9.000	
					D	0.067	-0.448	-0.232	
					Other	0.033	-1.000	-0.458	
38	0-38	0.600	0.432	0.341	A	0.033	-1.000	-0.458	
					B	0.300	-0.078	-0.059	
					C	0.033	-0.335	-0.138	
					D	0.600	0.432	0.341 *	
					Other	0.033	-0.445	-0.184	
39	0-39	0.300	0.794	0.602	A	0.300	0.794	0.602 *	
					B	0.000	-9.000	-9.000	
					C	0.633	-0.427	-0.334	
					D	0.033	-1.000	-0.458	
					Other	0.033	-0.445	-0.184	
40	0-40	0.133	-0.690	-0.437	A	0.000	-9.000	-9.000	
					B	0.133	-0.690	-0.437 *	

CHECK THE KEY C 0.000 -9.000 -9.000
 B was specified, D works better D 0.867 0.690 0.437 ?
 Other 0.000 -9.000 -9.000

41 0-41 0.267 1.000 0.754 A 0.267 1.000 0.754 *
 B 0.100 -0.191 -0.112
 C 0.000 -9.000 -9.000
 D 0.567 -0.470 -0.373
 Other 0.067 -0.891 -0.462

42 0-42 0.033 -0.335 -0.138 A 0.000 -9.000 -9.000
 B 0.333 -0.210 -0.162

CHECK THE KEY C 0.033 -0.335 -0.138 *
 C was specified, D works better D 0.567 0.550 0.437 ?
 Other 0.067 -0.891 -0.462

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Page 7

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Prop. Biser.	Point Biser. Key
43	0-43	0.767	0.702	0.508	A	0.000	-9.000 -9.000
					B	0.000	-9.000 -9.000
					C	0.767	0.702 0.508 *
					D	0.167	-0.399 -0.267
					Other	0.067	-0.891 -0.462

44	0-44	0.333	0.758	0.585	A	0.133	-0.195 -0.124
					B	0.000	-9.000 -9.000
					C	0.467	-0.298 -0.237
					D	0.333	0.758 0.585 *
					Other	0.067	-0.891 -0.462


```

45 0-45  0.833  0.530  0.355  A  0.033  -0.445  -0.184
      B  0.100  -0.425  -0.248
      C  0.833   0.530  0.355  *
      D  0.033  -0.335  -0.138
      Other 0.000  -9.000  -9.000

46 0-46  0.133  -0.195  -0.124  A  0.133  -0.195  -0.124  *
      B  0.067  -0.321  -0.166
      CHECK THE KEY      C  0.767   0.381  0.276  ?
A was specified, C works better  D  0.000  -9.000  -9.000
      Other 0.033  -0.445  -0.184

47 0-47  0.867  0.576  0.365  A  0.000  -9.000  -9.000
      B  0.867   0.576  0.365  *
      C  0.067  -0.511  -0.265
      D  0.033  -0.335  -0.138
      Other 0.033  -0.445  -0.184

48 0-48  0.633  -0.210  -0.164  A  0.633  -0.210  -0.164  *
      B  0.267   0.542  0.403  ?
      CHECK THE KEY      C  0.033  -0.445  -0.184
A was specified, B works better  D  0.033  -0.445  -0.184
      Other 0.033  -0.445  -0.184

49 0-49  1.000  -9.000  -9.000  A  1.000  -9.000  -9.000  *
      B  0.000  -9.000  -9.000
      C  0.000  -9.000  -9.000
      D  0.000  -9.000  -9.000
      Other 0.000  -9.000  -9.000

```

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Item analysis for data from file posttest.txt

Page 8

Item Statistics			Alternative Statistics	
Seq.	Scale	Prop.	Point	Prop.

No. -Item Correct Biser. Biser. Alt. Endorsing Biser. Biser. Key

50 0-50 0.167 -0.071 -0.048 A 0.367 0.666 0.521 ?

B 0.133 -0.500 -0.316

CHECK THE KEY C 0.200 -0.211 -0.147

D was specified, A works better D 0.167 -0.071 -0.048 *

Other 0.133 -0.309 -0.196

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Item analysis for data from file posttest.txt

Page 9

There were 30 examinees in the data file.

Scale Statistics

Scale: 0

N of Items 50

N of Examinees 30

Mean 27.033

Variance 16.566

Std. Dev. 4.070

Skew 0.181

Kurtosis 0.268

Minimum 17.000

Maximum 36.000

Median 27.000

Alpha 0.616

SEM 2.523

Mean P 0.541

Mean Item-Tot. 0.244

Mean Biserial 0.365

Item discarded: 2, 4, 9, 11, 15, 21, 25, 28, 30, 36, 42, 45, 49, 50.

Item revised: -

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Item analysis for data from file pretest.txt

Page 1

Item Statistics

Alternative Statistics

Seq. No.	Scale	Prop.	Point	Prop.	Point	Key
	-Item	Correct	Biser.	Biser.	Alt. Endorsing	Biser.
1	0-1	1.000	-9.000	-9.000	A 1.000	-9.000
					B 0.000	-9.000
					C 0.000	-9.000
					D 0.000	-9.000
					Other 0.000	-9.000
2	0-2	0.464	0.413	0.329	A 0.536	-0.413
					B 0.464	0.413
					C 0.000	-9.000
					D 0.000	-9.000
					Other 0.000	-9.000
3	0-3	0.107	-0.471	-0.281	A 0.107	-0.471
					B 0.036	-0.812
					C 0.000	-9.000
					D 0.821	0.755
					Other 0.036	-0.590
4	0-4	0.821	0.755	0.514	A 0.000	-9.000
					B 0.071	-0.552
					C 0.071	-0.552
					D 0.821	0.755

CHECK THE KEY
 A was specified, D works better

Other 0.036 -0.590 -0.250

5 0-5 0.429 -0.285 -0.226 A 0.571 0.285 0.226 ?

B 0.429 -0.285 -0.226 *

CHECK THE KEY C 0.000 -9.000 -9.000

B was specified, A works better D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

6 0-6 1.000 -9.000 -9.000 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000

C 1.000 -9.000 -9.000 *

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

7 0-7 1.000 -9.000 -9.000 A 1.000 -9.000 -9.000 *

B 0.000 -9.000 -9.000

C 0.000 -9.000 -9.000

D 0.000 -9.000 -9.000

Other 0.000 -9.000 -9.000

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Item Statistics

Alternative Statistics

Seq. Scale Prop. Point Prop. Point
No. -Item Correct Biser. Biser. Alt. Endorsing Biser. Biser. Key

8 0-8 0.893 0.471 0.281 A 0.000 -9.000 -9.000

B 0.893 0.471 0.281 *

C	0.000	-9.000	-9.000
D	0.107	-0.471	-0.281
Other	0.000	-9.000	-9.000

9	0-9	0.750	0.391	0.287	A	0.214	-0.476	-0.338
					B	0.036	0.186	0.079
					C	0.750	0.391	0.287 *
					D	0.000	-9.000	-9.000
					Other	0.000	-9.000	-9.000

10	0-10	0.393	0.283	0.222	A	0.036	-0.147	-0.062
					B	0.071	-0.680	-0.360
					C	0.500	-0.011	-0.009
					D	0.393	0.283	0.222 *
					Other	0.000	-9.000	-9.000

11	0-11	0.643	0.426	0.331	A	0.357	-0.426	-0.331
					B	0.000	-9.000	-9.000
					C	0.643	0.426	0.331 *
					D	0.000	-9.000	-9.000
					Other	0.000	-9.000	-9.000

12	0-12	0.929	0.361	0.191	A	0.036	-0.812	-0.344
					B	0.000	-9.000	-9.000
					C	0.036	0.186	0.079
					D	0.929	0.361	0.191 *
					Other	0.000	-9.000	-9.000

13	0-13	0.893	0.376	0.224	A	0.000	-9.000	-9.000
					B	0.107	-0.376	-0.224
					C	0.000	-9.000	-9.000

D 0.893 0.376 0.224 *
Other 0.000 -9.000 -9.000

14 0-14 0.750 0.418 0.307 A 0.036 -0.590 -0.250
B 0.214 -0.297 -0.211
C 0.750 0.418 0.307 *
D 0.000 -9.000 -9.000
Other 0.000 -9.000 -9.000

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Item Statistics

Alternative Statistics

Seq. Scale Prop. Point Prop. Point
No. -Item Correct Biser. Biser. Alt. Endorsing Biser. Biser. Key

15 0-15 0.571 0.086 0.068 A 0.571 0.086 0.068 *
B 0.036 -0.369 -0.156
C 0.393 -0.012 -0.010
D 0.000 -9.000 -9.000
Other 0.000 -9.000 -9.000

16 0-16 0.464 -0.355 -0.283 A 0.429 0.314 0.249 ?
B 0.464 -0.355 -0.283 *
CHECK THE KEY C 0.107 0.096 0.057
B was specified, A works better D 0.000 -9.000 -9.000
Other 0.000 -9.000 -9.000

17 0-17 1.000 -9.000 -9.000 A 0.000 -9.000 -9.000
B 0.000 -9.000 -9.000

C 1.000 -9.000 -9.000 *
 D 0.000 -9.000 -9.000
 Other 0.000 -9.000 -9.000

18 0-18 1.000 -9.000 -9.000 A 1.000 -9.000 -9.000 *
 B 0.000 -9.000 -9.000
 C 0.000 -9.000 -9.000
 D 0.000 -9.000 -9.000
 Other 0.000 -9.000 -9.000

19 0-19 0.821 0.688 0.469 A 0.000 -9.000 -9.000
 B 0.821 0.688 0.469 *
 C 0.179 -0.688 -0.469
 D 0.000 -9.000 -9.000
 Other 0.000 -9.000 -9.000

20 0-20 0.893 0.660 0.394 A 0.893 0.660 0.394 *
 B 0.036 -0.590 -0.250
 C 0.000 -9.000 -9.000
 D 0.071 -0.552 -0.293
 Other 0.000 -9.000 -9.000

21 0-21 0.464 0.501 0.399 A 0.464 0.501 0.399 *
 B 0.286 -0.733 -0.551
 C 0.250 0.158 0.116
 D 0.000 -9.000 -9.000
 Other 0.000 -9.000 -9.000

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Item Statistics					Alternative Statistics				
-----					-----				
Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt.	Endorsing	Point Biser.	Point Biser.	Key
-----					-----				
22	0-22	0.143	-0.436	-0.281	A	0.643	0.776	0.604	?
				B	0.000	-9.000	-9.000		
				CHECK THE KEY		C	0.143	-0.706	-0.455
				D was specified, A works better		D	0.143	-0.436	-0.281 *
				Other	0.071	-0.233	-0.123		
23	0-23	0.000	-9.000	-9.000	A	0.071	-0.361	-0.191	
				B	0.143	0.182	0.117	?	
				CHECK THE KEY		C	0.000	-9.000	-9.000 *
				C was specified, B works better		D	0.714	0.015	0.011
				Other	0.071	0.023	0.012		
24	0-24	0.036	0.630	0.267	A	0.357	0.112	0.087	
				B	0.214	-0.476	-0.338		
				C	0.393	0.124	0.098		
				D	0.036	0.630	0.267	*	
				Other	0.000	-9.000	-9.000		
25	0-25	0.786	0.297	0.211	A	0.179	-0.020	-0.014	
				B	0.786	0.297	0.211	*	
				C	0.000	-9.000	-9.000		
				D	0.000	-9.000	-9.000		
				Other	0.036	-1.000	-0.438		
26	0-26	0.964	1.000	0.438	A	0.964	1.000	0.438	*

B 0.000 -9.000 -9.000
 C 0.000 -9.000 -9.000
 D 0.000 -9.000 -9.000
 Other 0.036 -1.000 -0.438

27 0-27 0.107 -0.660 -0.394 A 0.679 0.873 0.670 ?

B 0.107 -0.660 -0.394 *

CHECK THE KEY C 0.036 0.075 0.032

B was specified, A works better D 0.143 -0.513 -0.331

Other 0.036 -1.000 -0.438

28 0-28 0.286 0.011 0.008 A 0.036 -0.590 -0.250

B 0.643 0.332 0.259 ?

CHECK THE KEY C 0.286 0.011 0.008 *

C was specified, B works better D 0.000 -9.000 -9.000

Other 0.036 -1.000 -0.438

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Alternative Statistics

Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Point Biser.	Key
29	0-29	0.964	1.000	0.438	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.964	1.000	0.438	*
					D	0.000	-9.000	-9.000	
					Other	0.036	-1.000	-0.438	

29 0-29 0.964 1.000 0.438 A 0.000 -9.000 -9.000

B 0.000 -9.000 -9.000

C 0.964 1.000 0.438 *

D 0.000 -9.000 -9.000

Other 0.036 -1.000 -0.438

30 0-30 0.821 0.821 0.560 A 0.821 0.821 0.560 *
 B 0.000 -9.000 -9.000
 C 0.107 -0.471 -0.281
 D 0.000 -9.000 -9.000
 Other 0.071 -0.936 -0.496

31 0-31 0.036 -0.590 -0.250 A 0.607 0.828 0.652 ?
 B 0.036 -0.590 -0.250 *
 CHECK THE KEY C 0.179 -0.688 -0.469
 B was specified, A works better D 0.143 -0.050 -0.032
 Other 0.036 -1.000 -0.438

32 0-32 0.571 0.752 0.596 A 0.321 -0.460 -0.353
 B 0.036 -0.590 -0.250
 C 0.036 -0.036 -0.015
 D 0.571 0.752 0.596 *
 Other 0.036 -1.000 -0.438

33 0-33 0.750 0.418 0.307 A 0.214 -0.177 -0.126
 B 0.000 -9.000 -9.000
 C 0.750 0.418 0.307 *
 D 0.000 -9.000 -9.000
 Other 0.036 -1.000 -0.438

34 0-34 0.929 0.616 0.326 A 0.929 0.616 0.326 *
 B 0.000 -9.000 -9.000
 C 0.000 -9.000 -9.000
 D 0.000 -9.000 -9.000
 Other 0.071 -0.616 -0.326

35 0-35 0.786 0.655 0.466 A 0.107 0.002 0.001

B 0.786 0.655 0.466 *
 C 0.000 -9.000 -9.000
 D 0.071 -0.808 -0.428
 Other 0.036 -1.000 -0.438

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Item Statistics

Alternative Statistics

Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.	Alt. Endorsing	Prop. Biser.	Point Biser.	Key
36	0-36	0.714	0.835	0.628	A	0.000	-9.000	-9.000
					B	0.071	-0.552	-0.293
					C	0.071	-0.297	-0.157
					D	0.714	0.835	0.628 *
					Other	0.143	-0.745	-0.480
37	0-37	0.786	0.536	0.381	A	0.071	-0.169	-0.089
					B	0.786	0.536	0.381 *
					C	0.071	-0.361	-0.191
					D	0.036	-0.036	-0.015
					Other	0.036	-1.000	-0.438
38	0-38	0.036	-0.812	-0.344	A	0.036	-0.812	-0.344 *
					B	0.750	0.857	0.629 ?
					C	0.036	-0.147	-0.062
					D	0.071	-0.488	-0.259
					Other	0.107	-0.707	-0.422

CHECK THE KEY

A was specified, B works better

39 0-39 0.000 -9.000 -9.000 A 0.000 -9.000 -9.000 *
 B 0.036 -0.147 -0.062
 CHECK THE KEY C 0.893 0.849 0.506 ?
 A was specified, C works better D 0.036 -0.812 -0.344
 Other 0.036 -1.000 -0.438

40 0-40 0.464 0.457 0.364 A 0.107 -0.471 -0.281
 B 0.250 -0.089 -0.065
 C 0.000 -9.000 -9.000
 D 0.464 0.457 0.364 *
 Other 0.179 -0.254 -0.173

41 0-41 0.143 0.607 0.391 A 0.357 -0.426 -0.331
 B 0.071 0.023 0.012
 C 0.143 0.607 0.391 *
 D 0.250 0.075 0.055
 Other 0.179 -0.020 -0.014

42 0-42 0.321 0.708 0.543 A 0.000 -9.000 -9.000
 B 0.071 -0.425 -0.225
 C 0.393 -0.466 -0.366
 D 0.321 0.708 0.543 *
 Other 0.214 -0.058 -0.041

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Item Statistics

Alternative Statistics

Seq.	Scale	Prop.	Point	Prop.	Point
No.	-Item	Correct	Biser.	Biser.	Alt. Endorsing
			Biser.	Biser.	Key

 43 0-43 0.714 0.963 0.725 A 0.036 -0.147 -0.062

B 0.143 -0.629 -0.406

C 0.714 0.963 0.725 *

D 0.000 -9.000 -9.000

Other 0.107 -0.943 -0.563

44 0-44 0.000 -9.000 -9.000 A 0.571 0.907 0.720 ?

B 0.036 0.186 0.079

CHECK THE KEY C 0.286 -0.733 -0.551

D was specified, A works better D 0.000 -9.000 -9.000 *

Other 0.107 -0.660 -0.394

45 0-45 0.464 0.961 0.766 A 0.464 0.961 0.766 *

B 0.214 -0.626 -0.445

C 0.036 -0.590 -0.250

D 0.036 -0.147 -0.062

Other 0.250 -0.446 -0.327

46 0-46 0.250 0.322 0.237 A 0.286 0.319 0.240 ?

B 0.250 0.322 0.237 *

CHECK THE KEY C 0.071 0.023 0.012

B was specified, A works better D 0.071 -0.488 -0.259

Other 0.321 -0.411 -0.315

47 0-47 0.143 0.684 0.441 A 0.107 -0.565 -0.337

B 0.143 0.684 0.441 *

C 0.286 -0.399 -0.300

D 0.000 -9.000 -9.000

Other 0.464 0.215 0.172

48 0-48 0.321 -0.143 -0.110 A 0.321 -0.143 -0.110 *
 B 0.071 -0.425 -0.225
 CHECK THE KEY C 0.071 0.151 0.080 ?
 A was specified, C works better D 0.071 0.023 0.012
 Other 0.464 0.215 0.172

49 0-49 0.179 0.547 0.373 A 0.214 -0.655 -0.466
 B 0.107 -0.140 -0.084
 C 0.179 0.547 0.373 *
 D 0.036 -0.147 -0.062
 Other 0.464 0.215 0.172

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Item Statistics

Alternative Statistics

Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Point Biser.	Key
50	0-50	0.321	-0.411	-0.315	A	0.321	-0.411	-0.315	*
					B	0.143	0.568	0.367	?
					CHECK THE KEY				
					C	0.071	0.151	0.080	
					A was specified, B works better				
					D	0.036	-0.590	-0.250	
					Other	0.429	0.114	0.091	

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There were 28 examinees in the data file.

Scale Statistics

```

-----
Scale:      0
      -----
N of Items      50
N of Examinees  28
Mean           27.321
Variance        16.790
Std. Dev.       4.098
Skew            -0.349
Kurtosis        -0.711
Minimum         18.000
Maximum         33.000
Median          27.000
Alpha           0.613
SEM             2.549
Mean P          0.546
Mean Item-Tot.  0.238
Mean Biserial   0.345

```

Item discarded: 1, 3, 6, 7, 12, 17, 18, 24, 27, 29, 31, 38, 39, 44, and 49.

Item revised: 4, 5, 8, and 20.

APPENDIX 11

The Blueprint of Pre-test and Pos-test

The Blueprint of Reading Comprehension Test

PRE-TEST

Topic Areas	Item Number	Total Questions
Topic	<i>3, 7, 17, 28, 29</i>	5
Main idea	<i>4, 11, 15, 22, 26, 31, 34</i>	7
Detail information	<i>2, 6, 8, 16, 18, 21, 25, 27, 32, 33</i>	10
Vocabulary	<i>10, 13, 14, 30</i>	4
Interpreting reference	<i>5, 20, 23, 24, 35</i>	5
Making inference	<i>9, 12, 19</i>	3
Purpose of the text	<i>1</i>	1

The Blueprint of Reading Comprehension Test

POST-TEST

Topic Areas	Item Number	Total Questions
Topic	<i>9, 11, 24, 35</i>	4
Main idea	<i>1, 13, 22, 27, 30, 31</i>	6
Detail information	<i>2, 3, 5, 6, 10, 14, 16, 17, 25, 28, 33</i>	11
Vocabulary	<i>4, 15, 34</i>	3
Interpreting reference	<i>7, 12, 19, 23, 29</i>	5
Making inference	<i>8, 18, 20, 21, 26, 32</i>	6

APPENDIX 12

Pre-test and Pos-test

PRE-TEST

Cross (X) a, b, c, or d for the correct answer on the given answer sheet.

Read the text and answer questions 1-2

My Memorable Holiday



I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I will never forget the spectacular views of the city I saw from Mount Fable that night. The roller-coaster ride and the stunts performed by dolphins and a killer whale at Sea World were also exciting. I will remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.

I also enjoyed various kind of seafood at the makeshift roadside stalls at the Chinatown night market. I enjoyed the shopping trips as well. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty patterns and the attractive key chains.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

1. What is the purpose of the text?
 - a. to describe something
 - b. to report something
 - c. to retell someone's experience
 - d. to share moral values
2. What kind of souvenir did the writer buy?
 - a. Postcards and snails.
 - b. Seafood and squid.
 - c. Money and scarves.
 - d. Silk scarves and key chains.

Read the text and answer questions 3-6

It was my grandpa's birthday party last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then we wrapped it in a green wrapping paper. Green is my grandpa's favorite colour.



On Saturday morning, my brother and I helped my sister make a birthday cake in the kitchen. It was a big, beautiful cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake.

On Sunday evening, my uncle and aunt came to my house. They brought several bottles of soft drink and flowers for grandpa. We sat together in the living room. My dad said a prayer. Then we sang 'Happy Birthday' and my grandpa blew out the candle. He cut the cake into small pieces and gave a piece to everybody in the room. He opened the present and he was very happy with the shirt. Finally, my grandma told us some stories about my grandpa.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

3. What does the text tell you about?
 - a. describing grandpa's family
 - b. telling grandpa's experience
 - c. celebrating grandpa's birthday party
 - d. making grandpa's birthday cake
4. What is the main idea of the first paragraph?
 - a. The writer bought a present for her grandpa.
 - b. The writer prepared everything for the party.
 - c. The writer's uncle brought some drinks and flowers.
 - d. The writer and her family celebrated their grandpa's birthday party.
5. "I wrote 'Happy Birthday' on it." (Paragraph 1)
 The underlined word refers to
 - a. grandpa's party
 - b. soft drinks and flowers
 - c. the present for grandpa

- d. the birthday cake
6. Which statement is **INCORRECT** based on the text?
- The party was held in the house.
 - The writer helped her aunt to make a cake.
 - The writer's grandpa likes the writer's present.
 - The writer's grandma told many stories about grandpa.

Read the text and answer questions 7-10

Joining "Fun with English"

Hurray! We had *Fun with English* in our school! We enjoyed this event at Yos Sudarso Primary School in Karawang on Saturday, 16 February. We had waited for it since October. So when the day came, we were really happy. We played many games such as matching colours, matching pictures, horse racing, hide and seek, and a spelling bee. We also had storytelling.

All students from grade 1 to grade 6 joined *Fun with English*, so there were 3 slots for the activities. We really had fun for practicing our English. We also sang together about parts of our body and do-re-mi.

Many prizes were given in this event. There were tickets for Ice World and Gondola of Ancol Bay City, tickets for Waterboom of Lippo Cikarang, tickets for Insect World at TMII, T-shirts, pens, stickers, and many other merchandise.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

7. The text mainly tells us about
- learning English through fun activities
 - getting prizes in learning English
 - getting tickets from English activities
 - learning English at Yos Sudarso Primary School
8. How long did the writer and her friend wait for the event?
- two months
 - three months
 - four months
 - five months
9. Why were there three slots for the activities?
- Students from grade 1 to 6 joined the games.
 - There were so many activities to join.
 - There were some prizes to win.

d. All students in Karawang joined the games.

10. "Many prizes were given in this event."

The underlined word has the similar meaning with the word ...

- a. reward
- b. punishment
- c. tickets
- d. retribution

Read the text and answer questions 11-13

My First Marathon

Last year, I joined the Chicago Marathon, my first marathon. I had to run 26, 6 miles to complete it. It was hard but I learned valuable lessons from joining it.

At first, I just wanted to get the experience of joining the marathon. I thought it would be one lifetime experience. After finishing it, I changed my mind. I wanted to enter another one. I wanted to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators. It made me happy. It was amazing for me. So, I decided that I had to join another marathon the following year because I was not satisfied with my first one.



(Adapted from: SIAPUJA Bahasa Inggris SMP)

11. What is the main idea of the second paragraph?

- a. The writer found that marathon was enjoyable so he wanted to join again.
- b. After completing the 26.2 miles, the writer felt upset.
- c. The writer thought that marathon was hard so he stopped it as soon as possible.
- d. The writer felt tired when he had to run for 26.2 miles.

12. Why did the writer want to join another marathon?

- a. to learn valuable things
- b. to improve his time
- c. to participate in the event
- d. to experience interesting race

13. "I also experienced a good feeling between participants and the spectators."

The underlined word has similar meaning with

- a. runners
- b. supporters
- c. the jury
- d. audiences

Read the text and answer questions 14-16

An Unsuccessful Shopping Trip



Jessiva Everson has become a fashionable girl since she was a teenager. To find various fashionable clothes, she went to Singapore for a five-day shopping trip a month ago. She went there with her sister, Emma. They took a morning flight on 11 February by Garuda. They stayed with their relative there.

Unfortunately, the weather in Singapore was very hot. The temperature of the day ran as high as 37° C. It was really such horrible weather. Emma couldn't stand it so she became sick. Jessiva took her to the hospital. The doctor gave her some medicine and advised her to drink plenty of water. Jessiva couldn't do her shopping in Singapore because she had to take care of her sick sister. She felt disappointed but she didn't want something bad happen to her sister. So, she decided to take her home to Jakarta.

(Taken from: SIAPUJA Bahasa Inggris SMP)

14. "Jessiva Everson has become a fashionable girl since she was a teenager."

The underlined word has the similar meaning with the words below, **EXCEPT** ...

- a. trendy
- b. modish
- c. old-fashioned
- d. chic

15. What is the main idea of the second paragraph?

- a. Jessiva and her sister left for Singapore.
- b. Jessiva and her sister shopped for fashionable clothes.
- c. Emma got sick because she was very tired.
- d. Jessiva couldn't go shopping because of her sick sister.

16. What did the doctor tell Emma to get well?

- a. cancel her shopping
- b. go back to Jakarta soon
- c. drink a lot of water
- d. stay in her room

Read the text and answer questions 17-19

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

(Taken from: SIAPIJA Bahasa Inggris SMP)

17. What is the text about?

- a. The lost mobile phone.
- b. My friend's mobile phone.
- c. Mobile phone in the jacket.
- d. My brother's mobile phone.

18. How did the writer get his mobile phone back?

- a. He asked everyone in the house.
- b. He called his friend.
- c. He put it on a hanger.
- d. He found it on his jacket.

19. From the text, we know that the writer is ... person.

- a. a careful
- b. a forgetful
- c. a cautious
- d. an attentive

Read the text and answer questions 20-23

Frightening Turbulence

It was the beginning of July when my parents and I were in a plane heading home from our vacation. A crew member announced to the passengers that we were going to land in the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightning sparked here and there.



Suddenly, I felt the plane going bumpy. The impact started low, but it gradually became terrible. Everything shook. The passengers started to scream in fear. I hold my parents' hands. I heard my dad was praying while Mum tried to soothe me. Fortunately, our plane landed safely at the airport. I thanked God for us.

(Adapted from: SIAP UJA Bahasa Inggris SMP)

20. "... that we were going to land in the airport in a few minutes." (Paragraph 1)

The word we in the sentence above refers to ...

- a. the crew
- b. all of the people on the plane
- c. the writer and his family
- d. the passengers of the plane

21. The turbulence was caused by

- a. the bad weather
- b. the size of the plane
- c. the height of the flight
- d. damage to one of the machines

22. What is the main idea of paragraph 2?

- a. The writer saw heavy rain and lightning outside.
- b. The writer was enjoying the announcement made by the crew.
- c. A crew member was announcing that they were going to land soon.
- d. The lighting outside scared the writer.

23. "..., but it gradually became terrible." (Paragraph 2)

The underlined word refers to ...

- a. the writer
- b. the plane
- c. the impact
- d. the rain

Read the text and answer questions 24-28

Last summer, when mum and dad weren't feeling well, Tom took his dog, Paddy, for a walk. Suddenly, there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom tried hard to grip the collar, Paddy ran after the rabbit. That was the last time he saw Paddy.

He tried looking for him for days. Five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barking outside a house. They hurried out and there was Paddy wagging his tail.



(Taken from: SIAPUJA Bahasa Inggris SMP)

24. "That was the last time **he** saw Paddy." (Paragraph 1)

The word "**he**" refers to

- a. father
- b. Tom
- c. the rabbit
- d. Paddy

25. How did Paddy get lost?

- a. He was hungry and searched for food.
- b. He followed motorbike riders.
- c. He saw a rabbit and ran for it.
- d. He felt bored and took a walk.

26. What is the main idea of the first paragraph?

- a. Tom's parents were sick.
- b. Tom took Paddy for a walk.
- c. Paddy lost for ran after a rabbit.
- d. Paddy ate the rabbit.

27. Which is the **CORRECT** statement based on the text above?

- a. Tom found Paddy at Motorway Café.
- b. Tom's parents look for Paddy.
- c. Tom searched Paddy for five weeks.

- d. Paddy was found when Tom's parents were having lunch.
28. The text generally talks about
- the coming back of the lost dog
 - a long journey of a dog
 - a long holiday experience of in Scotland
 - the disappearance of a dog

Read the text and answer questions 29-32

The Horrifying Disaster of Situ Gintung

On Friday Morning, 27 March 2009, the Situ Gintung dam, which is located in Cierundeu, the southern part of Tangerang, burst. It happened early in the morning, at about 4.30 Indonesian Western Time (WIB), when people in the nearby area were still sleeping with no opportunity to flee.

The incident happened because of heavy rain. The dam couldn't hold back the water and collapsed. A torrent of water full of rocks and pieces of woods destroyed poorly-built, small houses. It also swept away cars and broke telephone lines. The flood water reached a height of up to four meters.

Hundreds of houses were totally damaged and a lot of property lost. More than 100 people died and many more lost. The total loses could reach billions, even trillion of rupiah, because of the disaster.

It was really a horrifying disaster in early 2009. It caused a lot of people to lose their husbands, wives, sons, daughters, relatives and properties. It was an unforgettable disaster happening close to the country's capital city of Jakarta.

(Taken from: SIAPUJA Bahasa Inggris SMP)

29. What is the text mainly about?
- Flood in the Jakarta Province.
 - The burst of Situ Gintung dam.
 - The victims of the flood disaster.
 - Heavy rain in Situ Gintung.
30. "A torrent of water full of rocks and pieces of woods destroyed poorly-built, small houses." (Paragraph 2)
- What does the underlined word mean?
- broke into pieces
 - got in gradually

33. What were two things that saved the Butler couple at the sea?

- a. fishing line and water filter machine
- b. life raft and bottles of water
- c. biscuits and tins of food
- d. tins of food and bottles of water

34. The second paragraph tells us about

- a. how Bill and Simone Butler survived
- b. the reason why the yacht sank
- c. the reason why the whales hit the boat
- d. the life raft for sailing

35. "Bill caught **them** with his hands." (Paragraph 3)

The word "**them**" in the sentence above refers to ...

- a. the fish under the raft
- b. Bill and Simone
- c. the sharks
- d. the whales

THE ANSWER KEY

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

POST-TEST

Cross (X) a, b, c, or d for the correct answer on the given answer sheet.

Read the text and answer questions 1-3

The fastest baseball games in record took place on 30 August 1916. The two teams from Winston-Salem and Asheville, North Carolina. The game was played in Asheville. The Winston-Salem team had to travel by train to and from Asheville. The last train that could get them back home on the same day was to leave at three o'clock. But the game was set for two o'clock.



How could they play the whole game and catch a train in just one hour? They asked the home team if they could start the game early. The Asheville team agreed.

The game started at 1.28. Both teams played faster than they had ever had. All the batters swung at the first pitch. The teams ran on and off the field between innings. The Asheville pitcher even pitched before his teammates were on the field. The game was over at 1.59 Winston-Salem won by two-one. The players had no problem catching the train.

(Taken from: SIAPUJA Bahasa Inggris SMP)

1. What is the main idea of the first paragraph?
 - a. The fastest baseball games in record.
 - b. Winston-Salem and Asheville played the game early to catch the last train.
 - c. The game was played in Asheville.
 - d. The last train was to leave at three o'clock.
2. Why did Winston-Salem asked to start the game early?
 - a. They wanted to break the fastest baseball game record.
 - b. They wanted to go home soon.
 - c. They only have an hour to play the game.
 - d. They needed to catch the last train.
3. What time did the game between Winston-Salem and Asheville finish?
 - a. at 1.28
 - c. at 2.00

b. at 1.59

d. at 3.00

Read the text and answer questions 4-6

A number of people were killed recently after a flash flood and landslide in the Morowali regency, Central Sulawesi, while thousands of others were isolated. Reports said that until the ninth day of the disaster, survivors were still isolated in their villages because transportation routes were totally out. Meanwhile, food aid was not enough and health assistance had not yet reached the locations.

The conditions were indeed a major problem in assisting the victims. Going by foot was the only solutions for a joint team from the local health office and the Indonesian Red Cross. This team had to walk to reach the four isolated villages of Ueruru, Mamosalato, Kolo Bawah and Baturube. The nearest village was five kilometers away.

Other group would later follow the tracks of the medical team to distribute various basic necessities. Every effort must be made. The flood victims couldn't wait any longer for assistance.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

4. "The conditions were indeed major problem in assisting the victims."

The underlined word means

- | | |
|-------------------|-----------------------|
| a. health team | c. survivors |
| b. injured people | d. isolated villagers |
5. What is the major problem of delivering assistance to the victims?
- The village was five kilometers away.
 - There were too many victims in that area.
 - The transportation routes were totally cut.
 - The helpers couldn't walk to the villages.
6. Which one is **INCORRECT** the statement according to the passage?
- The villages were isolated because the transportation was out.
 - The flash flood and landslide killed a number of people.
 - Going by foot was the only solutions to reach the isolated village.
 - The nearest village was 4 kilometers away.

Read the text and answer questions 7-11

One day, a boy got up with the feeling that the day was going to be unlucky day for him. He found that it was already 6.50 a.m., he rushed into the bathroom. He didn't see a piece of soap lying on the floor. He stepped on it and slipped.

Then, he went into the dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just missed the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.

(Taken from: SIAPUJA Bahasa Inggris SMP)



7. "He gulped down the tea without realizing that **it** was very hot..." (Paragraph 2)

The word "**it**" refers to

- | | |
|---------------|---------------|
| a. the tongue | c. the tea |
| b. the toast | d. the coffee |
8. What happened with the boy when he got his breakfast?
- | | |
|---------------------------------|------------------------|
| a. His breakfast was not ready. | c. He burnt his toast. |
| b. He did not prepare it. | d. He hurt his tongue |
9. The text tells us about the boy's ...
- | | |
|--------------|-------------|
| a. good day | c. bad day |
| b. lucky day | d. fine day |
10. Which statement is **INCORRECT** according to the passage above?
- | |
|--|
| a. The boy knew that the tea was still very hot. |
| b. The boy had a bad feeling of the day. |
| c. The boy's bad feeling came true. |
| d. The boy had ever been late before. |
11. What is the best title for the passage about?
- | | |
|-------------------|---------------------|
| a. A Tiring Day | c. A Bad Breakfast |
| b. What a Bad Day | d. My Angry Teacher |

Read the text and answer questions 12-16

On Monday 21st February, there was swimming carnival for grade 3-6 students at Baulkham Hills pool. We went to our school first.



Eight buses took us there. I was in the fifth bus. Ms. Schwager couldn't come with us because she had work to do, so we went with Mrs. Hopwood instead. When we arrived, the teachers told us to sit in our house areas. My house is called Yindi.

My first race was the freestyle. I got the third place and won a green ribbon. My next race was backstroke. I got the fifth place. I think freestyle is easier. People said it was freezing in the pool, but once you were in for a little while, it didn't feel so cold. Later on my friend swam in the butterfly race and won.

After lunch, the house captain organized the relays. We cheered so hard for the Yindi team. I nearly lost my voice.

Finally, my mum arrived to take me home. I was so tired. I felt asleep on the couch. Overall, I was so happy because my house won the race.

(Adapted from: Smart: English Workbook for Junior High School)

12. "...**she** had work to do, ..." (Paragraph 2)

The word "**she**" in the sentence above refers to ...

- | | |
|-----------------|----------------------|
| a. the writer | c. Mrs. Hopwood |
| b. Ms. Schwager | d. The house captain |

13. What is the main idea of Paragraph 3?

- The writer won green ribbon for the freestyle race, but lost in backstroke.
- The freestyle was the first race for the writer.
- The writer got fifth place in freestyle race.
- The writer's friend won the butterfly race.

14. How many styles of swimming were there on the race?

- | | |
|-----------------|----------------|
| a. two styles | c. four styles |
| b. three styles | d. five styles |

15. "..., the house captain organized the relays."

The underlined word has similar meaning with the word ...

- | | |
|-----------|-------------|
| a. races | c. houses |
| b. sports | d. swimmers |

16. What did make the writer happy?

- He joined the swimming carnival.
- He won a green ribbon.
- His mum took him home.
- His house won the swimming race.

Read the text and answer questions 17-20

Yesterday, our school held an International Day. We had performances, food stalls, displays, raffle ticket draw and some of us were dressed in costumes.

We started our day off with performances but the one I like best was the one from fourth grade. We played games. I joined in Labamba performance.

Straight after all of the performances, we had our lunch. There were many food stall there. They came from Australia, Asia, Egypt, and Greece.

Everyone had a job. These people were from the sixth grade students. I did my job after the lunch. My job was to sell International Day books.

We also had displays in the hall. These displays were good but I didn't get to see them. These displays came from a lot of countries as well.

Not only food stalls, but in the International Day there were Trash and Treasure that sold various kind of toys. The school got these things by asking the children to bring them in. Although I didn't win anything, the International Day was still fun.

(Adapted from: Smart: English Workbook for Junior High School

17. In what grade the writer was?

- | | |
|-----------------|----------------|
| a. third grade | c. fifth grade |
| b. fourth grade | d. sixth grade |

18. What was the writer's favorite performance?

- the Labamba performance
- the fourth grade students' performance
- the sixth grade students' performance

d. the displays

19. “**Everyone** had a job.” (Paragraph 4)

The word “**everyone**” in the sentence above refers to ...

- a. the fourth grade students
- b. the food sellers
- c. the sixth grade students
- d. the writer and his friends

20. What made the writer can't see the displays?

- a. He had to sell books.
- b. He sold the food.
- c. He joined in Labamba performance.
- d. He had lunch

Read the text and answer questions 21-24

On a bright sunny day, I went fishing. When I reached the jetty, I put a worm on the hook and threw the line in and waited for the fish to bite. I was very disappointed when I didn't catch anything after waiting for three hours.

I pulled the line and to my surprise, there was a small fish at the end of the line. It was so small that I didn't feel anything on the line. Overall, I was very happy to catch –although it was only the small one –fish.

(Adapted from: Smart: English Workbook for Junior High School)

21. Why did the writer feel surprised after he pulled the line?

- a. He didn't catch anything.
- b. He felt tired of waiting
- c. He was very disappointed.
- d. He caught very small fish.

22. What is the main idea of the last paragraph?

- a. The writer bored of waiting.
- b. The fish was so small.
- c. The writer was surprised of catching a small fish.
- d. The writer didn't feel anything on the line.

23. "It was so small that I didn't feel anything on the line."

The underlined word refers to ...

- | | |
|--------------|-------------|
| a. the fish | c. the worm |
| b. the jetty | d. the hook |

24. What is the best title for the text about?

- | | |
|--------------------------|---------------------|
| a. Fishing is Hard | c. I Got Small Fish |
| b. My Fishing Experience | d. Happy Fishing |

Read the text and answer questions 25-26

When I was a kid, I used to play hide and seek with my friends. We used to play in the yard behind my house. The yard was a perfect place because it was surrounded by dense banana trees.

We usually played until late at night. One day, when I was trying to find a place to hide among the banana trees, I slipped and fell into the river. I used to take a bath in the river, but never at night. In the dark, everything looked different. I couldn't think clearly, I felt something tickling my feet. I was struggling to get out, but my feet were trapped in the mud.

Thank God, a friend finally came and helped me. He then called others and I was safe.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

25. What made the yard a perfect place for the game? It was

- just behind the writer's house
- a place where he used to take a bath
- near a river
- surrounded by dense banana trees

26. Why was the writer scared when he fell into the river?

- He had never been to the river before.
- He had never been to the river at night.
- He found the river was deep.
- He didn't like water.

Read the text and answer questions 27-30

Help!

It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, was lying on the floor watching TV. He always did that every night. He refused to go to the bedroom and chose to sleep in front of the television. I decided not to say anything and directly went to bed.

I was half a sleep when I heard a scream coming from the living room. It was about two in the morning. I jumped out of the bed and rushed to the voice. In the living room, I found Aldo was crying. His right hand was on his right ear. He said, "Help! Help! Help! It hurts!" Then, he told me that an insect had crawled into his ear. I figured that it was an ant.

Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after our arrival, a doctor examined Aldo's ear. He then used a pair of pincers to take the insect out. I was so surprised to see the insect. It wasn't an ant. It was a young cockroach! Gosh! It was as big as a baby's little finger. From then on, Aldo never slept in front of the television anymore.

(Adapted from: SIAPUJA Bahasa Inggris SMP)

27. What happened to Aldo?

- a. An insect bite him.
- b. He felt pity for the insect.
- c. He was imagining an insect.
- d. An insect crawled into his ear.

28. When did the writer hear the scream?

- a. At 9.00 p.m.
- b. At 9.00 a.m.
- c. at 2.00 a.m.
- d. at 2.00 p.m

29. "It was as big as a baby's little finger." (Paragraph 3)

The underlined word refers to

- a. the ant
- b. Aldo's ear
- c. the baby's little finger
- d. the young cockroach

30. What is the main idea of paragraph four?

- a. The insect was an ant.
- b. Aldo was taken to the hospital.
- c. The insect was a young cockroach.

- d. A doctor used a pair of pincers to take the insect out.

Read the text and answer questions 31-35



One day, when I was ten years old, my father bought an old motorcycle. I think it was small light object and easy to ride it. I persuaded my father to teach me riding the motorcycle.

Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. All ran well in the beginning, but when I was going back to my home and I must passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined that my father would be angry and never let me ride again. But the reality was exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

(Adapted from: www.englishindo.com)

31. What does the paragraph two tell you about?
- The writer's father finally agreed to teach her riding the motorcycle.
 - The writer's father refused to teach her riding the motorcycle.
 - The writer was very stubborn in persuading her father.
 - The writer's father was very patient.
32. From paragraph three, we know that the writer is a ... person.
- brave
 - stubborn
 - careful
 - diligent
33. What was the writer's feeling when passing the narrow slippery street?
- happy
 - anxious
 - angry
 - disappointed
34. "... and I must passed through a narrow slippery street, ..." (Paragraph 3)

The antonym for the underlined word is ...

- | | |
|---------|----------|
| a. wide | c. small |
| b. long | d. rough |

35. What is the best title for the text above?

- a. My First Experience to Ride Motorcycle
- b. Please Let Me Ride
- c. My Father's Old Motorcycle
- d. Yes, I Can Ride

THE ANSWER KEY

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

APPENDIX 13

Students' Worksheet

TEXT 1



Name of the group members: 1). Dwi Achmat Susena /07
 2). Indra Fari Kurniawan /13
 3). Nila Fitriyaningsih /18
 4). Rezaq Fatullah G /23
 5). Yulita zhazha Bella /28
 6). Zakaria Agung Wibowo /29



Worksheet and Verification Sheet

Write down your predictions and confirmations here. Put a tick (✓) in the ACCURATE, LESS ACCURATE, or NOT ACCURATE column for your predictions. Make correction of your prediction if it is necessary.

No.	Activities
1.	<p>A. Work with your group, look at the picture and answer the following questions. Then, make questions using question words “what” and “where”.</p> <div data-bbox="762 1037 997 1317" data-label="Image"> </div> <p>(Pic. 1)</p> <p>1) What can you see from the picture? 2) What <u>does the doctor doing</u> ? 3) Where <u>she is examine</u> ?</p> <p>(Adapted from: English in Focus)</p>
<p>Prediction:</p>	
<p>Accurate</p>	<p>Less Accurate</p> <p>Not Accurate</p>
<p>1. <u>A doctor examines the patient</u> 2. <u>She is examining the girl in the pic</u> 3. <u>In the first aid room</u></p>	<p>✓ ✓ ✓</p>

<hr/> <hr/> <hr/>			
Confirmation: 1. The chairman of the class sent for the school doctor. <hr/> <hr/> <hr/> <hr/>			
Correction:			
2. B. Work with your group. Look at the title and the picture and then answer the following question. Activity 1 <div data-bbox="528 1299 963 1576" data-label="Image"> </div> <p>(Pic. 2)</p> <ol style="list-style-type: none"> 1) What can you see in the picture? 2) What kind of activity happened in the picture? 3) Can you guess the story by looking at the picture 1 and 2? 4) Discuss with your group members and write your prediction. 			

Prediction:	Accurate	Less Accurate	Not Accurate
1. <u>A classroom, a teacher, and students</u> 2. <u>Studying</u> 3. <u>Yes</u> 4. <u>There is a girl sick in a class.</u> _____ _____	✓ ✓ ✓	✓	
Confirmation: 2. <u>All the students did reading tasks</u> _____ 4. <u>One day Sandra Dewi fell sick in the middle of the english lesson</u> _____ _____			
Correction: 2. Studying → reading			
3.	Activity 2 <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>(Pic. 1)</p> </div> <div style="text-align: center;">  <p>(Pic. 2)</p> </div> </div> <ol style="list-style-type: none"> 1) Look at picture 1 and 2 again. 2) What do you think the teacher and her friends will do? 3) Do they call a doctor? 		

Prediction:		Accurate	Less Accurate	Not Accurate
2. <u>Look for the doctor</u> 3. <u>Yes</u> _____ _____ _____ _____		✓ ✓		
Confirmation: 2. <u>The chairman of the class sent for the</u> <u>school's doctor</u> 3. <u>In five minutes the doctor came</u> _____ _____ _____				
Correction: 				
4.	Activity 3 <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>(Pic. 1)</p> </div> <div style="text-align: center;">  <p>(Pic. 2)</p> </div> </div> <ol style="list-style-type: none"> 1) Look at the picture 1 and 2 again. 2) If they call a doctor, what do you think the doctor will do 			

about the girl?			
3) What should the doctor examine to know her condition?			
Prediction:	Accurate	Less Accurate	Not Accurate
2. Examine Sandra Dewi 3. The doctor is examining the patient - Stomach - Head - Eyes - Heart - Pressure - Temperature	✓ ✓	✓	
Confirmation: 2. He examined her carefully 3. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature			
Correction: pressure → blood pressure head → the doctor didn't examine the head			
4. Activity 4 The second paragraph In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.			
1) Now read the second paragraph again. 2) What do you think the doctor will do after examine			

	<p>the girl's condition?</p> <p>3) By reading the paragraph, can you guess what does the girl suffer from?</p> <p>4) What do you think the girl should do to get better soon?</p>			
	<p>Prediction:</p>	<p>Accurate</p>	<p>Less Accurate</p>	<p>Not Accurate</p>
	<p>2. Give a prescription of medicine</p> <p>3. Somachache</p> <p>4. Take the medicine</p> <p>- Eat a lot of food</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
	<p>Confirmation:</p> <p>2. "I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough."</p> <p>3. "I'm afraid she suffers from malaria"</p> <p>4. "She needs a week's rest"</p>			
	<p>Correction:</p> <p>3. Stomachache → malaria</p> <p>4. Sandra dewi needs a week's rest too</p>			


TEXT 2

Name of the group members: 1). Dwi Ahmat Susena/27
 2). Indra Fari Kurniawan/13
 3). Nila Fitriyaningsih/18
 4). Rezky Fatullah/23
 5). Yulita Zhazha Bella/28
 6). Zakaria Agung Wibowo/29

Worksheet and Verification Sheet

Write down your predictions and confirmations here. Put a tick (✓) in the ACCURATE, LESS ACCURATE, or NOT ACCURATE column for your predictions. Make correction of your prediction if it is necessary.

No.	Activities
1.	<p>Activity 8</p> <p>Work in group. Look at the picture and answer the following questions. Then, add a question using “who”.</p> <div data-bbox="705 1184 1161 1563" data-label="Image"> </div> <p>(Pic. 3)</p> <ol style="list-style-type: none"> 1. What do you see in the picture? 2. Can you guess the story by looking at the picture? 3. Do you think that it was the workmen's snake? 4. <u>Who find the snake?</u>? <p>(Adapted from: English in Focus)</p>

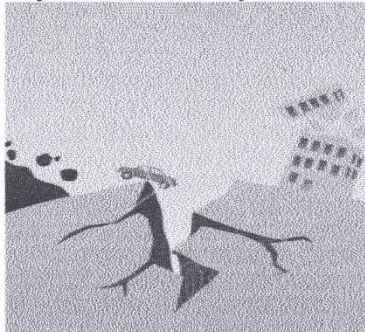
Prediction:		Accurate	Less Accurate	Not Accurate
1. _____		✓		
2. _____			✓	
3. _____		✓		✓
4. _____				
Confirmation:				
The workman who were building the new hospital in my town caught a snake last month				
Correction:				
2.	Activity 9 Work with your group. Look at the picture again and answer the following questions.			
				
	1. Do you think the workman found the snake on purpose?			
	2. Can you guess what the workman's reaction after seeing the snake was?			
	3. What do you think the workmen did after finding the snake?			
	4. Do you think the snake had an owner?			

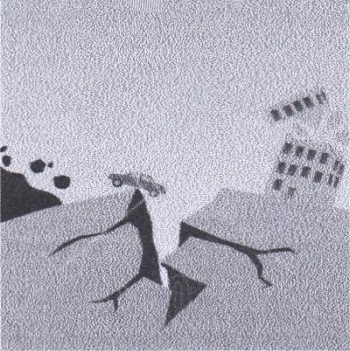
Prediction:	Accurate	Less Accurate	Not Accurate
1. Tidak sengaja / accidentally 2. Surprised 3. Brought to the zoo 4. It has no owner	✓ ✓ ✓		✓
Confirmation: 1. First line, second paragraph (when suddenly he saw a long creature lying in the drain) 2. Third line, second paragraph 3. Fourth line, second paragraph 4. Sixth line, second paragraph			
Correction: 2. Surprised → Shouted to the other workman 4. No owner → They believed that the snake might belong to someone living in the area			

TEXT 3

Name of the group members: 1. Dwi Achmat Susena/272. Indra Fari Kurniawan /133. Nila Fitriyaningsi /184. Rezky Fatullah/235. Yulita Zhazha Bella/286. Zakaria Agung Wibowo/29**Worksheet and Verification Sheet**

Write down your predictions and confirmations here. Put a tick (✓) in the ACCURATE, LESS ACCURATE, or NOT ACCURATE column for your predictions. Make correction of your prediction if it is necessary.

No.	Activities				
1.	<p>Activity 3</p> <p>Works in group, look at a title and a picture below. Then, add a question using a question word "what". Then, present your additional question in front of the class.</p> <p style="text-align: center;">My Horrible Experience</p>  <ol style="list-style-type: none"> Can you guess the story by looking at the title and the picture above? Where do you think the writer was when it happened? <u>What happened</u> <p style="text-align: right;">?</p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Prediction:</td> <td style="width: 10%; text-align: center; vertical-align: middle;">Accurate</td> <td style="width: 10%; text-align: center; vertical-align: middle;">Less Accurate</td> <td style="width: 10%; text-align: center; vertical-align: middle;">Not Accurate</td> </tr> </table>		Prediction:	Accurate	Less Accurate	Not Accurate
Prediction:	Accurate	Less Accurate	Not Accurate		

1. An earthquake 2. In the car 3. The writer trapped in the car when the earthquake happened	✓ ✓ ✓		
Activity 4 Confirmation: 1. I didn't know that it was an earthquake 2. I was on my car			
Correction:			
2.	Activity 5 Look at the title and the picture again and answer the following questions. <div style="text-align: center;"> My Horrible Experience  </div> 1. What can you see from the picture? 2. What do you think the writer did in that kind of situation?		

3. What do you think about the writer's feeling in that situation?			
Prediction:	Accurate	Less Accurate	Not Accurate
1. Falling rocks, a car, a building, tanah retak 2. Screaming, praying, looking for help 3. Afraid, scared _____ _____ _____	✓	✓	✓
Activity 6 Confirmation: 2. There was nothing I could do but left the car and walked along way to my house in the town 3. - I was so surprised that there was almost nothing left - I thanked God that nobody was seriously injured _____ _____			
Correction: 2. Screaming, praying, looking for help → left the car and walked to his house 3. Afraid, scared, → surprised, relieved			

APPENDIX 14

Students' Scores

The score of 8G students			
No	Name	Pre-test	Post-test
1	ALIVIA DEWI NOOR SAFITRI	74	77
2	ALMA DEWA RINI	71	80
3	AMANDA PUTRI ANINDHITA	71	77
4	ANDI ALFIANTO	80	88
5	BAGUS AHMAD AKBAR	83	85
6	CHERYL ARDIARINI HERAWATI	80	83
7	DWI ACHMAD SUSENA	71	80
8	FAISAL ARIFIN	77	77
9	FATHUROHIM	74	80
10	HELNA FEBRYANTI	77	80
11	HERU AGUS PRASETYO	74	80
12	IFAN SYAMSUL ANAM	68	77
13	INDRA FARI KURNIAWAN	71	77
14	KRIDA BUDI SETIAWAN	68	77
15	LISTIA KURNIAWATI	74	77
16	MUCHAMMAD NUR NGAZIZ	74	80
17	NICO KATON WIBISONO	71	77
18	NILA FITRIYANINGSIH	74	80
19	NOVAN PRIMANDA EKAPUJI N A	68	77
20	NOVIA DWI ANGGRAENI	71	77
21	NUR RAHMAWATI	80	83
22	REZQY FATULLAH GHUFRANI	77	80
23	RISQA LAILY AROFAH	71	77
24	SLAMET PAMUNGKAS	74	80
25	SOLICHIN	71	77
26	YULIA PUTRI SARI	74	77
27	YULYTA ZHAZHABELLA	74	77
28	ZAKARIA AGUNG WIBOWO	71	77
29	ALFINA DIAH R	74	77
	Average	73.69	79.00

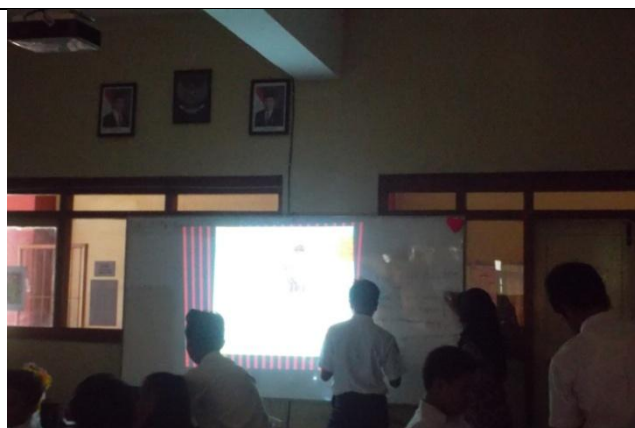
APPENDIX 15

Documentation

DOCUMENTATION



The students were sitting and discussing with their group.



A student was writing their questions down on the white board.



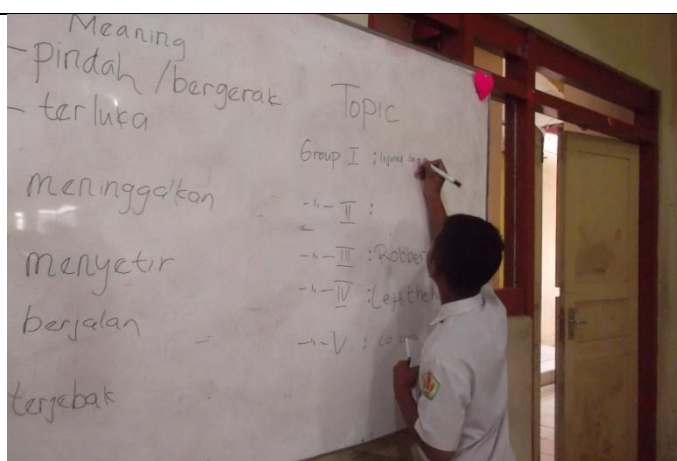
A student was reading a segment of the text in front of the class.



The students were discussing to make the predictions.



A student was writing down the past tense of a verb in the column.



A student was writing a topic of the text on the whiteboard.

APPENDIX 16

Letter



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 568843, 548287 Fax: (0274) 548287
http://www.fbs.uny.ac.id/

FORM 001/11-17
10 Jan 2015

Nomor : 273e/UN.34.12/DT/II/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 3 Maret 2015

Kepada Yth.
Kepala SMP N 9 Magelang

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 CLASS VII G STUDENT AT SMP N 9 MAGELANG
THROUGH DIRECTED READING THINKING ACTIVITY (DRTA) IN THE ACADEMIC YEAR
2014/2015**

Mahasiswa dimaksud adalah :

Nama : WILIS AURUM NINGTYAS
NIM : 11202241012
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Mei 2015
Lokasi Penelitian : SMP N 9 Magelang

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

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

Indan Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:
- Kepala SMP N 9 Magelang