# USING THE DIAGRAMMATIC FLOWCHART TO IMPROVE THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ABILITY AT SMPN 3 BERBAH IN THE ACADEMIC YEAR OF 2011/2012

#### A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of a *Sarjana*\*Pendidikan Degree of English Language Education



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2013

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

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# MOTTOS

"Forget about all the reasons why something may not work. You only need to find one good reason why it will."

(Dr. Robert Anthony)

"Do your own thinking independently. Be the chess player, not the chess piece."

(O'ong I chiego)

"With positive thinking, we can change the mission impossible to mission is possible."

(Farah Hafidz)

# DEDICATION

This thesis is especially dedicated to:

- My father and my mother for their everlasting love, prayers, and support.
- My brothers and my sister who give me support,
- And someone who teaches me to be more patient.

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She hopes that the thesis gives worthwhile contributions to the improvement of the English teaching and learning process. Finally, she realizes that this thesis is far from being perfect so that she welcomes for any advice, criticisms, and comments

Yogyakarta, February 22<sup>nd</sup>, 2013

The writer,

Mufarrohah

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# USING DIAGRAMMATIC FLOWCHART TO IMPROVE THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ABILITY AT SMPN 3 BERBAH IN THE ACADEMIC YEAR OF 2011/2012

#### By: Mufarrohah NIM 07202244058

#### **ABSTRACT**

This research is aimed at improving the eighth grade students' reading comprehension ability using diagrammatic flowchart at SMPN 3 Berbah in the academic year of 2011/2012.

This action research was conducted in two cycles. The researcher worked collaboratively with the English teacher and the eighth grade students of SMPN 3 Berbah. The data of this study were qualitative and quantitative. The qualitative data were obtained through observation in the teaching and learning process during the implementation of the actions, interviews with the students and the English teacher about the implemented actions, and discussion with the English teacher as the collaborator. The qualitative data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were collected through the pre-test and post-test. Therefore, the data were in the form of students' reading scores in the pre-test and post-test.

The results show that there are some improvements on the students' reading comprehension ability. They make a good improvement in some aspects of reading skills such as guessing, and predicting. The improvement is also shown by the students' positive behaviors toward the implementation of the diagrammatic flowchart related to their participation in the class and their interest in joining the activities. They are more active than before in every activity. They are active to participate in making prediction and guessing meaning. They are interested in reading the English texts and completing the tasks. The findings are supported by the result of the paired-samples t-test. On average, there is an improvement on students' reading comprehension which is shown by the level of significant improvement of the students' reading comprehension ability after the researcher implementing the diagrammatic flowchart.

#### **CHAPTER I**

#### INTRODUCTION

#### A. Background of the Study

Regarding the status of English as a foreign language, the Minister of Education introduced a new curriculum called the School-Based Curriculum in the academic year of 2006/2007. This new curriculum is applied to all educational levels such as junior high schools.

The School-Based Curriculum states the purpose of learning English at junior high schools is to develop the four macro skills: listening, speaking, reading and writing. These skills need to be learned simultaneously and in balance. Those skills are taught in an integrated way to reach the level of functional literacy, and at the end of a certain educational level, the students are expected to have the ability to communicate in English oral and written.

As one of the four skills, reading receives a great emphasis in the English teaching and learning process compared to the other skills. In every subject, students' learning activities involve reading. Moreover, reading is not only as a source of information but also as a means to enrich one's knowledge of the language. Reading does make the learners knowledgeable. The more they read, the more they gain valuable pieces of knowledge. Therefore, reading is considered as one of the most important skills that should be acquired.

As stated in permendiknas No. 23 (2006: 23) the goal of learning reading at junior high schools is to comprehend meaning both interpersonal and

transactional, either formal or informal in the forms of procedure, descriptive, recount, narrative, and report. Students should learn many kinds of text types. However some students of SMP still found difficulties to comprehend the English texts. The students of SMPN 3 Berbah in the academic year 2011/2012 also had the same problems.

From the preliminary observations conducted in the eighth grade students of SMPN 3 Berbah, the researcher found that many of them had low reading comprehension ability. They had difficulties in getting the meaning of the texts because their vocabulary mastery was very low. The students were not accustomed to guessing the meaning of the difficult words. They preferred to ask to the teacher than to check them out in the dictionary. In fact, checking difficult words by themselves will help them remember the words.

The teaching technique used by the teacher did not arouse the students' involvement in the reading class. During the reading lesson, he talked a lot. The students tended to be listeners during the teaching and learning process. The activities were reading the text and answering questions. Sometimes, they were busy doing their own activity and paid less attention to the lesson. As a result, the teaching and learning process could not run well. Such a situation made them have low reading comprehension ability because they did not participate well in the teaching and learning process. Therefore, they needed an effective way to improve their reading comprehension.

A diagrammatic flowchart is a kind of graphic organizers that provide visual images from the organization of information. It is selected as the teaching

reading technique to improve the eighth grade students' reading comprehension ability. It helps them to demonstrate their comprehension and their improvement for example, by making comparisons and contras, showing causes and effects, outlining sequence of events, and so forth. This diagrammatic flowchart is believed to help students find a better way to solve a problem in getting the message of the text, because it is useful in activating students' background knowledge and developing students' vocabulary mastery by making prediction of the content of the text and guessing the meaning of the difficult words. As a result, they will be able to comprehend the text easily.

From the discussion above, the researcher was interested in conducting research on improving the eight grade students' reading comprehension ability using diagrammatic flowchart at SMP N 3 Berbah in the academic year of 2011/2012.

#### **B.** Identification of the Problem

In reference to the observation the researcher conducted, there were some problems related to the teaching and learning process of reading experienced by the eighth grade students at SMPN 3 Berbah. The problems were influenced by internal and external factors. Harmer (2001: 203) lists some internal factors related to teaching and learning process. They are language, topic and genre, and comprehension tasks.

In the teaching and learning reading, language plays a vital role. Reading problems can partially be attributed to the fact that English is one of the most

difficult languages to be learned. A text is usually longer than a word or a sentence. In fact that, a text will be more difficult if it is presented in longer sentences than those with shorter ones. The number of unfamiliar words is also considered as one of the reading problems to understand the text. If students' knowledge of English is poor, then their reading comprehension will also be poor. Therefore, they had great difficulties in understanding the whole text.

The second internal factor was topic and genre. The materials for the English lesson in the 2006 curriculum are designed based on genres or text types. A teacher should choose an appropriate topic to make the students familiar with the genre. In this case, the students should learn many kinds of text types. They might be confused to recognize each characteristic of text types. They might be reluctant to involve with the activity, if they are not familiar with the text genre or they are not interested in a topic. As a result, the teaching and learning process of reading could not run successfully.

The last internal factor was comprehension tasks. Sometimes the tasks appear to be testing the students rather than helping them to understand the text. During the teaching and learning of reading the teacher only focused on testing students' ability to translate and answer the questions. Such a condition indicated that they were lazy in joining the teaching and learning process. Therefore, the teacher should be able to make easy comprehension tasks which promote understanding and match to the texts.

The external factors consist of some aspects. The first aspect was related to the students of VIIIC at SMPN 3 Berbah. First of all, most of them found

difficulties in comprehending the text because of their lack of vocabulary. They often got difficulties to understand the meaning of the words because they were not familiar before. They were not accustomed to guessing the meaning of the difficult words. As a result, when the teacher gave them comprehension questions, most of them could not comprehend the text well.

Students' reading skills and reading strategies were also poor. There were still many of them who could not master the reading micro skills. For instance, they could not identify the purpose of the text, identify main ideas, supporting details, and deducing meaning from context. They need to master some reading strategies, such as predicting, identifying main ideas and topics of paragraph, guessing meaning from the context, etc. Therefore, only some of the students who could answer the comprehension tasks effectively.

The second aspect came from learning materials. The teacher mostly used a course book as the main source of the teaching as well as the daily tasks. He did not use various resources for teaching reading. The students just read English text from their course book. They seldom got authentic materials such as newspapers, recipes, manual instructions, letters, etc. As a result, the students were reluctant and lazy to join the teaching and learning process of reading.

The last aspect was related to the teaching technique that was used by the teacher. It did not arouse students' involvement in the reading class. During the teaching and learning process of reading he often asked the students to read a text then answer the questions together with the teacher. It seemed that the teaching and learning process was monotonous. They were lazy to participate in the

teaching and learning process. Such a condition indicated that they were not interested in joining the teaching and learning process. The further effect of this situation was that the students did not improve their reading comprehension ability.

#### C. Limitation of the Problem

From the discussion in the identification of the problem, it was impossible for the researcher to do the research on all factors influencing the teaching and learning process of reading. Therefore, the researcher limited the problems by focusing on the teaching technique of reading with the use of the diagrammatic flowchart to improve the eighth grade students' reading comprehension ability because the teaching technique of reading was the most prominent problem in SMPN 3 Berbah that should be solved soon.

#### D. Formulation of the Problem

In reference to limitation of the problem, the problems are formulated as follows; "How can diagrammatic flowchart be implemented to improve the eighth grade students' reading comprehension ability at SMPN 3 Berbah?"

#### E. Objective of the Study

With regard to the research question above, the objective of the research is to document how diagrammatic flowchart could improve the eighth grade students' reading comprehension ability at SMPN 3 Berbah.

#### F. Significance of the Study

There are two kinds of advantages for this study, namely theoretical and practical benefits. The expected results of this study both theoretical and practical are as follows.

#### 1. Theoretical benefits

- a. This study is expected to be a reference for those who want to conduct research on improving students' reading comprehension ability through the use of diagrammatic flowchart.
- b. This study is able to support the educational world issue that the diagrammatic flowchart is beneficial to improve the students' reading comprehension ability because the diagrammatic flowchart is useful in activating students' background knowledge and developing students' vocabulary mastery by making prediction of the content of the text and guessing the meaning of the difficult words.

#### 2. Practical benefits

- a. For the English teacher of SMPN 3 Berbah, the result of the research can be used as a means to improve the students' reading comprehension ability in encouraging the achievement of students' learning output in English
- b. To the researcher herself, the result of the research can develop her mind through the problem-solving process and be a valuable experience related to her knowledge in research on education, her life, and experience.

#### **CHAPTER II**

#### LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

#### A. Literature Review

#### 1. The Nature of Reading

#### a. **Definition of Reading**

Many experts propose a definition of reading. Alderson (2000: 3), for example, defines reading as an interaction between the reader and the text. In this process, the reader also thinks about the meaning of the interaction to him, the relation between the meaning and his knowledge, and his expectations from reading the text.

In line with Alderson, Celce-Murcia (2001: 154) views reading as an interactive process which consists of a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes the readers' action on interpreting the text. This process implies that the readers' past experiences, language background, and cultural framework, as well as the readers' purpose for reading influence their interpretation about the text.

In addition Celce-Murcia (2001: 119) states that reading is a process of trying to understand a written text. To do so, a reader has to perform a number of simultaneous tasks. They are decoding the message by recognizing the written sign, interpreting the message by assigning meaning to the string of words, and understanding what the author's intention is.

Different to the definition proposed by Celce-Murcia, Grabe (2009: 14) points out that reading is centrally a comprehending process. People read to understand what the writer intended to convey in writing, though they also do more. In addition, he says the one reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal.

From the above points of view, it can be concluded that reading is an interactive process that involves an interaction between a reader's background knowledge and the text. In other words, reading is the process of constructing meaning from the text to know the message and grasp any information found in the text.

#### b. Types of Reading Performance

In the teaching reading a teacher must use various types of classroom reading performance. To do so, a teacher should be creative in selecting classroom reading performance. There are some kinds of reading performance in the classroom. Brown (2001: 312) divides reading performance into two categories, they are oral and silent reading. Oral reading is suitable for beginning and intermediate levels. It is commonly used as the pronunciation test. Thus, oral reading is not the real authentic language activity. Moreover, other students tend to lose attention when one of them is performing oral reading in front of the class.

Silent reading is divided into intensive and extensive reading. Intensive reading, analogous to intensive listening, is usually a classroom-oriented activity

in which students focus on linguistics or semantic details of a passage. Besides, intensive reading requires students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like.

On the other hand, Harmer (2001:204) notes that extensive reading improves the students' comprehension skills and develops automatic recognition of words since the more language they acquire, the better comprehensive they get. Thus, extensive silent reading is the best way to improve the students' reading ability.

In reference to the above discussion, there are two types of classroom reading performances. They are silent and oral reading. Both types of reading may assist students to get better understanding.

#### c. Micro and Macro-skills of Reading

Brown (2004: 187-188) lists macro and micro-skills of reading. These skills are required to become an efficient reader. The micro-skills include seven items which are presented as follows.

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English.
- 2) Retaining chunks of language of different lengths in short-term memory.
- 3) Processing writing at an efficient rate speed to suit the purpose.
- 4) Recognizing a core of words, and interpreting word order patterns and their significance.
- 5) Recognizing grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.

7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

On the other hand, the macro-skills include the following issues.

- 8) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognizing the communicative function of written texts, according to form and purpose.
- 10) Inferring context that is not explicit by using background knowledge.
- 11) Describing events, ideas, etc., inferring link and connection between events, deducing cause and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguishing between literal and implied meanings.
- 13) Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata.
- 14) Developing and using 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.

In addition, Hammer (2001: 201) also lists several skills of reading as

#### follows.

- 1) Identifying the topic: the good readers are able to pick up the topic quickly with the help of their own schemata.
- Predicting and guessing: after the readers identify the topic, they make assumptions or guess the content of the text as they try and apply their schemata.
- 3) Reading for general understanding: the readers are able to get the idea of the text and understand the gist without worrying too much about the detail.
- 4) Reading for specific information: in contrast to reading for general understanding, the readers read the written texts because they want specific detail of the texts. They concentrate on the particular items only and ignore all the information until they find the specific detail.
- 5) Reading for detailed information: the readers read the text in order to understand everything in detail.
- 6) Interpreting text: the readers are able to see beyond the literal meaning of the words in a passage, using a variety of clues to understand what the writer is implying or suggesting.

The microskills that should be mastered by the eighth grade students of junior high schools are:

- 1) identifying the topic: the good readers are able to pick up the topic quickly with the help of their own schemata,
- predicting and guessing: after the readers identify the topic, they make assumptions or guess the content of the text as they try and apply their schemata,
- 3) guessing meaning from the context,
- 4) reading for specific information,
- 5) reading for detailed information,
- 6) develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of the words from context, and activating schemata for the interpretation of the texts.

Therefore, based on the micro-skills that have been determined, the reading techniques and the reading activities should include those reading micro-skills. The students should employ reading strategies to help them comprehend the text effectively and make them easier to deal with various texts.

#### 2. The Nature of Reading Comprehension

#### a. Definition of Reading Comprehension

Many experts propose different definitions of reading comprehension. Celce-Murcia (2001: 188) views reading comprehension represents the ability of the reader to read and draw information from a text to take general comprehension. In this process, the reader should be able to read and even to construct meaning. Comprehension leads the readers to construct meaning which can help them to get the main idea and the topic. Comprehension can also be

drawn by constructing meaning from the written sign in the text. It is expected that, the readers are able to organize the content of the text to send the message.

In line with Celce-Murcia, Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She proposes three elements of reading comprehension they are the reader, the text, and the activity.

In support of it, Mikulecky and Jeffries (2007:3) say that comprehension is the constructing meaning of the text by interpreting textual information in the light of prior knowledge and experiences. Comprehension happens when the readers read the text. Then, the readers try to interpret the textual information based on knowledge and experiences to construct the meaning of the text.

The theories above tell us that reading comprehension is the ability to recognize written symbols to construct the meaning of the text through interaction of some aspects. They are the reader's background or previous knowledge, the text, and the strategy that is used. In other words, comprehension happens when the readers integrate all the information they get.

#### b. Strategies for Reading Comprehension

A strategy is one of the most important elements affecting the teaching and learning process of reading. Teaching strategy refers to a plan of someone else's learning, and it encompasses the techniques which the teacher might use to deliver their lesson, the exercises and activities designed for students, materials which

will be supplied for students to work with and ways in which the result of the students understanding will be collected. A teaching strategy means all of the activities and resources that a teacher plans in order to enable students to learn.

In reading comprehension, the readers need some strategies to assist them to construct the meaning of the text easily. Brown (2004:188) proposes the principal strategies, which can be applied when a teacher teaches reading in the classroom. They are presented below.

- 1) Identifying the purpose in reading a text.
- 2) Applying spelling rules and conventions for bottom-up decoding
- Using lexical analysis (prefixes, roots, suffixes, etc.) to determine the meaning.
- 4) Guessing the meaning of words, idiom, etc. when the readers are not certain
- 5) Skimming the text for the gist and for the main idea.
- 6) Scanning the text for specific information (names, dates, key words).
- 7) Using silent reading technique for rapid processing.

#### c. Factors Affecting Reading Comprehension

There are some factors influencing reading comprehension. According to Catherine and Shattuck (2005:117), the factors influencing reading comprehension are reading instruction, social interactions in homes, classroom and the community that motivates students to read, reading for various purposes, a lot of exposure to many different kinds of reading, reader's interest, and sociocultural context in which reading takes place.

A different opinion comes from Lenz (2005: 1). He states that reading comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Lenz (2005: 1) also states that reading comprehension is affected by the quality of the reading material. Readers who do not have the background, abilities, and motivation to overcome the barriers presented in inconsiderate text will have more difficulties in comprehending the text. Inconsiderate text is the text that is poorly organized and difficult to understand.

The theories above imply that reading comprehension is affected by some factors such as the readers' intelligence and background knowledge, the technique and strategy used, and the features of texts. All of those factors relate each other in influencing the readers' reading comprehension ability. Therefore it is important for English teachers to design effective and interactive reading activities which are appropriate for students' needs and characteristics in their reading class.

#### d. Reading Comprehension Processes

In terms of the reading processes, many experts have different ideas. Brown (2001: 299) proposes three main models that have been developed. They are the bottom-up model, the top-down model, and the interactive model. Each of them is discussed as follows.

#### 1) Bottom-up Processing

Hedgcock & Ferris (2009: 17) state that in bottom-up process begins with decoding the smallest linguistic units, especially phonemes, graphemes, and words, and ultimately constructs meaning from the smallest to the largest units. The reader selects the signals that form a unit and interprets the meaning. The final step in this process is arriving at the meaning of the text. In this model, the readers read all of the words in a phrase, or a sentence before being able to understand.

In reference to the discussions above, bottom-up processing is defined as the process when the readers construct meaning from smallest unit that is from letters, words, phrases, and sentences. In this process the readers begin with the smallest units and builds up a meaning from the written words on the page. The readers recognize letters, words, and working out sentence structure.

#### 2) Top-down Processing

This approach is the opposite process to the bottom-up model since it requires readers to rely on their background knowledge in understanding the text rather than constructing meaning from words and sentences. Moreover, the readers do not need to read every word of a text, but rather, they concentrate on predicting the next words. They concern themselves with guessing the meaning of the words.

In the top-down processing requires the readers to use background knowledge, make prediction, and search the text to confirm or reject the predictions that are made. The reader makes use of his existing knowledge to predict the meanings (Goodman in Alderson, 2000: 17). In this process, readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and give a basic understanding of the vocabularies; they continue to read as long as the text strengths their expectation. The readers consider the text as a whole, and relate it to their own knowledge and experience. It brings them to predict the writer's purpose or argument, and then uses this prediction to interpret the difficult parts of the text. Then, the readers use general knowledge of the world or of particular text components to make an intelligent guess.

Finally, it can be said that in the top-down model, the readers begin with the largest element, background knowledge, and works down towards smallest units to build comprehension of what is being read. This approach makes the readers to activate their prior knowledge, common sense, etc. in order to comprehend the text.

#### 3) Interactive Processing

Interactive processing is the combination of top-down processing and bottom-up processing. This process brings the reader to use both bottom-up and top-down processing. The reader continuously shifts from one focus to another, now adopting a top-down processing to activate students' background knowledge, then moving to the bottom-up processing by focusing on the smallest unit. However, these two approaches can also occur at the same time. The movements from one to another are based on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and beliefs about reading.

In reference to the explanations above, the interactive model is the process when the readers combine the elements of both bottom-up and top-down models of reading to reach reading comprehension. The readers do many bottom-up things when they read (decode the unfamiliar vocabulary, wonder about a part of speech of a particular word and so on) and they also does many top-down things when they read (anticipate what is coming next in the text and draw on his/her previous experience).

In order to get the success of reading comprehension the reader needs the approaches to get the final purpose in reading the text. The reader not only needs to identify the multiplicity of linguistics signal but also interprets the text by moving from the highest to the lowest to get the meaning of the text.

#### 3. Teaching Reading Comprehension

#### a. Teaching Reading Comprehension in SMP

In general, people consider teaching as just a process of transferring knowledge and giving information. In fact, it is a process of showing, guiding and facilitating learning, enabling the learner to learn, and setting condition for learner (Brown, 2000: 6). Teaching is a complex system of transferring knowledge to the students. Teaching is not as simple as the transferring of knowledge but also it is to make the students understand the knowledge. Moreover, Kimble and Garmezy in Brown (2000: 7) define teaching as showing or helping someone to learn how to do something, giving instruction to someone, guiding someone in the study of

something, providing someone with knowledge, and causing someone to know or understand it.

In conclusion, teaching can be said as a process of guiding, facilitating, and helping someone to learn in order to enable him/her to know and understand something. It is also a process of providing someone with the knowledge to do something.

Related to junior high school students in which their age range is between twelve and eighteen, it can be said that they are teenagers. The characteristics of teenagers are they are in the transition process. Brown (2001: 92) states young adults or teenagers are in transition from childhood and adulthood. The terrible teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

In addition, Hammer (2001: 39) states that the learner around this age can cause discipline problems. There are some reasons of this. First, apart from the need for self-esteem and the peer approval the learners may provoke from being disruptive. Second, the boredom they feel in the teaching and learning process also may provoke them to be disruptive too.

Therefore, in teaching English, particularly for the teenagers, the teacher must encourage students' engagement with materials which are appropriate and relevant with the students' proficiency level. At the same time, the teacher should use appropriate method and create classroom activities that encourage the students' involvement. Besides that, she can do something to support students' self-esteem. It is important for the teachers to give explanations in limited portion

in order that the students do not only listen to and depend on the teachers' explanation but also they should try to understand the meaning of the text and get information from the text by themselves. This condition helps the students to comprehend what they read by themselves.

In the area of teaching reading for junior high school, students are expected to be able to comprehend written text to reach the functional level including the ability of comprehending many kinds of short functional texts, procedure texts, descriptive texts, recount texts, narrative texts, and report texts. The expected reading competences from the students of junior high school of eighth grade in the second semester are displayed in the following table.

Table 1: Standard of Competence and Basic Competencies of Reading

| Standard of Competence            | Basic Competencies                 |
|-----------------------------------|------------------------------------|
| 11. Comprehending meaning of the  | 11.1 Reading functional texts and  |
| short functional texts and simple | simple short essay in the form of  |
| essays in the form of recount     | recount and narrative              |
| and narrative texts.              | meaningfully and loudly with       |
|                                   | correct pronunciation, stress, and |
|                                   | intonation.                        |
|                                   | 11.2 Responding meaning of simple  |
|                                   | short functional texts using       |
|                                   | accurate, fluent, and acceptable   |
|                                   | written language to interact with  |
|                                   | the society in which the students  |
|                                   | belong to.                         |
|                                   | 11.3 Responding the meaning and    |
|                                   | rhetorical steps in the simple     |
|                                   | short essay using accurate,        |
|                                   | fluent, and acceptable written     |
|                                   | language to interact with the      |
|                                   | society in which the students      |
|                                   | belong to.                         |

For the eighth grade students of junior high schools, reading skills can be learnt through short functional texts and simple essays in the forms of descriptive, recount, and narrative texts. In the first semester, they learn short functional texts and short monologues in the forms of descriptive and recount texts. Then, in the second semester, they are expected to have reading skills to deal with reading aloud and comprehend functional texts and simple essays in the forms of recount and narrative texts.

# 4. The Nature of Diagrammatic Flowchart

#### a. Definition of Diagrammatic Flowchart

Willis (2008: 141) states a diagrammatic flowchart is one of the graphic organizers that may increase students' comprehension because it can give the students opportunities to demonstrate their comprehension and their improvement. The use of graphic organizers has been found to improve reading comprehension at all levels and across content areas. The National Reading Panel (2000) cited the use of graphic organizers as being one of the most effective instructions for improving reading comprehension.

Some researchers define the diagrammatic flowchart as a road map. It can help students' thinking to plan important steps, and it can also help them to remember how they arrived at a certain point in their thoughts. In other words, the diagrammatic flowchart presents visual display about story and it will help the readers to remember what the story is about.

In support of it, Celce–Murcia (2001: 195) says that one of the effective ways to support students to comprehend a text is through the use of graphic

organizers including using diagrammatic flowchart to trace events or steps in a process highlighted in a text.

Hedgcock (2009: 173) argues that if the use of diagrammatic flowchart to help students with text comprehension, this technique can be taken a step further by showing students how to develop their own outlines or charts for the texts they read.

In addition Celce–Murcia (2001: 194) says that the use of diagrammatic flowchart provides some benefits First of all, students are able to see the key information in a text. Next, students are able to see the organization of text. Then students are able to see the way how information is structured. The last students are able to see the relationships among ideas that presented in a text.

From the discussion above, we can conclude that diagrammatic flowchart is a technique for language learning that shows a sequence of events to represent a story structured. It is one of the effective techniques to support students to comprehend a text. Therefore it can help students to demonstrate understanding of the sequence of events by making prediction and improve their vocabulary mastery by guessing meaning of the difficult words based on the context.

## b. The Guidelines of Diagrammatic flowchart Symbols

A diagrammatic flowchart is usually drawn into some standard symbols; however, some special symbols can also be developed when required. Some researchers argue that diagrammatic flowchart uses special symbols and arrows to create a map. It requires knowledge of a particular content area and understanding

of how to process the information. The special symbols, which are frequently required for diagrammatic flowchart, are shown in the following figure.

Table 2: Diagrammatic Flowchart Symbols

| Flowchart Symbols | Descriptions  |
|-------------------|---|
|                   | Elongated circles, which signify the start or end of a process.         |
|                   | Rectangles, which show instructions or actions.                         |
|                   | Diamonds, which show decision making and branching.                     |
| →←↓↑              | Arrow connector (flow line), show the direction that the process flows. |

Most of the diagrammatic flowchart is made up of three main types of symbols. Those symbols are elongated circles, rectangles, and diamonds. The symbols are connected one to the other by flow line connectors, which mean showing the flow of the process of the story.

With regard to the explanation above, the diagrammatic flowchart constructed from connected shapes representing a story structured. Therefore, the readers need to use flowchart symbols and arrows to construct the diagrammatic flowchart story. The diagrammatic flowchart is believed to help students to become conscious of the way a story structured, because it is one of the effective techniques to activate their background knowledge by making prediction.

#### **B.** Relevant Studies

Many researchers have been conducting research on teaching reading comprehension through diagrammatic flowchart. One of them is Cartmill (2001). In her research, she describes that students who combined prior knowledge with text structure through flowcharts they were better at reading the text.

Another one is Henny (2010). She describes how the use of flowchart can help the tenth graders to improve their ability in comprehending texts. The result of her study shows that the use of flowchart technique improved the students' ability in comprehending texts. It shows that flowchart activates the students' background knowledge; it makes the class run more effectively. Flowchart makes the students easier to comprehend reading texts narrative in particular.

#### C. Conceptual Framework

One of the objectives of teaching English in Senior High School is enabling the students to access knowledge through English reading. Nowadays, most of the presented information and news are in printed forms. Therefore, the students have to read English texts well so that they absorb the information through reading them.

Unfortunately, most of the eighth grade students of SMPN 3 Berbah had difficulty in comprehending the texts. They had difficulties to identify the purpose of the text, the main idea, and the language features of the text. They also had difficulties to understand the meaning of some vocabularies that were used in the English text. Such a problem happened because they had low vocabulary mastery

Therefore they had difficulties in getting the message of the text. In addition, the teaching technique that was used in the classroom lacked of variations. In reading lesson, the teacher talked a lot. The students tended to be listeners during the teaching and learning process. They were often asked to read a text then answer questions. Such a situation made them got bored and had low reading comprehension ability because they did not participate well in the teaching and learning process.

Teaching technique is one of the most important elements affecting the English teaching and learning process of reading. The teaching technique is one of the main aspects in the teaching and learning process. The application of the appropriate teaching technique is very essential in determining the success of the teaching and learning process. In the teaching reading, the appropriate technique can influence students' performance and reading comprehension ability.

Diagrammatic flowchart is believed as one the teaching techniques that can be implemented in the classroom to improve students' reading comprehension ability. With the use of the diagrammatic flowchart, the teacher assists the students to activate their background knowledge before they read the whole text. The background knowledge is a major contribution in understanding a text because the reader is assisted in making inferences and predicting the information found in the text. The use of the diagrammatic flowchart help students to improve their vocabulary mastery by guessing meaning of the difficult words based on the context.

#### **CHAPTER III**

## RESEARCH METHOD

This chapter subsequently puts an emphasis on the research method, comprising the type of the research, the subject of the research, the setting of the research, the instruments of the research, the data and the technique of collecting data, the technique of the data analysis, and validity and reliability of the data. Each is presented below.

# A. Type of the Research

This research is classroom action research because it aims to portray the process of the improvement of students' reading comprehension ability. Burns (2010: 2) says that the main point in action research is to identify a situation that has been going on in education generally for some time. It is related to the ideas of reflective practice. In this research, the researcher was directly involved in improving students' reading comprehension ability. The nature of this action research was collaborative which involved the English teacher acted as an observer and the researcher herself acted as practitioner. The researcher and the collaborator applied the diagrammatic flowchart to improve the students' reading comprehension ability.

# **B.** Subjects of the Research

The subjects of the research were the English teacher, the eighth grade students of SMPN 3 Berbah in the academic year of 2011/2012, and the researcher herself. The eighth grade students were chosen based on the teacher's recommendation because most of them had low reading comprehension ability and tended to be passive in the English teaching and learning process. For this reason, the researcher considered that the class needed some improvements.

# C. Research Setting

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research, and the last issue is the learning setting. Each part is discussed below.

#### 1. Place of the Research

The research was conducted at SMPN 3 Berbah which is located in Jogotirto, Berbah, Sleman, Yogyakarta. The location is about 20 km from down town. Most of the students of SMPN 3 Berbah go to school by bicycle. Physically, SMPN 3 Berbah has nice classrooms, a principal office, a teacher office, a mosque, a language laboratory, a computer laboratory, two sciences laboratories, a library, a meeting room, a medical room, a guidance and counseling room (BK), a school hall, two canteens, and a field in the central area.

## 2. Schedule of the Research

The researcher conducted the action research in the second semester of the academic year of 2011/2012. The research was conducted from January to

February 2012. In conducting the actions the researcher followed the English schedule of class VIIIC of SMPN 3 Berbah because the researcher conducted the action research in this class. The schedule of the research is presented below.

Table 3: The schedule of the Research

| No | Day/Date              | Place   | The Activities        |
|----|-----------------------|---------|-----------------------|
|    |                       |         |                       |
| 1. | Thursday,26/01/2012   | Teacher | Interview the English |
|    |                       | office  | teacher               |
| 2. | Friday, 30/01/2012    | VIIIC   | Class observation     |
| 3. | Wednesday, 08/02/2012 | VIIIC   | Pre – Test            |
| 4. | Monday, 13/02/2012    | VIIIC   | Action                |
| 5. | Wednesday, 15/02/2012 | VIIIC   | Action                |
| 6. | Friday, 17/02/2012    | VIIIC   | Action                |
| 7. | Wednesday, 22/02/2012 | VIIIC   | Action                |
| 8. | Friday, 24/02/2012    | VIIIC   | Action                |
| 9. | Monday, 27/02/2012    | VIIIC   | Post – Test           |

## 3. Learning Setting

Class VIIC has thirty-four students consisting of thirty six students. The English teaching-learning activity in this class is carried out times a week with six total class periods in the duration of forty minutes per class hours (6x40 minutes). The English teaching and learning process is scheduled on Monday at 07.40-09.00 am, Wednesday at 07.00-08.20 and Friday at 09.55-11.15 am. The materials which were presented by the teacher are taken from the course book.

According to the English teacher, the students of Class VIIIC had low reading comprehension ability and tended to be passive in the English teaching and learning process. For this reason, the researcher considered that the class

needed some improvements. The researcher was interested in improving students' reading comprehension with the use of the diagrammatic flowchart.

#### D. Instruments

In collecting the data, the researcher used three different instruments which are presented below.

#### 1. Observation Guideline

The observation guideline was aimed to guide the researcher and the collaborator in writing down any information and the process of the running of the teaching and learning process in this research.

#### 2. Interview Guideline

The interview guideline was used to guide the researcher in conducting the interview to get the data related to the teacher's behavior and students' behavior before, while and after the action was implemented.

## 3. Students' Reading Comprehension Test

In the beginning of the research, students were given a pre-test in the form of multiple choices. Meanwhile, the post-test was given after conducting the research. Then, the score of both tests was compared. It was used to know whether or not there were improvements of students' reading comprehension ability after the diagrammatic flowchart was applied in teaching and learning process.

## E. Techniques of Data Collection

The data of the research were qualitative but it was supported with the quantitative data. The quantitative data were presented in the score of students' pre-test and post-test. Meanwhile, the qualitative data were the description of the process during the action which involved field notes, interview transcripts, teaching and learning process transcripts, and photographs.

The data were collected in the form of opinions, preferences, and expectations of the research team members to fulfill the democratic and dialogic validity data. To get the data and information, the researcher collected the data using some data collection techniques as follows.

#### 1. Class Observation

The researcher and the collaborator observed the teaching and learning process in class VIIIC and students' progress in reading to get information needed in the next action in this research. Everything related to the students' behavior in learning reading, the teacher's action in the class, and problems related to the teaching-learning process were noted.

## 2. Interview

To get the data related to the teacher's and students' behavior before, while and after the action implemented, the researcher conducted interviews to the collaborator and the students of class XE. The interview was planned but unstructured. It means that, the researcher developed some specific questions but she would allow for some flexibility according to how the students and the teacher respond.

## 3. Reading Comprehension Test

The researcher gave a reading comprehension test twice. The first test was a pre-test that was given before the researcher conducted the action, while the next test, the post-test was given after the action implemented.

## 4. Photographs Taking

The researcher took some pictures while the teaching and learning process was running. The photographs were taken to support the data.

# F. Technique of the Data Analysis

There were two forms of the data in this study. The first was qualitative and the second was the quantitative data. The qualitative data were obtained from the interview and the classroom observation. Meanwhile, the quantitative data were obtained from students' reading comprehension test.

The data were obtained from the actions conducted in the field. The researcher did three steps to analyze the qualitative data. They are data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1994: 10-12). Firstly, the researcher selected, focused, simplified, abstracted, and transformed the data which were in the form of field notes and interview transcripts. The researcher, then, sorted, sharpened, focused, and organized the data to get the final conclusion. Afterwards, the researcher organized the data in order to come to the conclusion drawing and action. Finally, she drew conclusion from the data display to know the progress of the implementation and verified it. This step is very important to be done in order to get good research conclusions.

Considering the quantitative data, the researcher used pre test and post test. The data were analyzed using descriptive statistics. The data were analyzed using descriptive statistics, i.e. the mean, standard deviation, and paired samples t-test. The descriptive statistics aimed to provide answers about the students' learning achievement before and after applying the diagrammatic flowchart. The result of the mean and standard deviation in the pre test and post test were described using a chart to shows the students' reading ability improvement. The paired sample a t-test' result was described using its output analysis is presented in Appendix E.

## G. Procedures of the Research

In this action research (AR), the writer used the AR principle to collect the data. The research consisted of two cycles and each cycle consisted of four steps. The writer described the cycles through the scheme of action research steps and each of the steps is explained briefly as follows.

## 1. The Problem Identification or Reconnaissance

The first step in this research was reconnaissance. Firstly, the researcher collected the information to identify the problems by observing the teaching and learning process and interviewing the English teacher and some students, and then, the researcher discussed them with the English teacher. The researcher and the English teacher shared their opinion, ideas, and the problems in the teaching and learning process of class VIIIC of SMPN 3 Berbah. Then, they grouped the problems depending on the scale of priorities to be solved. Problems which had multiple effects were given priority. It means that when they solved the chosen

problem, they were able to solve the other problems because they were interrelated problems. After they discussed the problems, it was found that the most important problem was the students' reading comprehension ability in learning English.

#### 2. Planning

After the problems were identified, the researcher and the collaborator made some planning to decide the actions that were feasible to be implemented in the field. They prepared the technique to solve the problems they face, prepared the activities, the teaching materials and the instruments to collect the data.

# 3. Acting

During the implementation of the diagrammatic flowchart, the researcher acted as the teacher and the teacher acted as the observer to observe the action process in the classroom. After the planning was agreed, the actions were implemented in the class. The actions were implemented in two cycles. Cycle I was conducted in three meetings and Cycle II was conducted in two meetings. The text used in teaching and learning process was adapted from standard of competence and basic competency. That is recount.

#### 4. Observing

Besides implementing the action plans, the researcher observed the students' reaction during the activities and did the interviews with some students of class VIIIC of SMPN 3 Berbah after the action was implemented. The collaborator also helped to observe the process of the teaching and learning process. Based on the field notes, interviews transcript, and the teaching and

learning process transcript the team discussed the implemented actions and analyzed the result. The result of the discussion served as an evaluation to be used to improve the next action. Before the action was implemented, the students were given a pre-test to know their ability in comprehending English text before the treatment. The test was done before the research. The questions consisted of fifty items in the form of multiple choices and it was made based on the grid of reading comprehension test. The grid of the reading comprehension pre-test is presented in the appendix.

After all actions were done, the students were given post-test. The test was used to know whether there is improvement in students' comprehension ability after the treatment or not.

#### 5. Reflecting

The reflection was done every time after each cycle of action was completed. The reflection was an important thing because it was used to measure whether the actions were successful or not. When the actions were unsuccessful, they were revised for the next cycle. The reflection was got from observation, the interview with the English teacher and some students. The reflection was brought about to see what happened in the actions and to see whether the learning objectives were achieved or not.

## H. Research Validity and Reliability

Anderson in Burns (1999: 161-162) explains five criteria of validity in action research. They were democratic validity, outcome validity, process validity, and dialogic validity. The following presents the discussion of each.

## 1. Democratic validity

Democratic validity relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In getting democratic validity, the researcher interviewed the students and the English teacher. In the interview, they were given chances to present their ideas, opinions, and attitudes toward the problem faced. The interview was focused on finding the problem solving. The interview was conducted during the research.

#### 2. Outcome validity

Outcome validity was related to the outcome achieved by the researcher. The outcome validity was obtained by looking at the result of the actions which have been done. The researcher and the collaborators analyzed the success and the failure of the actions. The research could be said to be successful if there were some improvement in the teaching and learning process and the indicators of the research success were fulfilled.

## 3. Process validity

The process validity was obtained by doing a triangulation technique that is gathering accounts of a teaching situation from three quite different points of view. They are the teacher, the students, and the observer. This was done to avoid the bias that may happen.

## 4. Catalytic validity

The catalytic validity was related to the changes occurred toward the teachers and the students. In this research, the researcher observed the teacher and the students to know whether there were some changes or not and she asked the teacher and the students about their responses to the changes occurring to themselves.

# 5. Dialogic validity

Dialogic validity processes the peer review which is commonly used in the academic research. The dialog validity was got by doing dialog. The dialog was done collaboratively with the critical partner or the other practitioner researchers who were critic. To fulfill the dialogic validity, the researcher did peer review in action research. It would mean the researcher did reflection with the teacher and the students in order to get suggestions to improve the next action.

To assess the reliability of the data, the researcher presented the authentic data such as interview transcripts and field notes. To avoid the subjectivity in analyzing the data and to enhance the trustworthiness the researcher used triangulations trough observation and interviews. Burns (1999: 163) argues that triangulation is used to verify the trustworthiness of the data. In this research, the researcher used two kinds of triangulation as follows.

# 1. Time triangulation

Collecting data at different point in time to get sense of what are involved in the process of the changes. In this research, the researcher collected the data before, during, and after the implementation of the actions. The researcher collected data by observing the teaching and learning process and interviewed the students and the teacher before, during, and after the implementation of the actions.

## 2. Theoretical triangulation

More than one observer is involved in the same research setting to avoid observer bias and to provide checks on the reliability of the observation. The researcher involved more than one source in gathering the data. They are the English teacher and the students.

#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the research process conducted in Cycle I and II, the results of the research and the interpretation of the findings. Each cycle in this research consists of planning, action, observation, and reflection. The quantitative data obtained during the research to support the qualitative data are also reviewed.

# A. Research Finding

#### 1. Reconnaissance

In conducting this research, there were some steps which the researcher did. They were planning, action, observation and reflection. The discussion for those steps is presented below.

#### a. Identification of the Field Problems

The researcher started the planning by doing an observation on the reading teaching and learning process on Friday, January 30, 2012. The results of the observations were recorded and presented in the following vignette.

"The class was so noisy when the teacher and the researcher prepared themselves to go to class. The teacher asked the captain of the class to lead a prayer. The students did the prayer. Then, the teacher greeted them. However, some of them made noise in the class. After that, he introduced the researcher to them. He explained the reason why the researcher came to the class. He asked her to find another chair and sat behind the class to do observation.

After that, he asked the students to open the course book (*Mandiri*) page 31. It was about a recount text. They kept silent when he asked them the organization of a recount text. While he explained the recount text, there were some of them did not pay attention. They tended to made noise. They talked with their friends. When he warned them, they kept silent for a while but after several minutes they were back to do the same activities. After explaining the recount text, the teacher gave a list of vocabulary to the students and asked them to find out the meaning from dictionary. However, there were some students who did not look for the meaning

from the dictionary. They just wrote their friends' answers on their books because they were lazy and some of them did not bring the dictionary.

After the students finished their work, the teacher checked the meaning of the vocabulary. He asked some students to write the answers on the blackboard. However, there were only 2 students who wrote their answers on the whiteboard voluntary and 6 students wrote their answers because the teacher pointed them to write on the blackboard. Based on the students' answers, there were two meaning of words which were not related to the context. It seemed that the students who answered only put the meaning from dictionary without looking at the text. The teacher did not explained more but he just corrected it. Then he asked the students to open students' worksheet in page **14.** He asked the students do the task of the recount text of *Adolesence*. There were 10 questions. In doing the task, the condition of the classroom was very noisy. There were only few female students who were serious to do the task. The other students did the task while talking with their friends. The teacher gave ten minutes to do the task. Then, he checked the students' answers for each question. They could not answer some questions because they did not comprehend the content of the text well. He just translated the text and the questions to help the students answer the questions. He did not explain how to use reading strtegies to answer the tasks.

The lesson was closed by asking students' difficulty. The teacher gave a review at a glance. Then teacher closed the lesson by saying Good Bye".

(App-A/FN/Jan 20, 2012)

After conducting the observation, she conducted a pre-test on Friday, February 10, 2012 in order to know the students' reading competence before the action was implemented. The result of the reading pre-test that is presented in Appendix J shows twenty six students obtained the score lower than 5 as the passing grade of a reading score at SMP N 3 Berbah. It was more than a half of the total students. It shows that most of students had low reading comprehension ability.

The researcher conducted some techniques of collecting data including an observation, reading pre-test to the students and some interviews with the students and the collaborator. Based on the observation and the interviews, the researcher

and the collaborator worked collaboratively to identify the field problems of the reading in the teaching and learning process. Those problems are presented in the following table.

Table 4: Problems in the Reading Teaching and Learning Process in Class VIIIC at SMPN 3 Berbah in the Academic Year of 2011/2012

| No. | Problems  |   |  |
|-----|---|---|--|
| 1.  | The students did not participate well in the reading teaching and |   |  |
|     | learning process.   |   |  |
| 2.  | Most of the student felt bored in the teaching and learning       | S |  |
|     | process.  | מ |  |
| 3.  | The students had no adequate mastery of vocabulary                | S |  |
| 4   | Most of the students did not know the organization of recount     | S |  |
|     | text.   | သ |  |
| 5.  | Most of students' reading skills and reading strategies were poor |   |  |
| 6.  | The students cannot answer the question of the detail information |   |  |
|     | of the text.  |   |  |
| 7.  | Most of the students were lazy to read the text.                  |   |  |
| 8.  | The students did not comprehend the text given well.              |   |  |
| 9.  | Some students had difficulties in using reading strategies to     |   |  |
|     | comprehend English texts.   |   |  |
| 10. | Most of the given reading materials were taken from the English   |   |  |
|     | course book and work sheet.                                       |   |  |
| 11. | The reading lesson was monotonous.                                |   |  |
| 12  | The students had low reading comprehension.                       |   |  |

Table 4 shows twelve problems focusing on the teaching reading and learning process of Class VIIIC of SMPN 3 Berbah. The first category was related to the students (S), including what the students felt and did during the teaching and learning process of reading. The second one was about the teaching technique (TT), including what the teacher did and explained during the teaching and learning process of reading. The last one was about teaching materials (M). It is concerned with the how the teacher used the teaching materials during the

teaching and learning process of reading. As stated in the first chapter, the researcher only focused on improving the students' reading comprehension ability. In reference to Table 4, the problems were categorized based on the urgency level and feasibility. The problems are listed in the following table.

Table 5: Prioritized Problems according to the Urgency Level

| No. | Problems  |  |
|-----|---|--|
| 1.  | The students did not participate well in the teaching and |  |
|     | learning process of reading.                              |  |
| 2.  | The students had no adequate mastery of vocabulary.       |  |
| 3.  | The students cannot comprehend the text given well.       |  |
| 4.  | The reading lesson was monotonous.                        |  |

## **b.** Determining Actions to Solve the Field Problems

In reference to the identification of the problems and the discussion between the researcher and the English teacher, both agreed that the urgency problems have to be solved soon because they influenced the success of improving students' reading comprehension. They considered the importance of reading itself. To do so, they planned to improve students' reading comprehension through an interesting technique. So, the students could enjoy the teaching and learning process, then, it made them comprehend the text easily. The action applied in the research is presented in the following table.

Table 6: The Action Applied in the Research

| No. |  | Action (improving students' reading comprehension)            |  |  |
|-----|--|---|--|--|
| 1.  | Imp  | Implementing the diagrammatic flowchart                       |  |  |
|     | a. Making prediction about the content of the text |   |  |  |
|     | b.   | Guessing meaning of some words found in the text based on the |  |  |
|     |  | context   |  |  |

# c. The Relationship between the Urgent Problems, the Action, and the Function of the Action

As presented in Table 6, the research team chose to apply the diagrammatic flowchart as an action that was applied in the classroom in order to improve the students' reading comprehension ability. The following table shows the relationship between the field problems, the action, and the function of the action.

Table 7: The Relationship between the Urgent Problems, the Action, and the Functions of the Action

| No | Urgent Problems                  | Action                         |
|----|----------------------------------|--------------------------------|
| 1  | The students did not participate | Implementing the diagrammatic  |
|    | well in the reading teaching and | flowchart strategies           |
|    | learning process.                | a. Making prediction about the |
| 2  | Most of the students had no      | content of the text            |
|    | adequate mastery of vocabulary.  | b. Guessing meaning of some    |
| 3  | The students cannot comprehend   | words found in the text based  |
|    | the text given well.             | on the context                 |
| 4  | The reading lesson was           |                                |
|    | monotonous.                      |                                |

The research team chose to apply the diagrammatic flowchart to solve the four urgent problems above. It was implemented by predicting about the content of the text, and guessing meaning of some words found in the text based on the context. The diagrammatic flowchart was useful to help the problem related to students' reading comprehension, because the concept of this technique is building students' background knowledge before they read the whole text. In

addition, it assisted them to get the meaning of some words without looking up the dictionary. So, it helped them have good reading comprehension ability.

Before the implementation of the action, the researcher made lesson plans and discussed the materials which were presented with the collaborator. They shared their ideas and opinion in implementing the action. During the implementation of the action, they observed the teaching and learning process to know the students' responses and the improvement after the actions. After conducting the actions, she made reflections by doing some interviews with the students and having discussions with the collaborator. To avoid the lack of validity of the findings, she conducted this research in two cycles.

#### B. The Implementation of the Action and Discussion

#### 1. The Report of Cycle I

The reading teaching and learning process in Cycle I was conducted in three meetings. In this cycle, the researcher and the collaborator administered three steps as discussed in the following sections.

## a. **Planning**

In planning, the researcher and the collaborator planned to apply the diagrammatic flowchart in teaching reading in the classroom. The table below shows some expectations related to the implementation of the diagrammatic flowchart.

**Table 8: The Problems and the Expectations** 

| No | Problems                         | The researcher's expectations      |
|----|----------------------------------|------------------------------------|
| 1  | The students did not participate | The students participated well in  |
|    | well in the reading teaching and | the reading teaching and learning  |
|    | learning process.                | process.                           |
| 2  | Most of the students had no      | Most of students improved their    |
|    | adequate mastery of vocabulary.  | vocabulary mastery and             |
|    |                                  | comprehend the text well.          |
| 3  | The students did not comprehend  | The students comprehended the text |
|    | the text given well.             | given well.                        |
| 4  | The reading lesson was           | The reading lesson was not         |
|    | monotonous.                      | monotonous.                        |

Besides planning to apply the diagrammatic flowchart in the classroom as a technique in teaching reading, the researcher also made other plans related to the materials and the teaching kits that were used. The details of the planning in each meeting are discussed as follows.

## 1) First Meeting

In the first meeting, the researcher and the collaborator planned to apply the diagrammatic flowchart in teaching. The implementation of the diagrammatic flowchart is presented in the field note in Appendix A. They also planned to present the materials about recount texts to the students entitled *My Holiday*, and *Holiday with my Family*. Those texts were used for modeling, join construction of the text and independent construction of the text. The detail information of the use of recount texts is presented in the lesson plan in the Appendix G. The researcher and the collaborator employed books, diagrammatic flowchart sheets, and pictures as the teaching kits.

## 2) Second Meeting

In the second meeting, the researcher and the collaborator planned to apply the diagrammatic flowchart and also present the materials about recount texts. The implementation of the diagrammatic flowchart is presented in the field note in Appendix A, while the detail information of recount texts that were presented entitled *Wedding Party* and *Holiday in Jakarta* are presented in the lesson plan in Appendix G. The teaching kits that were used were books, diagrammatic flowchart sheets and pictures.

# 3) Third Meeting

In the third meeting, the researcher and the collaborator planned to apply the diagrammatic flowchart. The diagrammatic flowchart is presented in the field note in Appendix A. They presented the materials about recount text to the students entitled *Holiday in Kupang* and *School Trip to the Botanic Gardens* which are presented in the lesson plan in Appendix G. The teaching kits that were used in the third meeting were the same with the first and second meeting. They were books, diagrammatic flowchart sheets, and pictures. Because of the limited time, they also planned to reduce the number of the tasks and the texts that were given to the students.

#### b. Action and Observation in Cycle I

The action in Cycle I was conducted in three meetings. In these three meetings the researcher acted as the teacher and the collaborator acted as the observer. She presented the students about the purpose, the parts (generic

structure) and language features of a recount text, while the collaborator observed the running teaching and learning process by sitting at the back row in the classroom.

The teaching and learning process was conducted with the same technique for the first three meetings. The teacher applied the diagrammatic flowchart in the classroom. She asked the students to make prediction about the story and guess the meaning of the difficult words based on the context. Sometime she also asked them to scan the detail information of the recount text. She did not give the students a text and asked them to do the task directly, but she assisted them to activate their background knowledge before they read the text by themselves.

These three meetings were the same in term of the topic of the texts that been given and the types of the tasks. Each tasks represented their own indicator, such as identifying the topic or the main idea of a recount text, finding the detailed/ important information identifying of a recount text, identifying unfamiliar lexical items of a recount text, and identifying the purpose of a recount text. The detail of the action in each meeting is discussed as follows.

# 1) Implementing the Diagrammatic Flowchart to Improve Students' Reading Comprehension in the First Meeting

The first meeting was held on February 13, 2012. The researcher acted as the teacher and the collaborator acted as the observer. This meeting involved three stages. They are pre-teaching, while-teaching, and post-teaching. In the pre-teaching, the teacher started the teaching and learning process by greeting the

students, checking the students' attendance, and asking the captain of the class to lead a prayer.

In the while-teaching, the teacher used text-based method which employs BKOF (building knowledge of the field), MOT (modeling of the text), JCOT (join construction of the text), and ICOT (independent construction of the text). In BKOF, she asked questions related their previous experience and showed some pictures about the recount texts. Then, in MOT she showed the example of a recount text entitled *My Holiday*. After discussing it, she explained the generic structure, the purpose or the social function and the characteristics of a recount text. Before moving to the next step, she showed the example diagrammatic flowchart. She also distributed the examples of the diagrammatic flowchart sheets to each student. She started to describe the characteristics of diagrammatic flowchart like in the figure below.

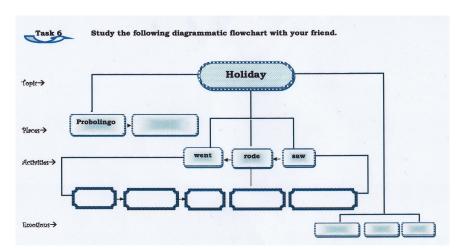


Figure 1: An example of the diagrammatic flowchart task in the teaching of reading

She started to apply the diagrammatic flowchart by identifying a recount text of *My Holiday*. Then she explained the characteristics of diagrammatic flowchart. She asked the students to identify the text through diagrammatic flowchart with their partner. Before they did the task, she assisted the students to predict what the topic was about. She also asked them to identify the diagrammatic flowchart in their every reading task

After having MOT, the teacher moved to the next stage which was JCOT. She gave the last text to the students entitled *Holiday with my Family* and followed by giving two tasks. The first task was rearranging the jumbled paragraphs. The second task was identifying the text by completing the diagrammatic flowchart. Before they identifying the, they need to complete the note cards. The class became noisy, some of them did seriously, some of them who had difficulties asked the teacher although using Indonesian. She did not give the tasks directly. She asked the students to predict what the text was about. The students expressed their prediction noisily. Some of them said it was about a beautiful island, some of them said it was about family, some of them said it was about fishing, and some of them kept silent while listening to their friends' prediction. Then, she continued to asked them to identify the as the following pictures.



Figure 2: The students identify the diagrammatic flowchart

They were interested in identifying the diagrammatic flowchart of *Holiday* with my Family text. They did the tasks seriously. This task encouraged the students to use their micro skills to make prediction about the main idea of paragraph and guess the meaning of the difficult words based on the context. However, there were some students who always made noise. They talked with the other students.

In the next activity, she also asked them the meaning of some difficult words in that paragraph such as *rough*, *sharp*, *shallow*, *damage*, *and hook*. She asked them to guess the meaning of those difficult words based on the context or by translating the words that come after and before it. Those activities showed that she applied the diagrammatic flowchart by guessing the meaning based on the context and predicting the topic.

After completing the activities in JCOT, the teacher moved to the ICOT. She asked them about the purpose of that recount text. They said that the purpose is to inform and to entertain the readers. Also, she asked them to identify the parts of a recount text in that story. After identifying the parts of recount text, they were

given the last task. The task was identifying the title and specific information of the text. When they were doing the tasks, she walked around the class to monitor students' activities. After some minutes, she discussed the answer for those tasks.

In this first meeting, all the activities were accomplished well. Even though there were some students who did not pay attention to her explanation and the class became noisy, in the post teaching, she asked the students about their difficulties related to the activity and the materials given. Then, the bell rang, and she ended the class.

# 2) Implementing the diagrammatic flowchart to Improve Students' Reading Comprehension in the Second Meeting

The second meeting was held on February 15, 2012. As the first meeting, the researcher acted as the teacher and the collaborator acted as the observer. In pre-teaching, the teacher greeted the students and checked their attendance.

In while-teaching, the teacher started by conducted BKOF. She asked the students about the materials given in the previous meeting. After that, she gave a model of recount texts to the students entitled *Wedding Party* in MOT stage. Then, they identified the generic structure, the topic of the text, the simple past tense of the text that, and the purpose were found in the story. They also arrange the jumble paragraphs into the right structures of recount text.

After having MOT, the teacher moved to the next stage which was JCOT. She started to apply the diagrammatic. In the beginning, she showed the students the text which was *Holiday in Jakarta*. She asked the students some information

related to the text to activate their background knowledge. The implementation of the diagrammatic flowchart is shown in this following teaching and learning transcript.

| (1:01) | R | :,Ada yang pernah ke Jakarta? ('Have you ever been to                  |
|--------|---|--|
|        |   | Jakarta?')   |
|        | S | : Aku pernah Miss? ('Yes, I have')                                     |
|        | R | : 'What did you do there?'   |
|        | S | : Natalan sama sodara jauh? ('Celebrate Christmas Eve with my family') |
|        | R | : Ok that's great. Sekarang perhatikan kalimat pertama,                |
|        |   | kemana penulis itu pergi? ('Now, have a look at to the first           |
|        |   | sentences, where did the writer go?')                                  |
|        | S | : Pergi ke Jakarta ('Went to Jakarta')                                 |
|        | R | : 'What did he do?'  |
|        | S | : ('Holiday') Berlibur   |
|        | R | : Yes it is, kira-kira teksnya tentang apa? ('Can you predict          |
|        |   | what the text is talking about?')                                      |
|        | S | : Berlibur ke Jakarta ('Holiday to Jakarta')                           |
|        |   | (App-C/FN/Feb 15, 2012)  |

The teaching and learning transcript above shows that the teacher applied the diagrammatic flowchart. She asked the students to make a prediction. They not only discussed the problems that happened but they also discussed the meaning of some difficult words that were found in the text. She facilitated them to guess the meaning of those words based on the context. After that, she gave some tasks in the JCOT. She asked them to identify the connecting words, and recognize the diagrammatic flowchart of the text by predicting the content of text. They did the tasks in pairs. Then, she moved around to check their work. Some students looked confused. Sometimes, she helped the some of them who found difficulty in accomplishing the diagrammatic flowchart.

In ICOT, she asked the students to identify the detail information of *Holiday in Jakarta* text. They had to work individually. After all the tasks were accomplished, she asked them the purpose of a recount text, the generic structure of a recount text and the characteristics of a recount text found in the text. Then she moved to the post teaching by asking the difficulties the students faced. Then, the bell rang, she closed the lesson and leaved the class.

# 3) Implementing the Diagrammatic Flowchart to Improve Students' Reading Comprehension in the Third Meeting

The third meeting was held on February 17, 2012. In this meeting, the researcher acted as the teacher and the collaborator acted as the observer. The teacher started the teaching and learning process in pre teaching by greeting the students, asking the captain of the class to lead the prayer and checking the students' attendance. To activate their background knowledge she asked the students the previous materials, the characteristic and the parts of recount texts in BKOF stage.

Then, she continued teaching and learning process by moving to MOT. She showed some pictures and the first sentence of the text to the students. Then she asked them to predict what the topic they were going to discuss. Some of them answered holiday, some of them said visited aunt, some of them just kept silent. Then she began to show the students the text entitled *Holiday in Kupang*. She asked the students to guess some difficult words and identify the action verbs of the text. She also asked them the detail information related to the text, the purpose, and the characteristics of recount texts that found in the text.

After having discussion about *Holiday in Kupang* text, the teacher directly moved to the next text that was entitled *A Tour to the Botanic Gardens*. In JCOT, she began to apply the diagrammatic flowchart. As the first two meetings, she started the diagrammatic flowchart by predicting the topic of the text. She asked the students about the story based on the instruction they read. They also discussed about the meaning of some difficult words that were found as the implementation of the diagrammatic flowchart. The activity is presented in the following teaching and learning process transcript.

(1:02) R : Apa yang mereka gunakan ke Botanic Gardens? ('What did they used when they had school trip to Botanic Gardens?')

S: 'By using bus.'

R: Ok, setelah mereka selesai trip, they get into the bus, mereka blabla ke sekolah. Apa kira2? ('Ok, after they had finished the trip to Botanic Gardens and they get into the bus, then they blabla to the school, return to school means?')

S : Pulang yah? ('Go home?')

R : 'What did you say?'

S: Balik ke sekolah lagi deng. ('Return to school again.')

(App-C/FN/Feb 17/, 2012

The transcript above shows that the teacher applied diagrammatic flowchart in turn by asking the students to make prediction and guess the meaning of difficult words found in the text. She facilitated them to guess the meaning of those words based on the context. After that she gave two tasks. Firstly, she asked them to identify the simple past tense that found in the text by changing the verbs in the brackets and identify the *A Tour to the Botanic Gardens text* through diagrammatic flowchart.

Then she began to move to the ICOT. She gave the next task which was identifying the specific information. In deciding the tasks, they had to find

appropriate information based on the given text. She began to ask about the detail information in it such as the setting of the story, the characters who appeared, and the event that happened. They were interested in discussing the answer. During the activity she controlled the students' work and guided them to accomplish it. After all the students completed the tasks, the teacher started to discuss them.

A few minutes before the class ended, the teacher moved to the postteaching by asking the students about their difficulties. Then, the bell rang and she closed the lesson.

#### c. Reflection

Having implemented the actions in Cycle I, the researcher and the collaborator had a discussion to make a reflection with regard to the observations during the implementation of the actions, the interviews with the collaborator and the students. The reflection was used to plan the action in the next cycle.

In reference to the reflection conducted in Cycle I, the teaching and learning process was done successfully. Most of the students were enthusiastic in joining the reading teaching and learning process although the class became noisy. They followed all the instructions given by the teacher and most of them paid attention to her explanation. They did not feel shy to ask her about something they did not understand.

In presenting the materials to the students, the teacher did not find any difficulties. The explanation was clear enough and they understood it well. They got the characteristics of recount text which were the use of past tense, the use of proper noun, and the use of words order. They also gave the example of each

characteristic. They understood the purpose of a recount text which was to inform and entertain the readers. They knew the parts of a recount text namely orientation, a sequence of events, and conclusions. The students' understanding of a recount text is shown in the following the teaching learning process transcript.

(1:03) R : Coba perhatikan teks ini. Biasanya pada bagian awal paragraph recount disebut apa? ('Before we discuss the Wedding Party text, I want to ask you about the parts of paragraph, what do you call in the introducing paragraph?') S : 'Orientation/introduction' : 'Good, the body paragraph?' R : 'A sequence of events' S R : 'Then, how about the ending paragraph?' S : 'Conclusions' R : 'Yes, it is conclusions. Can you mention of the characteristics of recount texts?' S : 'Verb 2 Miss' R : 'Verb 2?' S : 'Simple past tense.' R : 'What else?' S : 'Connecting words Miss' R : 'What are the examples?' S : 'First, next, and then. ' (App-C/FN/Feb 15, 2012)

The teaching learning process transcript above implies that the students had a good understanding of the recount text. However, most of the students were silent during lead-in activity. The teacher also conducted some interviews with the students about their understanding of recount texts.

The following interview transcripts also show the students' understanding of recount texts.

| (1:04) | R | : Gimana pelajaran hari ini?bisa mengikuti ga? ('How about the                |
|--------|---|---|
|        |   | lesson today? Can you follow it?')  |
|        | S | : lumayan mbak. ('Not so difficult.')   |
|        | R | : Terus recount text uda ngerti ga? ('Have you understood the recount text?') |
|        | S | : Iyo mba, rodo ngerti nek saiki. ('Yes, I have.')                            |
|        |   | (App-B/Iv/Feb15, 2012)  |

| (1:05) | R          | : Kalo jelasinnya gimana? Udah jelas apa kecepeten? ('How   |
|--------|------------|---|
|        |            | is about the explanation? Is it clear enough or too fast?')   |
|        | <b>S</b> 1 | : Rada kecepetan dikit, hehe. ('It is too fast.')   |
|        | R          | : Ok, pertemuan selanjutnya nanti diusahakan ga cepet. Terus tadi kita belajar apa? ('Ok, sory next meeting I'll try to |
|        | 01.00      | explain more slowly. Then what we have learnt today?')  |
|        |            | : Recount texts.  |
|        | R          | : Recount texts itu apa?('What is a recount text?')   |
|        | S2         | : Teks yang menceritakan kejadian yang sudah terjadi.   |
|        |            | ('Recount texts are a text that retells events that   |
|        |            | happened in the past.')   |
|        | R          | : <i>Kalian masih inget ga tujuan recount text?</i> ("What is the purpose of the recount text?")                        |
|        | S1&2       | : Înget dong. Tujuannya untuk memberikan informasi dan  |
|        |            | menghibur. ('To retell past events that informing and   |
|        |            | entertaining the readers')  |
|        |            | (App- B/Iv/Feb15, 2012)   |

| (1:06) | R | ,  |
|--------|---|--|
|        |   | are there in recount texts?'   |
|        | S | : Ada tiga dong mbak. ('Three.')                                     |
|        | R | : Ok, yang pertama apa? ('What is the first part?')                  |
|        | S | : Orientation.   |
|        | R | : Terus paragraph yang ke 2 apa ? ('Then, what is the second part?') |
|        | S | : Urutan peristiwa yg terjadi. ('Sequence of events.')               |
|        | R | : Yang terahir? ('The last part?')                                   |
|        | S | : Reorientation.   |
|        | R | : Bagus, kalo tujuannya apa? ('Excellent. How about the purpose?')   |
|        | S | : Memberi informasi dan menghibur. ('Inform and entertain            |
|        |   | the readers.')   |
|        |   | (App-B/Iv /Feb17, 2012)  |

The interview transcripts above imply that the students who were interviewed had a good understanding of the materials which was presented. However, most of them were not interested to give their opinions. When the researcher asked them, some of them said that they were shy to answer or give their opinions. It was shown in the following interview transcript.

(1:07) R : Tadi kenapa cuma diem?Ada masalah? ('Why were you silent? Is there any problem?')

- S :Ga apa-apa mbak. ('No, Miss')
- R : Gambarnya ga menarik ato pelajarannya susah? ('Were the pictures not interesting or the lesson too difficult?')
- S: Ga Mbak. Gambarnya bagus dan pelajarannya juga ga terlalu susah Tadi malu aja mbak. ('No, Miss. The pictures were good and the lesson was not too difficult. I was just shy Miss.')

(App-B/Iv /Feb 13, 2012)

The interview transcript above implies that some of the students tend to be passive in stating their predictions.

In Cycle 1, the teacher applied the diagrammatic flowchart as the technique in teaching. It was different from the technique used by the real English teacher before the research held. The implementation of the diagrammatic flowchart technique was implemented by asking the students to make prediction of the topic and content of the text before the students read the whole text, guess the meaning of the words based on the context, and scan to find specific information from the text.

The activities of predicting the topic and content and guessing the meaning of the words based on the context is illustrated in the following teaching and learning process transcripts.

| (1:08) | R                                | : Ada yang pernah pergi ke Bromo? ( <b>Did you ever go to</b> |  |  |
|--------|----------------------------------|---|--|--|
|        |                                  | Bromo?)   |  |  |
|        | S                                | : Belom pernah Miss (No, I don't)                             |  |  |
|        | S                                | : Belom (No, I don't)   |  |  |
|        | S : Aku penah Miss. (Yes, I did) |   |  |  |
|        | R                                | : ('When did you visit Bromo?')                               |  |  |
|        | S                                | : Satu tahun yang lalu ('Last year')                          |  |  |
|        | R                                | : Lokasi Bromo itu dimana? ('Where did Bromo located?')       |  |  |
|        | S                                | : Jawa timur. ('East java.')                                  |  |  |
|        | R                                | : Ok. Bagus. Ada yang tau ga, kira-kia teks ini tentang apa?  |  |  |
|        |                                  | ('What is the text probably talking about?')                  |  |  |
|        |                                  |   |  |  |
|        |                                  | (App-C/FN/Feb 13, 2012)                                       |  |  |

| (1:09)   | R                      | :,Ada yang pernah ke Jakarta? ('Have you ever been to          |  |
|--|------------------------|--|--|
|  |                        | Jakarta?')   |  |
|  | S                      | : Aku pernah Miss? ('Yes, I have')                             |  |
| R  |                        | : 'What did you do there?'                                     |  |
|  | S                      | : Natalan sama sodara jauh? ('Celebrate Christmas Eve with my  |  |
|  |                        | family')   |  |
|  | R                      | : Ok that's great. Sekarang perhatikan kalimat pertama, kemana |  |
| penulis itu pergi? ('Now, have a look at to the first sent |                        |  |  |
|  |                        | where did the writer go?')                                     |  |
|  | S                      | : Pergi ke Jakarta ('Went to Jakarta')                         |  |
| R : "  |                        | : 'What did he do?'  |  |
|  | : ('Holiday') Berlibur |  |  |
|  | R                      | :Yes it is, kira-kira teksnya tentang apa? ('Can you predict   |  |
|  |                        | what the text is talking about?')                              |  |
|  | S                      | : Berlibur ke Jakarta ('Holiday to Jakarta')                   |  |
|  |                        |  |  |
|  |                        | (App-C/FN/Feb 15, 2012)  |  |

| (1:10) | R | : Mereka menggunakan apa ke Botanic Gardens? ('What did          |
|--------|---|--|
|        |   | they used when they had school trip to Botanic Gardens?')        |
|        | S | : 'By bus'   |
|        | R | : Ok, setelah mereka selesai trip, they get into the bus, mereka |
|        |   | blabla ke sekolah. Apa kira2? ('Ok, after they had finished trip |
|        |   | to Botanic Gardens and they get into the bus, then they blabla   |
|        |   | to the school, return to school means?')                         |
|        | S | : Pulang yah? ('Return?')  |

R: 'What did you say?'

S : Balik ke sekolah lagi deng. ('Return to school again.')

(App-C/FN/Feb 17, 2012)

From the transcripts above show the teacher applied the diagrammatic flowchart. She asked the students to make prediction and guess the meaning. However, in the predicting the content of the text, they stated their prediction noisily and some of them stated their prediction haphazardly. Meanwhile in guessing the meaning of some words, they had to be helped in guessing that meaning. In addition, some students busy with their activities. They did not participate well during the lesson. Knowing such a condition, the researcher found a solution by having an interview with the collaborator. The transcript below is the interview transcript conducted between the researcher and the collaborator.

- (1:11) R: Pak, apakah beberapa anak-anak memang mereka kurang memperhatikan ketika mengikuti pelajaran. ('How about the students, some of them they did not participated well during the lesson.')
  - S: Itu memang anak-anaknya kok Mbak, makanya saya sring tegur mereka. ('It is because the students themselves, therefore I often warned them.')
  - R: Lalu sebaiknya langkah apa yang perlu diambil pak? Apa perlu mereka sering saya tunjuk agar mereka mereka alebih aktif mengeluarkan pendapat pak? ('What kind of solution we have to take? Should I pointing them to make them more active in stating their opinion?')
  - S: Ya, gitu juga bisa. Tapi mereka perlu di bantu dan diberi perhatian agar mau mengeluarkan pendapat dan tidak takut salah. Oya sebagian murid masih bingung tentang flowchart. Mereka masih sembrono memprediksi mb. ('Yes, it can be. They need more assisstance and attention to share their ideas and do not afraid to make mistakes. Some of them still confused the function of diagrammatic flowchart itself. They also make prediction haphazardly')

- R: Iya pak, beberapa saya lihat juga begitu. Masih belum menyadari bahwa diagrammatic flowchart strategi itu proses untuk menjembatani memahami isi teks. Apa prakteknya kurang pak? ('Yes sir. They did not realize that identifying diagrammatic flowchart process technique help them in comprehending the texts. Should I give more practices?')
- S: Semacam predicting, guessing, scanning itu sudah bagus. Gini aja mb, di pertemuan yang akan datag tasknya lebih di explore dan di beri guided questions 5W+1H, terus recount textnya beda topic ya mb, biar ga bosen. (In the next meeting you need to explore more the task and give them guided questions 5W+1H and provide different topic in each meeting)
- R : Iya pak, nanti bisa diterapkan di cycle 2.makasi sarannya pak. ('Yes Sir, it can be applied in cycle two. Thanks for you advise.')

(App-B/Iv/Feb17, 2012)

The interview transcript above shows the obstacles faced by the students in the classroom and the solutions to solve them. The diagrammatic flowchart facilitated the students to have good reading comprehension although there were some obstacles in applying it. With the use of diagrammatic flowchart, they were activated their background knowledge easier before they read the whole text. They were also comprehended the text easily by guessing the meaning of difficult words based on the context.

The advantages in applying the diagrammatic flowchart are illustrated in this following interview transcript conducted between the researcher and the students.

(1:12) R: Gimana pelajaran hari ini?bisa mengikuti ga? ('How about the lesson today? Can you follow it?')

S: lumayan mbak. ('Not so difficult.')

R: Tehnik yang digunakan sama ga dengan yang biasanya dia jaarkan di kelas? ('Is the technique the same with the last technique?')

S: Beda kok mb. ('It is different.')

- R :Sudah biasa memprediksi gambar dan judul ga untuk mengatahui isi teksnya? ('Did you often predict the picture and the tite to know the topic of the text?')
- S : *Kayaknya ga mb, biasnaya dikasi teks terus baca mb*. ('Never, we directly read when we get the text.')
- R: Berati biasanya baca teks dulu tanpa mempredikisi tentang teksny ya. Menurut kamu lebih mudah yang mana? ('Which technique easier to help you to know the topic of the text?')
- S: Yo diprediksi sek mb. ('Make prediction.')

(App-B/Iv/Feb15, 2012)

- (1:13) R : Apa yang kalian lakukan ketika pelajaran reading di keals? ('What did you do in reading class?')
  - S1: Yo pake LKS terus di kasi teks disuruh baca deh mb. ('We always used work sheets, then the teacher give a text the we read it.')
  - R : Berarti ga pernah menggunakan diagraamatic flowchart ya selama ini? ('So you never applied the diagrammatic flowchart before?')
  - S2 : Belum mb. ('Never.')
  - R : Terus kalo ga bawa kamus, untuk mempredikisi kata yang susah itu gimana? ('How to guess difficult word if you don't bring a dictionary?')
  - S1 : Nalar aja mb terus dikaitkan dengan cerita itu. ('To guess the difficult word I **used my common sense.'**)
  - R : Berarti mengira-ngira dulu kan? Lebih terbantu menngunakanan kamus atau nalar? ('So, you guess the meaning right? Which technique do you prefer?')
  - S2 : Yo sih mba, kadang terbantu, soalnya kalo pake kamus kadang tambah bingung, hehe. ('Yes it is. Sometime I confused when looking up the dictionary to find out the meaning.')
  - R : Sekarang vocabnya gimana? ('How about your vocabulary mastery?')
  - S1&2: Nambah sitik sich. ('Our vocabulary mastery improve, even just little.')

(App- B/Iv/Feb17, 2012)

The interview transcripts above show the advantages in applying the diagrammatic flowchart. The students preferred to apply the diagrammatic

flowchart technique because it helps students to predict the topic/ main idea of the paragraph and guess the meaning of the difficult words found on the context.

The advantages of the diagrammatic flowchart not only stated by the students but also by the collaborator. Below is the interview transcript that was conducted between the researcher and the collaborator.

- (1:14) R : Menurut bapak apakah diagrammatic flowchart ini bisa membantu mereka untuk memahami teks? ('Did the implementation of diagrammatic flowchart help the students in comprehending the text?')
  - S: Ya iya, terbantu. Jadi mereka mempunyai gambaran dulu sebelum membaca teksnya sendiri. ('Yes, they did. They have background knowledge before they read the text.')
  - R : Tadi beberapa anak juga mengatakan, vocabnyameningkat meskipun sedikit pak. ('Some students say that their vocabulary mastery increase.')
  - S: 'Yes I see.'

(App-B/Iv/Feb 17, 2012)

The interview transcript above shows that the advantages of the implementation of the diagrammatic flowchart helps students to activated their background knowledge before they read the whole text.

In reference to the reflection, the application of Cycle II was necessary because several problems such as the class became noisy, some students often make prediction haphazardly, and some of the students tend to be passive still existed.

# d. Summary of Cycle I

In reference to the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful actions were as follows.

- The use of the diagrammatic flowchart was successful in making the students participated well during the teaching and learning process. They followed the teacher's instruction and felt motivated to read and completed the given tasks.
- The use of the diagrammatic flowchart helped the students comprehend the text well.
- 3) The use of the diagrammatic flowchart was successful in making the reading lesson not monotonous because before the action was implemented, the teacher often asked the students to read the text and do the tasks directly.
- 4) The students comprehended the given text easier by the implementation of the diagrammatic flowchart technique. They answered the questions related to the text well.
- 5) The use of the diagrammatic flowchart improved students' reading comprehension ability.

On the other hand, the unsuccessful actions were presented below.

- 1) Some students did not actively involve in stating their prediction.
- 2) The class became noisy.
- 3) Some students often make prediction noisily and guess meaning haphazardly.

# 2. Report of Cycle II

In Cycle II, the researcher and the collaborator also administered three steps as discussed in the following sections.

### a. Planning

In reference to the reflections of the actions implemented in Cycle 1, she found that there were some aspects in Cycle 1 that needed to be improved. Considering the improvement of reading comprehension and students' involvement, she still implemented the same actions as in Cycle 1. In addition, she made some improvements by adding some new actions to solve the problems which occurred. The details of the planning in Cycle II are presented in the following discussion.

#### 1) Fourth Meeting

The researcher and the collaborator planned to present the recount text again to the students because it became one of the materials used for the midterm test. The titles of the texts were *Swimming Competition* and *Wrong costume*. The detail information of the use of the recount text is presented in the lesson plan in Appendix G. In teaching, the researcher who acted as the teacher and the English teacher acted as the observer. The teacher planned to apply the diagrammatic flowchart as the technique in the teaching. She motivated the passive students by giving more assistance and attention to be more active. Also, she planned to give guided questions (5W1H) in asking students to make prediction. The

implementation of the diagrammatic flowchart is presented in the field note in Appendix A.

# 2) Fifth Meeting

In the fifth meeting, the researcher and the collaborator planned to apply the diagrammatic flowchart in the teaching. In the implementation of the diagrammatic flowchart, the teacher would guide the students to guess the difficult words, and predict the text systematically. She motivated the passive students by giving more assistance and attention to be more active. Also, she planned to give guided questions (5W1H) to identify the diagrammatic flowchart by predicting the content of the text. The implementation of the diagrammatic flowchart is presented in the field note in Appendix A. The materials that were presented were recount text entitled *Travel to Jojga* and *Travel on the Plane for the First Time*. The information of the materials are presented in the lesson plan in Appendix G.

# b. Action and Observation in Cycle II

The action in Cycle II was conducted in two meetings. In these two meetings the researcher acted as the teacher and the collaborator acted as the observer. She shared and discussed about the parts (generic structure), language features of a recount text, and the characteristics of diagrammatic flowchart, while the collaborator observed the running of teaching and learning process by sitting in the back row in the classroom. In this cycle, she expected that there were some improvements of the results that had been reached in cycle 1.

The teaching and learning process was conducted with the same technique for two meetings in Cycle II. The teacher applied the diagrammatic flowchart in the classroom. She asked the students to make prediction about the content of the text and guess the meaning of the difficult words found on the context. She did not give the students a text and asked them to do the task directly, but she assisted them to activate their background knowledge before they read the text by themselves. The addition was just motivated the passive students by giving more assistance and attention to be more active to share their idea and opinion during the teaching and learning process.

These two meetings were similar in terms of the technique that was used and the materials which were presented. They were similar in term of the topic of the texts that been given and the types of the tasks. Each tasks represented their own indicator, such as identifying the topic/main idea of a recount text, identifying the detailed/ important information of a recount text, finding unfamiliar lexical items of a recount text, identifying the purpose of a recount text and others. The detail of the action in each meeting is discussed as follows.

# 1) Implementing the Diagrammatic Flowchart to Improve Students' Reading Comprehension in the Fourth Meeting

The fourth meeting was held on February 22, 2012. The researcher acted as the teacher and the collaborator acted as the observer. The teacher started the pre-teaching stage by greeting the students, checking their attendance, and asking the captain of the class to lead a prayer. All the students were present.

She continued the teaching and learning process by moving to BKOF. She asked some questions related to the pictures given. Also she reviewed the previous materials to activate their background knowledge. She asked them about their hobbies and characteristics of a recount text. In MOT, Then she showed some pictures and asked them to predict what the topic they were going to discuss by applying guided questions related to 5W and 1H. Some of them said swimming, some of them said swimming pool. Then she showed the text entitled *Swimming Competition*. Then they started to discuss the content of the text and hold a short training in identifying and developing the diagrammatic flowchart based their own ideas. Then they identify the correct statements based on the text by giving a tick. They also discussed the purpose and the characteristics of the recount text.

Then, she continued to apply the diagrammatic flowchart for the JCOT. She gave the students a title of a recount text entitled *Wrong costume*. In this stage, the students had to work in pairs to match some words found in the text with their definition and identifying the diagrammatic flowchart. Time limit in identifying the diagrammatic flowchart was given in order to avoid wasting time. She began by applying the diagrammatic flowchart to make them understand the title well. The implementation of the diagrammatic flowchart is presented the following teaching and learning transcript.

(1:15) R: 'Please have a look at to "Wrong Costume" text. **Do you know** the meaning of costume?'

S : Kostum. ('Costume.')

R : Ya kostum ini semacam apa Rachmat? ('What is it like?')

S: Baju. ('Clothes.')

R: Ya kostum itu adalah pakaian khusus yang dipakai diacara tertentu, jad **Wrong means**? ('Yes costume is set of clothes,

usually used in particular event. **So wrong means**?')

(App-C /FN/Feb22, 2012)

In reference to the transcript above, the teacher applied the diagrammatic flowchart in teaching reading by guessing the meaning of the title of the text. After all of the students understood the meaning of the title, she moved to apply guided questions related to 5W and 1H. That questions were about what, where, when, who, why and how. They had to make predictions based on what the event was, where it happened, when it happened, who were involved, why it happened, and how it happened. When they were doing the tasks, she walked around the class to monitor students' activities. She assisted them to discuss the content of the text by applying guided questions related to 5W and 1H. The implementation of 5W and 1H is shown as follows.

(1:16) R: When you read this title, ketika kamu baca judul ini, what kind of information, informasi apa yang akan kamu dapatkan dari judul ini? ('When you read this title, what kind of information, what kind of information do you get?')

S: Salah menggunakan kostum. ('Wearing wrong costume.')

R: Oke, siapa yang salah mengunakan kostum? ('Who is the person who is wearing wrong costume?')

S: Penulis crita. ('The writer.')

R: Terus siapa lagi? ('Who else?')

S: Temennya. ('Her friend.')

R: Kapan kejadian itu? ('When was it happened?')

S: Setahun yang lalu miss. ('A year ago')

R: 'How do you know?'

S: Dari kalimat pertama miss. ('From the first sentences.')

R: 'Ok good'

(App-C/FN/Feb22, 2012)

In reference to the transcript above, the teacher applied the diagrammatic flowchart by giving guided questions related to 5W and 1H. She asked the students to make prediction about the information they probably get from the text and all of them understood the meaning of the title. She called one of them and made her stated her predictions. Also, she motivated them to be more active in stating their predictions. The technique was challenging because they were interested in stating their predictions.

After applying the diagrammatic flowchart to make the students have good understanding about the content of the text, she moved to the ICOT, she gave a task which was identifying the detail information. They also discussed the purpose and the parts of the text.

In post teaching, she made a review with the students about what they had leant that day. Then, the bell rang and she ended the lesson.

# 2) Implementing the Diagrammatic Flowchart to Improve Students' Reading Comprehension in the Fifth Meeting

The fifth meeting was held on February 24, 2012. The researcher acted as the teacher and the collaborator acted as the observer. The teacher started the preteaching by greeting the students, asking the captain of the class to lead a prayer and checking the students' attendance.

In BKOF she asked the students the previous materials to activate their background knowledge. She asked them about the characteristics of a recount text and some questions related to the pictures given. In MOT she gave a model of recount text entitled *Travel to Jogja*. She assisted them to predict the content of

the text by applying guided questions related to 5W and 1H and guessing the meaning of difficult words that found on the text. Besides, they also discussed the topic of the text, the purpose and the characteristics of the text.

After having MOT, she started to move to JCOT by showing a title to the students. In this activity she gave the second text entitled *Travel on the Plane for the First Time* and followed by giving two tasks. The first task was matching the words with its meaning in the table. They had to work in pairs. The second task was recognizing the detail information through simple diagrammatic flowchart. She did not give the tasks directly but she assisted them to predict the content of text by applying guided questions related to 5W and 1H. Before the students did the tasks, she started to apply the diagrammatic flowchart to make them have good understanding about the content of the text. The implementation of the diagrammatic flowchart is presented as follows.

- (1:17) R : Paham kan judulnya? ('Do you understand the title? What does it mean?')
  - S: Jalan-jalan menggunakan pesawat. ('Traveling by plane')
  - R: Ya, dalam teks ini saiapa yang tarveling? Chandra what do you think? ('Yes it is, who was travelling by plane in this text? Chandra what do you think?')
  - S: 'The writer'
  - R: 'Ok Good. *Perhatikan paragraf pertama, dia suka traveling ga?* (Pay attention to the first paragraph. Does he like raveling?')
  - S: 'Yes'
  - R: 'Agus, what is your opinion?'
  - S : Ga suka. ('He does not like.')
  - R : Kenapa dia tidak suka traveling? ('Why did not he like traveling?')
  - S: lebih suka maen game. ('He preferred playing games.')

(App-C/FN/ Feb24, 2012)

In reference to the transcript above, the teacher not only applied the diagrammatic flowchart but she also motivated the students to state their prediction. After that, she activated some sub-reading skill which was guessing the meaning of difficult words. This was very useful to students to activate their background knowledge to maximally comprehend the English text. Below is the implementation of the diagrammatic flowchart.

R: Pay attention to the first paragraph. I preferred playing games (1:18)on computer. Prefered artinya apa? Saya blabla bermain bola dari pada traveling ('I prefer playing football than travelling. ('What is the meaning of preferred?')

S: lebih suka. ('I preferred')

(App-C/FN/Feb24, 2012)

The activities guessing meaning based on the context was conducted for the whole paragraphs of the text. This activity showed the use of the diagrammatic flowchart. After that, she asked them to work individually to identify the diagrammatic flowchart of the text. She walked around the class to monitor their activity. They were enthusiastic did the task. They did not only identify the text through the diagrammatic flowchart but also they colored their diagrammatic flowchart.

In ICOT, she asked them to identify the true false statements. To identify the task, they had to make a correction for the false statements based on the given text. When they did the tasks, she walked around the class to monitor their activity. She also asked them the purpose of text. After that, they discussed their answer to their classmates.

Then, she moved to post teaching, she made a review with the students about what they had leant that day. Then, the bell rang and she ended the lesson.

#### c. Reflection

The teaching and learning process in Cycle II was done successfully. All of the activities were well accomplished. Also, most of the students were enthusiastic in joining the reading teaching and learning process in the classroom. They followed all the instructions given by the teacher and paid attention to her explanation.

In presenting the materials to the students, the teacher did not find any difficulties because the recount text was not a new material for them. The explanation was clear enough so they understood it well. In Cycle II, the students not only understood the explanation about recount text given by the teacher but also comprehended the text given well. They answered most of the questions related to the text after identifying the diagrammatic flowchart by predicting the content of the text. The students' understanding of recount texts is illustrated in the following transcript of the teaching learning process.

(1:19) R : Perhatikan intoduce paragraph. biasanya ini disebut apa?

('Now have a look at to the introduction paragraph. What do you call it?')

S: 'Orientation'

- R: Ok ini orientation, biasanya di introduction paragraph memberikan informasi tentang siapa, apa, dimana, dan kapan kejadiannya. ('Ok it is orientation. In the introduction paragraph provides background information about who, what, where, and when. Then how about the body paragraph?')
- S : Menceritakan serangkaian kejadian. ('Retell series of events.')

- R: 'Yes, What do you call the body paragraph of recount text?'
- S: 'Sequence of events.'
- R :Ciri-ciri recount teks apa? Ada yang bisa menyebutkan salah satu cirri-cirinya? ('Can you mention one of the characteristic of the recount text?')
- S :Menggunakan first, second, then, dll. ('Using time connectivities such as first, second, then, next, etc'.)
- S :Menggunakan first, second, then, dll. ('Using time connectivities such as first, second, then, next, etc'.)
- R: 'That's good. How about the last paragraph'?
- S: 'Reorientation'.
- R : Ya ending paragraph di sebut reorientation. Biasanya disini terdapat comentar atau perasaan yang dialami oleh the writer. ('Ok it is reorientation. In the end of the paragraph provides personal comments/evaluative remarks on the incident'.)
- R: 'What else the characteristics of the recount texts'?
- S: Itu menggunakan kata keteragan tempat, dan waktu. ('The use of adverbs to show places and time'.)
- R: 'Excellent.'

(App- B /FN/Feb 22, 2012)

The teaching learning process transcript above implies that the students had a good understanding of the recount text. Most of the students were active during lead-in activity. They were also actively participated during the teaching and learning process. The teacher also conducted some interviews with the students about their understanding of recount texts.

Bellow is the interview transcript that shows the students' knowledge of recount texts.

(1:20) R : Tadi kita belajar apa sih? ('What we learnt today?')

S: Recount texts.

- S : *Kalo sekarang udah ngerti ato masih bingung?* ('Do you understand it?')
- S : Nek saiki mba wes ga bingung ko mba, uda ngerti. ('Yes, I do.')
- R : Masih inget bagian-bagiannyakan? ('Do you still remember its structures? Can you mention them?')
- S: Inget dong Miss. ('Yes I did, orientation, a sequence of

events, and reorientation.')

R : Ok, *Tense apa yang digunakan disini?* ('What tense that is used?')

S: 'Past tense'

(App-B/Iv/Feb22, 2012)

(1:21) R: Kalian masih inget ga tujuan recount text? ('What is the purpose of the recount text?')

S1 : Menceritakn kembali dan memberikan informasi. ('To retell events and inform the readers.')

R : *Mencertikan kejadian yg gimana*? ('What kind of events?')

S1 : Kejadian yang sudah terjadi. ('Retell the past events.')

S2`: mencertakan pengalaman pribadi atau orang lain. ('Retell my own experience or someone's.')

(App- B/Iv/Feb 24, 2012)

The interview transcripts above imply that the students who were interviewed had a good understanding of the materials which was presented. The opinion about the students' understanding of recount texts was also stated by the collaborator. The following is the interview transcript that was conducted between the researcher and the collaborator.

(1:22) R: Gimana pak pertemuan terakhir ini? ('Do you think that this last meeting runs well Sir?')

C: Ya, mereka lebih paham juga tentang recount, mereka tidak kesuliatan menjawab pertanyaan. Vocabnya juga meningkat ko mba. ('Yes, they have a better understanding about recount text, they also able to answer the questions given. Their vocabulary mastery also increase')

R: Iya pak. ('Yes Sir'.)

(App- B /Iv/Feb 24, 2012)

In Cycle II, the students not only understood the explanation about the recount text given by the teacher but also comprehended the text given well. They answered most of the questions related to the text and their vocabulary mastery

increase. The situation is presented in the following interview transcripts that were conducted between the researcher and the students.

(1:23) R: Hari ini kita belajar apa sih? ('What we learned today?')
S: Recount text
S: Uda ngerti kan? ('Do you understand it?')
R: Iyo mb. ('Yes, I do.')
R: Ok, kalo menjawab soal bisa ga? ('Can you answer all of the questions?')
S: Sebagian bisa ko. ('Yes I can answer most of the questions.')
R: Terus kosa katanya gimana? ('How about your vocabulary?')
S: Lumayan nambah mb. ('My vocabulary mastery increase.')

(App-B/Iv/Feb22, 2012)

- 1:24) R : Kalian masih inget ga tujuan recount text? ('What is the purpose of the recount text?')

  S1 : Manahibur dan mambarikan informasi ('To entertain a)
  - S1 : Menghibur dan memberikan informasi. ('To entertain and inform the readers.')
  - R : Ciri-ciri recount selain menggunakan past tense apa yah? ('Can you mention one of the characteristics of recount texts except past tense?')
  - S2 : Menngunakan yesterday, ytahun lalu. (The use of adverb)
  - R : Itu disebut kata keterangan waktu yah. Bisa ga jawab pertanyaan yang tadi? ('It is called adverb. Can you answer all of the questions?')
  - S1: Bisa, tapi masih beberapa sich yg ga bisa. ('Yes I can, but I cannot answer some of them.')
  - R : *Kalo kamu*? ('How about you?')
  - S1 : Bisa, sebagian mbak. ('I can answer some of the questions.')

(App- B/Iv/Feb 24, 2012)

The interview transcripts above imply that the students who were interviewed had a good understanding of the micro skills of reading. Most of them answered most of the questions related to the text and their vocabulary mastery increase.

In these two meetings conducted in Cycle II, the teacher applied the diagrammatic flowchart as the technique in the teaching learning process. The

(App-C/FN/Feb22, 2012)

implementation of the diagrammatic flowchart was implemented by asking the students to make prediction about the content of the text and guess meaning of words found in the text based on the context. Below is the implementation of the diagrammatic flowchart.

(1:25) R: 'Please have a look at to "Wrong Costume" text. Do you know the meaning of costume?'

S: Kostum. ('Costume.')

R: Ya kostum ini semacam apa Rachmat? ('What is it like?')

S: Baju. ('Clothes.')

R: Ya kostum itu adalah pakaian khusus yang dipakai diacara tertentu, jad Wrong means? ('Yes costume is set of clothes, usually used in particular event. So wrong means?')

S: Salah. ('Wrong.')

R: 'So wrong costume means'?

S: Salah kostum. ('Wrong costume.')

(1:26) R : Pay attention to the first paragraph. I preferred playing games on computer. Prefered artinya apa? Saya bermain bola dari pada traveling (I prefer playing football than travelling. ('What is the meaning of preferred?')
S : lebih suka. ('Preferred.')

(App-C/FN /Feb24, 2012)

The transcript above shows that the teacher applied the diagrammatic flowchart by asking the students to predict the content of the text and guess the meaning of some words found in the text. After the teacher applied the diagrammatic flowchart in this cycle, the obstacles that were faced in the first cycle were solved well. The students did not make the prediction haphazardly as what they often did in the first cycle. They were more systematic in stating their prediction because the teacher asked them using 5W and 1H. Also, the students who did not participate well during the lesson became more active than usual. They were more active in stating their prediction because the teacher gave more

assistance and attention to state their prediction. The improvement is presented in the following transcript.

(1:27)R : Paham kan judulnya? ('Do you understand the title? What does it mean?') : Jalan-jalan menggunakan pesawat. ('Traveling by plane') R : Ya, dalam teks ini saiapa yang tarveling? Chandra what do you think? ('Yes it is, who was travelling by plane in this text? Chandra what do you think?') S : 'The writer' : 'Ok Good. Perhatikan paragraph pertama, dia suka traveling ga? (Have a look at to the first paragraph. Does he like raveling?') : 'Yes ' R : 'Agus, what is your opinion?' : Ga suka. ('He does not like.') R : Kenapa dia tidak suka traveling? ('Why did not he like traveling?') S : Lebih suka maen game. ('He preferred playing games.') (App-C/FN/ Feb24, 2012)

The teaching learning process transcript above implies that the students were active in stating their prediction. She also motivated the passive students by giving more assistance and attention. The evidence of the solved problems was also stated by the collaborator. Below is the interview transcript that was conducted between the researcher and the collaborator.

- (1:28) R : Bagaimana pertemuan keempat ini pak? ('What do you think about this fourth meeting Miss?')
  - T : Kalau menurut saya ya sudah berjalan dengan baik, mereka sudah mulai terbisa dengan strategi itu mb. ('I think it runs well. The students mostly apply the diagrammatic flowchart.')
  - R : Ya pak. Mereka mulai menggunakan strategi untuk memprediksi, sehingga mereka tidak sembarangan menyampaikan opini mereka. ('I think so. They used the diagrammatic flowchart. Also they did not state their prediction nosily and haphazardly.')
  - T: Penerapan 5W sama 1H juga sangat membantu mbak, jadi prediksi mereka lebih tertata. ('The implementation of 5W and 1H is also helping them, so their prediction is more

# systematic.')

- R : Saya lihat beberapa anak juga sudah mulai mau ikut mengeluarkan berpendapat. Chandra itu sebenarnya pintar ya pak. ('Passive students have started their idea.')
- T : Mereka butuh dimotivasi saja sebenarnya, makanya mereka perlu dibantu dan di beri perhatian lebih mb. ('They just need to be motivated and give more attention.')

(App-B/Iv/Feb24, 2012)

The transcript above shows that the obstacles that were solved successfully. Beside, the students were interested in the implementation of the diagrammatic flowchart. In addition, they also stated that the implementation of the diagrammatic flowchart helped them comprehend the text better than they had to read it directly. It also made them curious to read the text and help them activating their background knowledge before they read the whole text. The students' opinion is shown in the following interview transcript.

- (1:29) R : Setelah meggunakan diagrammatic flowchart dalam reading, menurut kamu kamu lebih mengerti kalo pake startegi itu apa langsung dikasih teks terus kerjain soal? ('Did you think that you can understand more by applying the diagrammatic flowchart or by reading the text directly and doing the tasks?')
  - S: M....diagrramatic flowchart itu yang kita diminta mengirangira topic trus di masukkan ke dalam flowchart itu kan? ('Making prediction, isn't it?')
  - R: Ya. Kenapa? ('Yes it is. Why?')
  - S: Ya seru aj mba, isinya lebih mudah dimengerti. Apa lagi menggunakan flowchart, meskipun awalnya agak ribet.?

    ('Because the content of the text is easy to be understood and diagrammatic flowchart is fun activities?')

(App-B/Iv /Feb22, 2012)

- (1:30) R: Masih ada kesulitan ga ketika memahmi teks? ('Did you find any difficulties when we applied the diagrammatic flowchart in reading, such as making prediction and guessing meaning based on the context?')
  - S: Insya Allah ga mb ('I don't think so Miss.')
  - R: Terus gimana cara memprediksi arti kata-kata sulit? ('Then,how do you guess the difficult words?')

- S: Dengan melihat fungsinya dalam kalimat, terus dikira-kira berdasarkan kalimat kalimat sebelumnya. ('By guessing the meaning based on the context.')
- R: Jadi lebih baik dikasi teks terus disuruh baca, ato menggunakan diagrramatic flowchart technique (memprediksi dulu)? ('So which way do you prefer?')
- S: Mmemprediksi dulu dong. '(By predicting.')

(App-B/Iv /Feb24, 2012)

- (1:31) R : Di beberapa pertemuan ini kita pake prediksi dulu terus menerka-nerka arti kata berdasarkan konteksnya, kamu lebih memahami teksnya lewat prediksi dulu apa langsung dikasih teks terus disuruh ngerjain soal?" ('When we have applied the diagrammatic flowchart that was making prediction and guessing meaning based on the context. Which way do you prefer, making prediction or giving a text and doing the tasks?')
  - S: Prediksi dulu. ('By making prediction.')
  - S : Alasannya apa? ('What is your reason'?)
  - R: Karana lebih mudah mendapat informasi yang ada di dalam teks. ('It is easier to get all the information of the text'.)
  - S: Ok, jadi bisa mendapat gambarannya dulu ya?" ('Ok, so it a kind of background knowledge right?')
  - S : Ya. ('Yes.')

(App-B/Iv /Feb24, 2012)

The interview transcripts above show that the diagrammatic flowchart is useful in teaching reading. The students were interested to it because of some reasons such as it made them curious to read the text and help them activating their background knowledge before they read the whole text.

In conclusion, the students' reading comprehension can be improved by using the diagrammatic flowchart. This statement is also supported by the following interview transcript that was conducted between the researcher and the collaborator.

(1:32) R : Kalo di cycle 1 hanya beberapa siswa yang terbantu dengan penerapan diagrammatic flowchart. Kalo sekarang pak, apa

- mereka memang terbantu dengan penerapan teknik ini? ('Do you think they are helped by applying the diagrammatic flowchart?')
- T : Saat ini mereka memang terbantu karena mereka punya gambaran dulu sebelum membaca teksnya. ('Yes, they are helped because they have the background knowledge before they read the text.')
- R: 'How about the guessing meaning Sir?'
- T: Itu juga sangat membamtu mereka mb. Mereka bisa belajar mengerti maksud atau arti dari kata-kata sulit tanpa harus melihat kamus. Jadi mereka gak melulu nyari arti vocab yg susah. ('The strategy helpe them to guess the meaning of difficult words without looking up the dictionary.')
- R : *Berarti bisa disimpulkan kalau* diagrammatic flowchart *ini bisa meningkatkan* reading comprehension *siswa kan pak?* ('So, it can be concluded that the **diagrammatic flowchart** can improve students' reading comprehension?')
- T: Ya saya rasa begitu mb. Pelajaran reading sudah ga monoton lagi karna teknik ini juga cukup menatang siswa. ("Yes, I think so. The use of the technique was successful in making the reading lesson not monotonous because the diagrammatic flowchart is challenging.")

(App-C, 24/Feb, 2012)

The interview transcripts above show that the teacher applied the diagrammatic flowchart. It solves the students' problems in teaching reading. The use of the diagrammatic flowchart was successful in making the reading lesson not monotonous because the diagrammatic flowchart is challenging.

The data of students' comprehension test show an improvement of the result of the students' post-test. The following is the result of the students' pre-test and post-test was illustrated in Table 9.

Table 9: The Result of the Students' Pre-test and Post-test

| Data               | Pre-test | Post-test |
|--------------------|----------|-----------|
| Number of students | 36       | 36        |
| Mean               | 3, 4167  | 5, 1000   |
| Standard Deviation | 55420    | 73368     |

# d. Summary of Cycle II

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

- 1) The use of the diagrammatic flowchart was successful to make the students participated well during the teaching and learning process. They followed the given instruction and looked interested in reading and completing the tasks. The students made their prediction systematically. Also, the students actively stated their ideas.
- 2) The use of the diagrammatic flowchart made the students comprehend the text given without asking the teacher to translate it.
- 3) The use of the diagrammatic flowchart was successful in making the reading lesson not monotonous because before the action was implemented, the teacher often asked the students to read the text and do the tasks directly.
- 4) The students comprehended the given text easier by the implementation of the diagrammatic flowchart. They answered the questions related to the text correctly.
- 5) The use of the diagrammatic flowchart improved students' reading comprehension ability.

### **B.** The General Findings

This subchapter presents the research findings of all actions that had been done in the research. As stated before, the research aimed at improving reading comprehension ability of the eight grade students of SMPN 3 Berbah through the

diagrammatic flowchart. Therefore, the actions conducted answered the questions formulated in the first cycle.

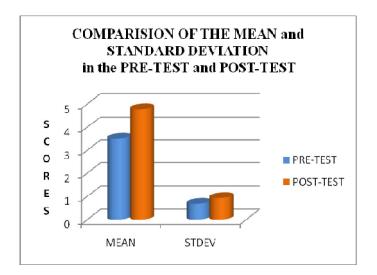
In the first cycle, the implementation of the diagrammatic flowchart was successful to make the students get involved in the teaching learning process. It also improved their reading comprehension ability. However, there were some problems occurring in implementing the actions that were the class became noisy, some students made prediction noisily and haphazardly and they tend to be passive. Therefore, the researcher solved the problems so that in Cycle II the students' reading comprehension improved successfully. The research finding on improving reading comprehension is summarized in Table 10.

Table 10: The Result of the Action Research Study

| No | Pre-condition   | Cycle I  | Cycle II  |
|----|---|--|---|
| 1  | The students did not participate well in the reading teaching and learning process. | Some of the students participate well in the reading teaching and learning process. The students make prediction haphazardly. Also some of them passive. | participate well in the   |
| 2  | Most of the students had no adequate mastery of vocabulary.                         | The use of the diagrammatic flowchart made some students improved their vocabulary   | The use of the diagrammatic flowchart made most of the students improved their vocabulary |
| 3  | The students did not comprehend the text given well.                                | The students comprehended the given text.  | The students comprehended the given text.   |
| 4  | The reading lesson was monotonous.  | The reading lesson was not monotonous. However the class became noisy.   | The reading lesson was not monotonous. The noisy could be reduced well.                   |

Before the implementation of the action, the teaching and learning process was monotonous. The activity did not motivate the students to participate well during the teaching and learning process. Most of the students were lazy to read the text.

After the action was implemented, the teaching reading technique was not monotonous. The students actively participated during the teaching and learning process. After the implementation of the action, the students' reading comprehension improved. They can answer the questions related to the text. They also understood what the text is about. The improvement of the students' reading comprehension is also presented in the score of pre-test and post-test. The following is the comparison of the mean and the standard deviation scores in the pre-test and post-test that the writer obtained in a series of the use the diagrammatic flowchart:



Both scores indicate there is an improvement in the mean score and standard deviation of the students' reading comprehension. The mean score in the pre-test is 3, 2778 and in the post-test is 4, 8111. From those scores, the

improvement of the mean score is 1, 5333. Meanwhile, the standard deviation in the pre-test is 51331 and in the post-test is 72023. From those scores, the improvement of the standard deviation is 20692. It means that the standard deviation belongs to homogeneous. The writer also analyzed the students' pre-test and post-test scores using paired samples t-test. On average, there was an improvement on students' reading comprehension which is shown by the result of significant level of the paired samples t-test 0, 000, which mean that there is a significant improvement on the students' reading comprehension ability after the researcher implementing the diagrammatic flowchart. However, the quantitative data was used to support the findings of this research but it could not be considered as the representation of the whole description of this research.

#### CHAPTER V

### **CONCLUSIONS AND SUGGESTIONS**

Chapter V presents the conclusions and suggestions of the research. These points are presented as follows.

#### A. Conclusions

The two cycles in this action research were completely done. The research began on January 30<sup>th</sup> and ended on February 27<sup>th</sup>, 2012. In both cycles, the researcher implemented the diagrammatic flowchart as the teaching technique by making prediction about the story of the recount text and guessing the meaning of the difficult words based on the context. In every cycle, she implemented the diagrammatic flowchart in order to improve the students' reading comprehension ability. In the implementation of the diagrammatic flowchart in the cycle I, she assisted them to activate their background knowledge before they read the text. When they were making prediction, they also were stating their prediction into the diagrammatic flowchart. The technique was not successfully implemented because it was a new technique for the students although she explained the rule of the diagrammatic flowchart. The class became noisy, some of them were lazy to share their opinion and some students often make prediction noisily and guess meaning haphazardly.

On the contrary, in the implementation of the cycle II, the students actively involved in stating their prediction and they were able to make prediction

systematically. It was because the diagrammatic flowchart is an interesting technique. They followed all the instructions and answered the questions related to the text correctly. So, the students were interested to read and complete the tasks. The diagrammatic flowchart helps them to demonstrate their comprehension and their improvement for example, by outlining the sequence of events. This diagrammatic flowchart is believed to help students find a better way to solve a problem in getting the message of the text, because it is useful in activating students' background knowledge and developing students' vocabulary mastery by making prediction of the content of the text and guessing the meaning of the difficult words. As a result, they will be able to comprehend the text easily.

To overcome the unsuccessful actions, there were some additional and revised actions in Cycle II such as motivated the passive students by giving more assistance and attention to be more active. The students were given a lot of opportunities to share their opinions. Also she used guided questions (5W1H) in asking students to make prediction systematically. She was still implementing the diagrammatic flowchart technique to help them to comprehend the text.

With regard to the explanation above, the diagrammatic flowchart with some other accompanying actions could improve the students' reading comprehension ability after she implemented them in her research. The diagrammatic flowchart with its advantages was able to improve the students' micro skills of reading like identify the purpose of the text, identify main ideas, supporting details, and deducing meaning from context. Finally, this research shows a positive result in improving the students' reading comprehension ability

using the diagrammatic flowchart. It could be seen from the field notes, students' scores in the pre test and post test, paired sample t-test results, interview transcripts, and the collaborators' opinion about the actions.

# B. Suggestions

Based on the conclusions and the implications of the study, some suggestions are directed to the English teacher and other researchers.

# 1. For the English teachers

It is essential for the teacher especially the English teachers at SMPN 3 Berbah to improve the students' reading comprehension by applying the various and interesting teaching technique. The interesting technique is useful to make the students enjoyed and participated well during the teaching and learning process. It is very useful for them to use the diagrammatic flowchart in teaching reading.

# 2. For other researcher.

It is necessary to follow up this study in order to find more actions to improve students' reading comprehension. It is also possible for other researchers to conduct this study in other schools. Therefore, the other researchers who conduct similar research need to be well-prepared, so the research can run well.

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# **APPENDICES**

#### FIELD NOTES

#### Field Note 1

Date : January 25, 2012 Time : 09.00-11.00

- 1. R mengurus surat penelitian di kantor Gubernur yang beralamat di kompleks Kepatihan, Danurejan, Yogyakarta.
- 2. R mendapatkan surat ijin penelitian pada pukul 10.00 WIB.
- 3. R menyampaikan surat tembusan di BAPPEDA yang beralamat di Jalan Parasamya, Beran, Tridadi, Sleman.
- 4. R mendapatkan surat ijin penelitian yang dikeluarkan oleh BAPPEDA pada pukul 10.30 WIB.
- R menyampaikan surat tembusan pada instansi-instansi yang terkait, antara lain Kantor Bupati Sleman, Kantor Kesatuan Bangsa Kabupaten Sleman dan Dinas Pendidikan, Pemuda dan Olah Raga Kabupaten Sleman.

#### Field Note 2

Date : January 30, 2012 Time : 09.55-11.15

- 1. R datang ke sekolah yang akan dijadikan tempat penelitian, yaitu SMPN 3 Berbah Sleman pada pukul 06.30.00 WIB.
- 2. R menunggu C di ruang piket karena C belum datang.
- 3. C datang dan meminta R menunggu sebentar.
- 4. Di perjalanan menuju kelas, C bertanya kepada R tentang pelaksanaan pretest pada hari rabu.
- 5. Sesampainya di ruang kelas, terlihat para siswa belum menempati tempat duduk masing-masing.
- 6. Karena hari itu adalah hari yang telah disepakati untuk observasi, maka C yang mengajar dan R duduk di bangku belakang.
- Setelah mengucapkan salam, mempersilahkan berdoa dan memeriksa kehadiran siswa, C memperkenalkan R kepada para siswa dan menjelaskan tujuan R datang ke kelas tersebut.
- 8. C memulai pelajaran dengan meminta siswa membuka buku pelajaran mereka di halaman 31, yaitu tentang recount text.
- 9. C bertanya pada siswa tentang jenis teks yang dapat dikategorikan sebagai recount texts dan bertanya tentang organization textsnya.
- 10. Mayoritas siswa tidak bisa menjawab pertanyaan dari, beberapa siswa tidak memperhtikan, mereka mengobrol dengan temannya dan banyak dari mereka yang terlihat mengantuk.
- 11. Setelah menjelakan recount text, C menulis kosakata di papan tulis dan meminta siswa mencari arti dari kosakata tersebut di kamus.
- 12. Mayoritas siswa tidak berpartisipasi dalam membahas kosakata tersebut, mereka terlihat males mencari arti beberapa kosakata di kamus dan sebagian siswa tidak membawa kamus.
- 13. C kemudian menunjuk beberapa siswa untuk maju kepan untuk menulis arti dari kosa kata di papan tulis. Mayoritas siswa bertanya kepada C arti dari koakata tersebut.
- 14. Lalu C meminta siwa membaca teks berjudul Adolesence yang ada di LKS dan meminta mereka menjawab pertanyaan yang tersedia dalam LKS tersebut.
- 15. Mayoritas siswa juga tidak mendengarkan perintah C untuk membaca teks,mereka sibuk dengan kegiaan mereka sendiri.

- 16. Setelah beberapa menit, C membahas soal-soal pada halaman 14 satu persatu. Para siswa tidak dapat menjawab pertanyaan dengan benar karena mereka tidak dapat memahami isi teks dengan baik. Kemudian C menerjemahkan kata per kata dalam cerita tersebut untuk membantu siswa memahaminya.
- 17. Beberapa saat kemudian, C membahas jawaban siswa dan menerjemahkan teks tersebut karena siswa juga tidak bisa memahami isi teks dengan baik.
- 18. Pukul 11.15 WIB bel berbunyi, menandakan jam pelajaran bahasa inggris telah habis. C segera menutup pelajaran dengan tidak lupa memberikan pekerjaan rumah pada siswa.
- 19. C dan R kembali ke ruang guru dan berbincang-bincang sebentar.
- 20 C memberitahu R bahwa pelajaran reading selalu monoton dan membuat siswa merasa mengantuk.
- 21 C juga memberitahu R bahwa siswa sering harus dibantu dengan menerjemahkan teks untuk mempermudah mereka memahami teks.
- 22. Setelah perbincangan dianggap cukup, R mengucapkan terimakasih dan pamit pulang

#### Field Note 3

Date : 08February, 2012 Time : 07.00-08.20

- 1. R menemui C di ruang guru.
- 2. R dan C sepakat untuk melaksanakan pretest seperti waktu yang telah ditentukan.
- 3. R bertugas mengawasi jalannya pelaksanaan pretest d kelas.
- 4. Setelah itu R membagikan soal beserta lembar jawabnya.
- 5. Setelah waktu mengerjakan berakhir, R meminta siswa mengumpulkan soal beserta lembar jawab mereka.
- 6. R mengucapkan salam, menutup pelajaran, dan mempersilahkan siswa untuk isirahat.
- 7. Pada waktu istirahat tersebut R mewawancarai beberapa siswa yang beristirahat di dalam kelas. R mewawancarai tentang pembelajaran bahasa inggris khususnya reading.
- 8. Setelah wawancara dianggap cukup R kembali ke ruang guru untuk menemui C.
- 9. C menyerahkan lembar soal dan lembar jawab kepada R.
- 10. Di saat tersebut R berbincang-bincang dengan C mengenai pembelajaran bahasa inggris, khususnya reading.
- 11. Setelah perbincangan dianggap cukup dan R sudah mendapatkan beberapa informasi tentang pembelajaran bahasa Inggris, R mengucapkan terimakasih dan mohon pamit.

#### Field Note 4

Date : 13February 2012 Time : 07.40-09.00

- 1. R datang ke sekolah untuk melakukan persiapan mengajar pada jam pelajaran ketiga.
- 2. R menunggu C di ruang piket karena C belum datang.
- 3. C datang dan menghampiri R untuk menanyakan persiapan mengajar.
- 4. Begitu bel berbunyi, R dan C segera menuju ke ruang kelas.
- 5. Hari itu R yang mengajar sedangkan C duduk di bangku belakang.
- 6. R mengucapkan salam, membuka pelajaran dan memeriksa kehadiran siswa.

- 7. R membuka pelajaran dengan menunjukan beberapa gambar yang ada di word map.
- 8. R meminta siwa untuk menyebutkan kegiatan yang dilakukan disaat liburan.
- 9. R menunjukan sebuah recount teks yang berjudul My Holiday.
- 10. Setelah teks tersebut selesai dibahas, R menjelaskan tentang generic structure, tujuan, dan karakteristik dari recount texts.
- 11. R menunjukan dan memberikan lembaran contoh diagrammatic flowcharts kepada siswa
- 12. R menjelaskan cara mengidentifikasi informasi yang ada didalam teks My Holiday ke dalam diagrammatic flowcharts.
- 13. R kemudian menunjukan sebuah judul Holiday with my Family.
- 14. R memberika 2 tugas kepada siswa. Tugas pertama adalah meyusun paragraph. Tugas kedua adalah mengidentifikasi isi dari teks tersebut dengan melengkapi diagrammatic flowcharts.
- 15. R menanyakan kebenaran prediksi mereka dengan apa yang telah mereka baca.
- 16. Di kegiatan ini beberapa siswa mengeleuarkan pendapatnya dengan asal asalan dan keadaan ini membuat suasana kelas menjadi gaduh.
- 17. R memberikan task diagrammatic flowchart.
- 18. Setelah itu R meminta siswa bekerja secara berpasangan memprediksi kembali kelanjutan cerita ke dalam diagrammatic flowcharts.
- 19. Ketika R bertanya tentang arti dari beberapa kata sulit, R meminta siswa menerka-nerka artinya dengan melihat konteks dan mengartikan kata-kata lain yang ada disekitar kata yang dicari artinya. Suasana kelas mulai gaduh kembali karna banyak siswa yang mengeluarkan prediksi mereka dengan ngawur .
- 20. R kemudian bertanya pada siswa tujun dari teks Holiday with my Family.
- 21. Kemudian R meminta siswa untuk mengidentifikasi ciri-ciri dari recount teks dan langkah-langkah retorika dalam teks recount tersebut.
- 22. R juga mminta mengidentifikasi informasi rinci, dan judul dari teks tersebut.
- 23. R kemudian membahas teks tersebut.
- 24. R menanyakan kesulitan yang dihadapi para siswa.
- 25. Bel berbunyi, R menutup pelajaran dan tak lupa mengucapkan salam.
- 26. Secara garis besar pertemuan pertama tersebut berjalan dengan lancar, para siswa terlihat antusias dalam memprediksi isi cerita dan makna dari kata-kata sulit yang ada walaupun suasana kelas terdengar gaduh.
- Mereka juga terbantu dalam memahami isi cerita, dibuktikan dengan mereka mampu mengerjakan soal-soal yang diberikan dengan baik.

Date : 15 February 2012 Time : 07.00- 08.20

- 1. R datang ke sekolah untuk melakukan persiapan mengajar.
- 2. R menunggu C di ruang piket karena C belum datang.
- 3. C datang dan menghampiri R untuk menanyakan persiapan mengajar.
- 4. Begitu bel berbunyi, R dan C segera menuju ke ruang kelas.
- 5. Hari itu R yang mengajar sedangkan C duduk di bangku belakang.

- 6. R mengucapkan salam, membuka pelajaran dan memeriksa kehadiran siswa.
- 7. R bertanya pada siswa tentang pelajaran minggu lalu.
- 8. R memberikan model teks recount dan diagram flowchart yang berjudul Wedding Party.
  R menanyakan fitur-fitur kebahasaan yang digunakan dalam teks tersebut dan meminta siswa untu merangkai recount teks yang baik dari paragraph yang telah diacak.
- 9. R kemudian menunjukan sebuah judul Holiday in Jakarta.
  R bertanya kepada siswa apakah diantara mereka pernah ke Jakarta dan meminta siswa untuk memprediksi cerita apa yang akan mereka akan baca dengan hanya melhat judul.
- 10. R kemudian menyuruh siswa bekerja secara berpasangan untuk mengidentifikasi kata-kata penghubung dan mengidentifikasi teks dengan melengkapi diagrammatic flowchart.
- 11. R menanyakan kebenaran prediksi mereka dengan apa yang telah mereka baca.
- 12. Saat memprediksi isi cerita, R juga menanyakan makna kata-kata sulit yang terdapat pada teks tersebut dan meminta siswa menerka maknanya berdasarkan konteks yang ada.
- 13. R mengamati dan membantu siswa yang mengalami kesulitan ketika mengidentifikasi diagrammatic flowchart.
- 14. Setelah itu R meminta siswa mengidentifikasi informasi rinci pada teks Holiday in Jakarta dan membahasnya.
- 15. Setelah itu, R menanyakan tujuan, karakter dan fitur-fitur kebahasaan yang ad di dalam teks tersebut.
- 16. R menanyakan pada para siswa hal apa yang mereka belum mengerti.
- 17. Bel berbunyi, R menutup pelajaran dan tak lupa mengucapkan salam.
- 18. R dan C kembali ke depan ruang guru untuk melakukan wawancara.
- 19. Setelah bel istirahat R melakukan wawanara dengan beberapa siswa.
- 20. Setelah wawancara dianggap cukup, R mengucapkan terimakasih dan pamit pulang.

Date : 17 February 2012 Time : 09.55- 11.15

- 1. Begitu bel jam pertama berbunyi, R dan C segera menuju ke ruang kelas untuk mengisi pelajaran pada jam pertama.
- 2. Hari itu R bertindak sebagai guru dan C bertindak sebagai observer.
- 3. R mengucapkan salam dan memeriksa kehadiran siswa.
- 4. Setelah semuanya siap, R membuka pelajaran dan mempersilahkan berdoa.
- 5. R bertanya pada para siswa mengenai pelajaran pada hari rabu yang lalu.
- 6. R bertanya tentang karakteristik dari teks recount.
- 7. R kemudian menunjukkan beberapa gambar dan meminta siswa meprediksi cerita yang akan mereka baca.
- 8. Mereka dengan antusias menjawab teks yang akan mereka baca adalah Holiday in Kupang. R kemudian menunjukkan teks berjudul Holiday in Kupang
- 9. R meminta siswa untuk mengidentifikasi action verbs yang ada di dalam text tersebut. R kemudian bertanya tentang tujuan dari recount teks kepada para siswa.
- 10. Siswa dengan semangat menjawab tujuan dari recount teks adalah untuk menghibur dan untuk member informasi pembaca.

- 11. R dan siswa kemudian membahas bagian-bagian dari teks narrative yang ada pada cerita Holiday in Kupang tersebut.
- 12. Setelah itu R menunjukan sebuah judul yaitu 'A Tour to the Botanic Gardens'
- 13. R meminta siswa memprediksi topic terlebih dahulu sebelum membaca teks.
- 14. R Kemudian bertanya setting kejadian, tokoh yang sudah muncu di dalam teks.
- 15. R kemudian meminta siswa memprediksi kejadian yang akan terjadi selanjutnya
- 16. R bertanya tentang kebenaran prediksi mereka dengan apa yang mereka telah baca.
- 17. Saat memprediksi isi cerita, R juga bertanya pada para siswa tentang arti dari beberapa kata yang terdapat dalam teks tersebut.
- 18. Siswa dengan semangat memprediksi kata- kata yang sulit, meskipun sebagian dari meeka masih asal-asalan.
- 19. Siswa juga mengidentifikasi simple past tense dan diagrammatic flowchart untuk memahami isi teks tersebut secara berpasangan.
- 20. Setelah itu R dan siswa secara bersama-sama membahas task tersebut.
- Kemudian R memberi task kepada siswa untuk mengidentifikasi informasi rinci dalam teks tersebut.
- 22. Di dalam task tersebut terdapat informasi rinci yang diambil dari dalam teks.
- 23. Setelah task terakhir selesai dibahas secara rinci, R bertanya pada siswa tentang kesulitan yang mereka alami.
- 24. Setelah jam pelajaran habis, R menutup pelajaran dan mengucapkan salam
- 25. R segera meminta ijin pada C untuk mewawancarai beberapa siswa, karena hariitu adalah jam terahir.
- 26. R kembali ke ruang guru untuk berbincang-bincang mengenai jalannya pelajaran pada hari itu.
- 27. Setelah wawancara dengan C di ruang guru, R berpamitan pulang.

Date : 22Februari, 2012 Time : 07.00- 08.20

- 1. Begitu bel jam pertama berbunyi, R dan C segera menuju ke ruang kelas untuk mengisi pelajaran pada jam pertama.
- 2. Hari itu R mash bertindak sebagai guru dan C bertindak sebagai observer.
- 3. R mengucapkan salam dan memeriksa kehadiran siswa.
- 4. Setelah semuanya siap, R membuka pelajaran dan mempersilahkan berdoa.
- 5. R bertanya pada para siswa mengenai pelajaran pada hari jumat yang lalu.
- 6. R kemudian menunjukkan beberapa gambar dan meminta siswa meprediksi cerita yang akan mereka baca dengan cara menerapkan pertanyaan 5W and 1H.
  R menunjukan teks rount yaitu 'Swimming Competition'
- 7. R juga memastikan siswanya mengerti arti dari kata-kata yang ada di teks dengan menanyakan arti dari beberapa kata.
- R kemudian menunjukkan sebuah judul recount teks yaitu wrong costume,memastikan bahwa para siswa telah mengerti dengan judul tersebut dan meminta siswa memprediksi kejadian yang akan terjadi

- 9. Siswa juga diminta menjodohkan beberapa vocab dengan definisinya
  - R juga memotivasi siswa yang pasif untuk lebih aktif lagi dengan memberikan mereka kesempatan untuk berbicara.
  - R kemudian memberikan pertanyaan dengan menggunaka 5W 1H agar siswa cara mudah untuk memprediksi sebuah recount text.
- 10. Kemudian R meminta siswa memahami informasi rinci teks recount dengan menggunakan diagrammatic flowchart sesuai kreasi siswa.
- 11. R kemudian meminta siswa memprediksi kejadian yang akan terjadi selanjutnya
- 12. R bertanya tentang kebenaran prediksi mereka dengan apa yang mereka telah baca
- 13. Mayoritas siswa terlihat antusias dalam kegiatan memprediksi ini, prediksi mereka juga terlihat lebih tertata, sehingga kegaduhan di dalam kelas dapat dimimalisir.
- 14. Setelah para siswa menyatakan prediksi mereka, R kemudian memberikan task selanjutnya, yaitu mengidentifikasi informasi rinci dalam teks tersebut.
- 15. Para siswa terlihat antusias dalam mengerjakan soal dan tidak ada siswa yang sibuk dengan kegiatan mereka sendiri.
- Mereka juga terbantu dalam memahami isi cerita, dibuktikan dengan mereka mampu mengerjakan soal-soal yang diberikan dengan baik.
- 17. Setelah semua soal selesai dibahas, C mengulas ulang materi pelajaran di hari tersebut.
- 18. Bel berbunyi, kemudian C menutup pelajaran dan kembali ke ruang guru.
- 19. Setelah bel istirahat R melakukan wawanara dengan beberapa siswa.
- 20. Setelah wawancara dianggap cukup, R mengucapkan terimakasih dan pamit pulang.

Date : 24Februari, 2012 Time : 09.55- 11.15

- 1. Begitu bel jam pertama berbunyi, R dan C segera menuju ke ruang kelas untuk mengisi pelajaran.
  - Pertemuan ini R bertindak sebagai guru dan C bertindak sebagai observer.
- 2. R masuk ke kelas dan mengucapkan salam dan memeriksa kehadiran
- 3. R memulai pelajaran tentang recount text dengan mengajukan pertanyaan kepada siswa tentang pelajaran di pertemuan terakhir.
- 4. R memberikan sebuah model recount text dengan judul Travel to Jogja
- 5. Setelah membahas recount text tersebut, Rkemudian bertanya tentang bagian-bagian dari recount text pada recount text tersebut.
- 6. R kemudian menunjukkan sebuah judul recount text yaitu "Travel on the Plane for The first time",dan memastikan bahwa para siswa telah mengerti dengan judul tersebut dan meminta siswa memprediksi informasi berdasarkan judul tersebut.
- 7. Siswa juga diminta menjodohkan beberapa vocab dengan definisinya
- 8. R juga memotivasi siswa yang pasif untuk lebih aktif lagi dengan memberikan mereka kesempatan untuk berbicara.
- 9. R kemudian memberikan pertanyaan dengan menggunaka 5W 1H agar siswa cara mudah untuk memprediksi sebuah recount text.
- 10. Kemudian R meminta siswa memahami informasi rinci teks recount dengan menggunakan diagrammatic flowchart sesuai kreasi siswa.

- 11. R kemudian meminta siswa memprediksi kejadian yang akan terjadi selanjutnya
- 12. R bertanya tentang kebenaran prediksi mereka dengan apa yang mereka telah baca
- 13. Mayoritas siswa terlihat antusias dalam kegiatan memprediksi ini, prediksi mereka juga terlihat lebih tertata, sehingga kegaduhan di dalam kelas dapat dimimalisir.
- 14. Setelah para siswa menyatakan prediksi mereka, R kemudian memberikan task selanjutnya, yaitu menjodohkan beberapa dengan definisinya dan task tentang true false identification.
- 15. Para siswa terlihat antusias dalam mengerjakan soal dan tidak ada siswa yang sibuk dengan kegiatan mereka sendiri.
  - Mereka juga terbantu dalam memahami isi cerita, dibuktikan dengan mereka mampu mengerjakan soal-soal yang diberikan dengan baik.
- 16. R kemudian meminta siswa mengidentifikasi tujuan dan bagian-bagian dari recount text berdasarkan teks yang mereka terima.
- 17. Setelah para siswa selesai mengerjakan, R dan siswa kemudian mendiskusikan jawaban dari soal tersebut.
- 18. Bel berbunyi, kemudian R menutup pelajaran dan kembali ke ruang guru dan mengulas pelajaran hari ini
- 19. Setelah bel istirahat R melakukan wawanara dengan beberapa siswa.
- 20. Setelah wawancara dianggap cukup, R mengucapkan terimakasih dan pamit pulang.

Date : 27Februari, 2012 Time : 07.40-09.00

- 1. R datang ke sekolah dan menunggu di ruang piket.
- 2. Bel jam pertama berbunyi, R segera menuju ke ruang kelas XE untuk memberikan posttest.
- 3. R masuk kelas, membuka pelajaran, mempersilahkan berdoa, memeriksa kehadiran siswa dan membagikan soal post-test.
- 4. Waktu mengerjakan post-test adalah dua jam pelajaran. Siswa terlihat serius mengerjakannya.
- 5. Setelah waktu mengerjakan telah habis, R meminta siswa mengumpulkan pekerjaan mereka.
- 6. R kemudian berpamitan kepada para siswa dan mengucapkan terimakasih pada mereka.
- 7. Setelah itu, R menemui C d ruang guru untuk berpamitan.

#### Field Note 10

Date : 28 Februari, 2012 Time : 08.00- 08.45

- 1. R datang ke sekolah dan menuju ke ruang Kepala sekolah untuk sekolah untuk berpamitan dan mengucapkan terimakasih.
- 2. Setelah itu R mohon diri untuk bertemu dengan C di ruang guru untuk berpamitan dan mengucapkan terimakasih karena sudah dibantu menyelesaikan penelitian.

#### **INTERVIEW TRANSCRIPTS**

P: Place C: Collaborator S: Students

D: Date R: Researcher

Place, Date, Source

Transcript

P: Depan Kelas VIIIC R: Namanya siapa?

D: 20 Jnuari 2012 S: Chandra.

S : Chandra R : Ketika pelajarn Bhs Inggris ko rame?

S: He..., males aj mb boseni ya udah saya ga ngobrol ma temen.

R : Chandra suka pelajaran Bahasa Inggris enggak?

S : Ga suka mb. R : Lho kenapa?

S: Susah

R: Bagian mana yang susah?

S : Susahnya ketika memahami teks kayak tadi.

R: Kira – kira ketika pas kegitan membaca teks ada kesulitan ga?

S: Iya mb ad mb

R: Kesulitannya apa aja?

S: Tulisannya aja ga sama dengan bacaanya. Terus kalau baca teks ga tau artinya.

R: Kalo ga tau artinya, biasanya gimana?

S: Tanya sama p.Zarqoni kadang buka kamus mb.

R: Ok makasi ya Chandra.

S: Ok mb

P: Kelas VIIIC R: Erma kan? D: 1 Februari 2012 S: Iya mb.

S: Erma R: Ngobrol bentar ya?

S: Ok, tapi jangan pake Bhs. Inggris ya mb.

R: Ga ko, tenang aja. Oy Erma suka pelajaran Bahasa Inggris ga?

S: Diusahakan suka mb, aku pengen kerja diperhotean.

R: Wah bagus tuh. Berarti kalo baca teks BHS. Inggris suka dong?

S : Suka tapi kadang ada vocabnya yang susah dimengerti mb.R : Kalo menemukan kosakata yang susah gimana dong?

S: Buka kamus

R: Kalo pelajaran reading di kelas gimana?

S: Biasanya baca teks yang ada di LKS terus jawab pertanyaan.

R: Berarti lansung membaca teks dan menjawab soal ya. Jadi tidak membahas (memprediksi) teks sebelum membaca kan?

S : Ya mba.R : Makasi yah.

S: Iya.

P: Kelas VIIIC R: Ok, namanya siapa?

D: 1 Februari 2012 S1 : Fajar S : Fajar & Anjas R : Fajar sama?

S2: Anjas.

R : Pada suka Bahasa Inggris ga?

- S2: Aku sih tergantung.
- R: Tergantung gimana?
- S2: Ya kadang boseni, Cuma gitu-gitu aja di kelas.
- R: Monoton gitu?
- S2: Iya.
- R: Ok kalo pelajaran Bhs. Inggris yang paling susah yang mana?
- S2: Yang soal2 itu mb.
- R: Oh reading. Kalo Fajar gimana suka Bahasa Inggris ga?
- S1: Lumayan.
- R: Jadi, baca teks Bhs. Inggrs suka dong?
- S2: Nek kui angel mb.
- R: Yang susah bagian mana?
- S1: Opo kui, vovabnya itu mb.
- R: Kalo pak guru jelasin ngerti ga?
- S1: Kadang-kadang mb.
- R: Kalo kamu gimana?
- S2: Ya sama mb kadang dong kadag ga.
- R: Terus kalo ga paham minta dijelasin lagi ga?
- S2: Ga mab, males.
- R: Kalo sebelum baca biasanya prediksi dulu apa langsung baca?
- S2: Langsung baca.
- R: Terus kalo teksnya susah gimana? Ttep dibaca ga?
- S1: Biasanya baca soal dulu mb.
- S2: Nek aku tak tinggal aj.
- R: Ok, Makasih ya.
- S1&2: Ok mb.
- C: Bagaimana mbak tadi?
- R: Tadi saya sempat mewawancarai beberapa siswa tentang reading, Kebanyakan mereka mengalami kesulitan untuk memahami kosakata yang sulit yang ada didalm teks. Rata-rata mereka males membaca ya pak?
- C: Iya mbak, kalo kegiatan reading kan monoton, jadi siswa itu gampang bosan. Saya sudah mengingakan mereka untuk membawa kamus setiap mata pelajaran Bhs.Inggris. Miimal satu satu meja.
- R: Ya pak saya liat kemaren hanya beberapa siswa yang membawa kamus. Tapi besok saya akan menggunakan teknik diagrammatic flowcharting. Selain outlining siswa akan diajak mempredisi dan guessing meaning berdasarkan konteksnya untuk memahami isi dari teks, jadi siswa ga langsung buka kamus pak.
- C: Ya kalo itu saya ikut mb farah saja. Di RPP nya ada berapa meeting mbak?
- R: Cycle 1 ada 3 kali pertemuan. Cycle 2 nanti dilihat dari refleksi Cycle 1 saja ya Pak. Oya bapak mau terjun langsung atau jadi observer?
- C: Mbanya saja, biar saya saja yang jadi observer.
- R : Ya sudah kalo begitu, jadi minggu depan saya langung mengadakan pretest ya pak.
- C: Jumat depan saja ya mb. Minggu ini saya mau menghabiskan materi dulu. Biar siswa ga bingung.

P : Teacher Office D: 1 Februari 2012 C : Mr. Zargoni R: Berarti tanggal 10 febuari ya pak. Kalau begitu saya mohon pamit Pak. Mohon bantuan bapak untuk beberapa minggu ke depan. Terimakasih ya pak.

C: Iya sama-sama mbak.

R: Gimana pelajaran tadi, suka ga?

D: 13 Februari 2012

S: Normalita

P: Kelas VIIIC

R: Emang tadi kita bahas apa?

S: Itu mba, recount text.

R: Terus kalo aku jelasinnya gimana? Udah jelas apa kecepeten apa gimana?

S: Kecepetan mba, Terus lebih banyak pake Bhs.Inggris.

R: Tapi recount text uda dong belum?

S: Uda mb. R: Yakin?

S: Like this.

S: Iya mb dong dikit, heee.

R: Ok makasih.

S: Ok mba.

P: Kelas VIIIC D: 13 Februari 2012

S: Revi

R: Revi pelajaran yang tadi sama ga kalo Pak Zarqoni ngajar di kelas? Maksudnnya cara ngajarnya

S: Bedalah mb.

R: Berarti ga pernah memprediksi cerita sebelum membaca teks ya?

S: Kayaknya ga pernah mb, biasanya langsung baca gitu.

R: Nah terus kalo memprediksi cerita sebelum membaca teks kayak tadi gimana?

S: Ya enak mb, kita tau gitu lho apa yang mau dibaca.

R: Terus kalo diagrammatic flowchartnya sendiri gimana?

S: Oh tadi yang kayak diagram itu mb?

R: Iya rev gimana?

S: Iyo awalnya bingung mba, tapi pas dijelasin yo rodo ngerti.

R: Ya uda maksi rev.

S: Sama-sama.

D: 13 Februari 2012

R: Gimana pak pelajaran hari ini?

C: Ya lumayan mb.

R: Ya pak, meskipun hanya sebagian siswa yang mau mempredisi.

C : Ya mbak, tapi kalo saya perhatikan siswa masih agak bingung untuk outlining informasi ke diagrammatic flowchart.

R: Iya pak, pak, siswa belum tau manfaat memprediksi isi dri teks itu bisa memudahkan mereka memaparkan informasi yang ada di dalam teks. siswa belum terbiasa memprediksi ya pak?

C: Ya maklum mba, mereka belum terbiasa dengan teknik seperti ini. Tapi tadi anak-anak cukup antusias menceritakan pengalamannya ketika mba tanya.

R: Iya pak saya berusaha build background knowledge, biar mereka punya gambaran tentang pelajaran yang kita mau bahas.

C: Ya itu cara yang cukup bagus mba.

R: Pertemuan brikutnya tetep menggunakan topic Holiday tapi teks yang berbeda biar mereka lebih paham recount tek itu apa. Jadi kan lebih mudah untuk memancing memprediksi mb. Ini sekedar saran ya mba.

C : Oya pak ga pa-pa. Disini saya membutuhkan saran dari bapak. Kalo begitu saya pamit dulu ya pak.

P: Teacher Office

C : Mr. Zarqoni

R: Ya silahkan mbak.

P : Kelas VIIIC

R :Gimana pelajaran hari ini?bisa mengikuti ga?

D: 15 Februari 2012

S :lumayan mbak

S : Agus

R :Tehnik yang digunakan sama ga dengan yang biasanya dia jaarkan di kelas?

S:Beda kok mb.

R: Terus tadi kita belajar apa?

S: Recount texts.

R :Sudah biasa memprediksi gambar dan judul ga untuk mengatahui isi teksnya?

S :Kayaknya ga mb. biasnaya dikasi teks terus baca mb.

R :Berati biasanya baca teks dulu tanpa mempredikisi tentang teksny ya. Menurut kamu lebih mudah yang mana?

S :Yo diprediksi sek mb.

P: Kelas VIIIC

R: Anjasi sama popy ya?

D: 15 Februari 2012

S1&S2: Ya mba.

S1: Anjasi R: Menur

R: Menurut kalian tadi pelajarannya gimana?

S2: Popy

S2 : Seru.

R: Menurut Anjasi?

S1: Ya enak, gampang dimengerti.

R : Terus aku jelasinnya masih kecepeten apa ga?

S1&S2: Uda ga mba.

R : Berarti masih inget dong tujuan recout tek itu apa?

S1: Untuk Menghibur.

R : Selain menghbur apa lagi?

S2: Memberi informasi.

R : Ya uda kalo gitu makasi yah

S1&S2 : Ya mba.

P : Osis Office D: 15 Februari 2012 R: Gimana pak pertemuan kedua ini? Teknik diagrammatic flowchartnya sudah kelihtan belum?'

C : Mr. Zarqoni

C: Kalo mempredisi mereka sudah mulai bisa mbak, tapi untuk guessing meaning kurang berhasil ya.

R: Lalu gimana ya pak baiknya?

C: Coba dikasi sinonim aja mba untuk mempermudah. Biasanya vocab yang ditanyakan itu biasanya kata-kata yang jarang muncul

R: Iya pak. Nanti menggunakan sinonim untuk membantu mereka memprediksi. Terus cara ngajar saya masih kecepetan ga pak?

C: Ga ko mbak uda gak kayak hari pertama ngajar.

R: Makasih pak atas waktunya.

C: Sama-sama mbak.

P : Kelas VIIIC D: 17 Februari 2012 R: Lut tadi pelajarannya gimana? Ngedong apa ga?

S : Ngedong dikit-dikit.R : Ada tiga dong mbak

S: Ok, yang pertama apa?

R: Orientation.

S: Terus paragraph yang ke 2 apa lut?

R: Urutan peristiwa yg terjadi.

S : Yang terahir?R : Reorientation.

S: Ok, Bagus, kalo tujuannya apa?

D: 17 Februari S : Lutviana R: Memberi informasi dan menghibur.

P: Kelas VIIIC D: 17 Februari 2012 R: Gimana rid, menurut kamu tadi pelajarannya gimana?

S: Farid

P: Osis Office

C: Mr. Zarqoni

D: 17 Februari 2012

S : Asik-asik aja. R: Udah dong recount texts berarti sekarang?"

S: Iya lumayan sih.

R: Salah satu cirri-ciri recout teks apa rid?

S: kui mbak, pake verb 2.

R: Verb 2?

S: Past tense.

R: Terus masih bingung ga sama diagrammatic flowchartnya?

S: Uda ga ko mbak.

R: Ok maksi, semangat ya rid jangan males.

S: Heee, iyo mbak.

R: Pak, apakah beberapa anak-anak memang mereka kurang memperhatikan ketika mengikuti pelajaran

C: Itu memang anak-anaknya kok Mbak, makanya saya sring tegur mereka

R: Lalu sebaiknya langkah apa yang perlu diambil pak? Apa perlu mereka sering saya tunjuk agar mereka mereka alebih aktif mengeluarkan pendapat pak?

C: Ya, gitu juga bisa. Tapi mereka perlu di bantu dan diberi perhatian agar mau mengeluarkan pendapat dan tidak takut salah. Oya sebagian murid masih bingung tentang flowchart. Mereka masih sembrono memprediksi mb

R : Iya pak, beberapa saya lihat juga begitu. Masih belum menyadari bahwa diagrammatic flowchart strategi itu proses untuk menjembatani memahami isi teks. Apa prakteknya kurang pak?

C: Semacam predicting, guessing, scanning itu sudah bagus. Gini aja mb, di pertemuan yang akan datag tasknya lebih di explore dan di beri guided questions 5W+1H, terus recount textnya beda topic ya mb, biar ga bosen

R: Iya pak, nanti bisa diterapkan di cycle 2.makasi sarannya pak.

R: Tadi kita belajar apa sih?

D: 22 Februari 2012

S: Recount texts.

R: Kalo sekarang udah ngerti ato masih bingung?

S: Nek saiki mb wes ga bingung ko mb, uda ngerti.

R: Masih inget bagian-bagiannyakan?

S: Inget dong. Orientation, a sequence of events, and reorientation.

R: Tense yang digunakan di recount texts apa sih?

S: Past tense

R: Kalo diagrammatic flowchartnya gimana?

S : Yang diagram itu kan? Itu seru juga ternyata mbak.

R: Seru kenapa?

S : Nek aku ga cepet bosen, tak kasi warna tadi mbak.

R: Ya ga pa-pa ko.

S: Terus kalo jawab pertanyaan gimana?

R: Bisa lah mbak, tinggal ndelok nang diagram kui.

R :Jadi setelah memprediksi isi teks menggunkandiagrammatic flowchat lebih gampang menjawab soal gitu?

P: Kelas VIIIC

S: Berna

S: Iyo mbak.

R: Ok makasi Berna.

S: Ok mbak.

P: Kelas VIIIC D: 22 Februari 2012 R: Gimana Chandra, uda paham belum sama pelajara yang tadi?

S: Uda mbak, wes nyantol banget.

S: Chadra

R: Terus tadi kata-kata susahnya tadi udah diprediksi bareng-bareng kan?

S: Iya mb.

R: Gimana kosa katanya uda mula bertambah dong?

S: Iyo mbak.

R: Nah kalo kita memprediksi isi ceritanya gitu bisa lebih ngerti isi tetsnya apa ga?

S: Iya tambah ngerti mbak, kan uda di kasi gambaran.

R: Berati pas baca uda tau ya toipknya tentang apa.

R: Ya uda maksi yah. Kemaren nilai mu tertinggi lho makanya jangan males.

S: Hee. Iya mbak.

P: Osis Office D: 22 Februari 2012 C: Mr. Zarqoni

R: Bagaimana pertemuan keempat ini pak?

C: Kalau menurut saya ya sudah berjalan dengan baik, mereka sudah mulai terbisa dengan strategi itu mb.

R: Ya pak. Mereka mulai menggunakan strategi untuk memprediksi, sehingga mereka tidak sembarangan menyampaikan opini mereka.

C: Penerapan 5W sama 1H juga sangat membantu mbak, jadi prediksi mereka lebih tertata.

R : Saya lihat beberapa anak juga sudah mulai mau ikut mengeluarkan berpendapat. Chandra itu sebenarnya pintar ya pak.

C : Mereka butuh dimotivasi saja sebenarnya, makanya mereka perlu dibantu dan di beri perhatian lebih mb.

P: Kelas VIIIC

R: Masih ada kesulitan ga ketika memahmi teks?

D: 24 Februari 2012

S: Insya Allah ga mb.

S: Prapti

R: Terrus gimana cara memprediksi arti kata-kata sulit?

S: Dengan melihat fungsinya dalam kalimat, terus dikira-kira berdasarkan kalimat - kalimat sebelumnya.

R: Jadi lebih baik dikasi teks terus disuruh baca, ato memprediksi dulu?

S: Mmemprediksi dulu dong

R: Kenapa?

S: lebih mudah dimengerti.

R: Tapi kalo memprediksi dulu belum tentu bener?

S: Ok masih.

R: Iya

P: Kelas VIIIC D: 24 Februari 2012 R: Galih sama Respati gimana selama beberpa minggu ini kita membahas apa?

S1: Galih

S1: Recount.

S2: Respati

R: Recount text itu teks yang menjelaskan apa Rspati?

S2: Kejadian-kejadian gitu mbak.

R: Kejadian-kejadian gimana?

S2: Yang sudah terjadi.

R: Iya recount teks mennceritakan kembali kejadian yang sudahterjadi. Kalian masih inget ga tujuan recount text?

S1: Menghibur dan memberikan informasi.

- R: Ciri-ciri recount selain menggunakan past tense apa yah?
- S2: Menngunakan yesterday, ytahun lalu(adverb)
- R: Iya itu disebut kata keterangan waktu yah. Bisa ga jawab pertanyaan yang tadi?
- S1: Bisa, tapi masih beberapa sich yg ga bisa
- R: Kalo kamu?
- S2: Bisa, sebagian mbak
- R: Pertemuan terakhir ini berjalan dengan lancar ya pak?
- C: Ya saya rasa siswa lebih paham tentang recount text.
- R: Inggih Pak. Kalo partisipasinya pak? Apa mereka sudah lebih aktif?
- C: Ya tidak seperti dulu ya, kalau yang pertemuan pertama itu kan siswa terlihat pasive sekali. Mereka sekarang juga bisa memprhatikan pelajaran.
- R: Iya pak. Kalo di cycle 1 hanya beberapa siswa yang terbantu dengan penerapan diagrammatic flowchart. Kalo sekarang pak, apa mereka memang terbantu dengan penerapan teknik ini
- C : Saat ini mereka memang terbantu karena mereka punya gambaran dulu sebelum membaca teksnya.
- R: Kalo guessing meaning gimana pak?
- C: Itu juga sangat membamtu mereka mb. Mereka bisa belajar mengerti maksud atau arti dari kata-kata sulit tanpa harus melihat kamus. Jadi mereka gak melulu nyari arti vocab yg susah
- R: Berarti bisa disimpulkan kalau **diagrammatic flowchart** ini bisa meningkatkan reading comprehension siswa kan pak?
- C: Ya saya rasa, begitu mb.
- R: Makasi ya pak atas bantuan beberapa hari ini.
- C: Ya mbak farah. Sama-sama.

P : Teacher Office D: 24 Februari 2012 C : Mr. Zarqoni

# **OBSERVATION GUIDELINE**

| No | Component              | Sub-component                                       | Aspect   | Items that be observed  |
|----|------------------------|---|--|---|
| 1. | Students               | Behavior  | Activities that students do before start reading                                       | What students usually do before they start reading?   |
|    |                        |   | ❖ Activities that students do while they are reading                                   | What students usually do while they are reading?  |
|    |                        |   | ❖ Activities that students do when they finish reading                                 | What students usually do when they finish in reading?   |
| 2  | The teacher            | Teacher's role                                      | Activities that teacher do during<br>teaching and learning process in<br>the classroom | <ul> <li>Does the teacher give models of the text you are going to learn?</li> <li>Does the teacher give you example to make you understand?</li> <li>Does the teacher clear enough in presenting the materials?</li> <li>Does the teacher review the materials that have been taught?</li> <li>Does the teacher give feedback and correction to students?</li> </ul> |
|    |                        |   |  | <ul> <li>Does the teacher give evaluation in every meeting?</li> <li>Is the evaluation suitable with the materials that she has taught?</li> </ul>  |
| 3  | Materials              | Materials used                                      |  | Does your teacher give varying topics for the texts she gives?  |
| 4  | The media              | Lesson plan and media that is used in the classroom |  | <ul> <li>Are the lesson plans ready before the teaching and learning process begin?</li> <li>Are the materials in lesson plans based on SK KD?</li> <li>Are the lesson plans being arranged systematically?</li> <li>Is the media that is used in the classroom interesting and varying?</li> </ul>   |
| 5  | The teaching technique |   |  | <ul> <li>Do the students feel interested in reading after the teacher uses the diagrammatic flowchart?</li> <li>Do the students enjoy the diagrammatic flowchart?</li> <li>Do the students make any improvement in reading?</li> </ul>  |

# INTERVIEW GUIDELINE

| No | Component | Sub-component | Aspect   | Question   | Items   |
|----|-----------|---------------|--|--|---|
|    |           |               |  | For Students   | For Teacher   |
| 1. | Students  | Behavior      | ❖ Activities that students do<br>before start reading  | <ul> <li>Do you read the title and headings?</li> <li>Do you look at the pictures?</li> <li>Do you predict what the passage might be about?</li> <li>Do you ask yourself what you already know about the topic?</li> </ul>   | ❖ What students usually do before they start reading?   |
|    |           |               | ❖ Activities that students do while they are reading   | <ul> <li>Do you illustrate in your mind what you are reading?</li> <li>Do you stop sometimes and ask yourself what you've read about so far?</li> <li>Do you picture in your mind the people, places, and events you're reading about?</li> <li>Do you imagine that you're talking with the author while you're reading?</li> <li>Do you look for clues and try to figure it out?</li> <li>Do you use a dictionary?</li> </ul> | ❖ What students usually do while they are reading?  |
|    |           |               | <ul> <li>Activities that students do when they come to a word they don't understand</li> <li>Activities that students do when they come to a part</li> </ul> | <ul> <li>Do you look for clues and try to figure it out?</li> <li>Do you use a glossary or dictionary?</li> <li>Do you read it again?</li> </ul>   | <ul> <li>What students usually do when they come to a word they do not understand?</li> <li>Do the students ask to you when they get confuse</li> </ul> |
|    |           |               | when they come to a part of the text that is confusing   | <ul><li>Do you just keep reading?</li><li>Do you try to get help from pictures or drawings?</li></ul>  | when reading a text?  |
|    |           |               | <ul> <li>Activities that students do<br/>when they finish reading</li> </ul>   | <ul><li>Do you illustrate in your mind what you are reading?</li><li>Do you do something with the</li></ul>  | What students usually do when they finish in reading?   |

|    |           |                |  | <ul><li>information you've learned?</li><li>Do you compare what you've just read with what you already knew?</li></ul>  |  |
|----|-----------|----------------|--|---|--|
| 2. | Teacher   | Teacher's role | ❖ Teacher's role in presenting materials | <ul> <li>Does your teacher give models of the text you are going to learn?</li> <li>Does your teacher give you example to make you understand?</li> <li>Does your teacher give clear explanation?</li> <li>Does your teacher review the materials that have been taught?</li> </ul> | <ul> <li>Do you give models of the text to your students?</li> <li>Do you give example to your students?</li> <li>Do you always present new materials to your students?</li> <li>Do you make review in the class?</li> </ul> |
|    |           |                | ❖ Teacher's role in giving feedback      | <ul> <li>Does your teacher give more explanation?</li> <li>Do you satisfied with your teacher's feedback and correction?</li> </ul>   | <ul> <li>Do you give your feedback and correction to your students?</li> <li>What kinds of feedback you usually give to your students?</li> </ul>  |
|    |           |                | ❖ Teacher's role in giving evaluation    | <ul> <li>Does your teacher give reading test in every meeting?</li> <li>Is the reading test suitable with the materials that she has taught?</li> </ul>   | <ul> <li>Do you give reading test to your students?</li> <li>When you give the reading test? In every meeting or in the last of each semester?</li> </ul>  |
| 3. | Materials | Materials used | ❖ The level of difficulty                | <ul> <li>Do you feel difficult in understanding the texts?</li> <li>Do you think the text your teacher gives is too long?</li> </ul>  | <ul> <li>Are the texts you choose suitable with your students' level?</li> <li>Have you considered the length of the text and your student's level?</li> </ul>   |
|    |           |                | The variation of the materials           | Does your teacher give<br>various topics for the texts she<br>gives?  | Are the texts you choose vary in term of topic and genre?  |
| 4. | Media     | Media used     | <ul> <li>Lesson plan</li> </ul>          |   | ❖ Are the lesson plans ready   |

|   |                    |                        | ❖ Media used in the classroom                  | ❖ Is the media that is used in the classroom interesting and  | before the teaching and learning process begin?  Are the materials in lesson plans based on SK KD?  Do you arrange the lesson plan systematically?  Do you use varying media in the classroom?  |
|---|--------------------|------------------------|--|---|---|
| 5 | Teaching technique | Diagrammatic flowchart | ❖ The implementation of diagrammatic flowchart | <ul> <li>various?</li> <li>Do you enjoy the strategy applied by your teacher?</li> <li>Are you more interested in reading after your teacher implementing the interactive processing?</li> <li>Do you feel any improvement in your reading comprehension after your teacher implementing the interactive processing?</li> </ul> | <ul> <li>Have you ever used interactive processing before?</li> <li>What do you feel in implementing interactive processing in the classroom?</li> <li>In your opinion, what are the advantages in implementing interactive processing?</li> <li>Do you think that this teaching strategy can improve students' reading comprehension?</li> </ul> |

T-TEST PAIRS=PRETEST WITH POSTTEST (PAIRED) /CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

#### T-Test

[DataSet3]

#### **Paired Samples Statistics**

|        | <del>-</del> | Mean   | N  | Std. Deviation | Std. Error Mean |
|--------|--------------|--------|----|----------------|-----------------|
| Pair 1 | PRETEST      | 3.2778 | 36 | .51331         | .08555          |
|        | POSTTEST     | 4.8111 | 36 | .72023         | .12004          |

#### **Paired Samples Correlations**

|        | _                  | N  | Correlation | Sig. |
|--------|--------------------|----|-------------|------|
| Pair 1 | PRETEST & POSTTEST | 36 | .455        | .005 |

#### **Paired Samples Test**

|        | _                         | Paired Differences |           |            |             |               |         |    |                 |
|--------|---------------------------|--------------------|-----------|------------|-------------|---------------|---------|----|-----------------|
|        |                           |                    | Std.      | Std. Error | 95% Confide | ence Interval |         |    |                 |
|        |                           | Mean               | Deviation | Mean       | Lower       | Upper         | t       | df | Sig. (2-tailed) |
| Pair 1 | PRETEST -<br>POSTTES<br>T | -1.53333           | .66762    | .11127     | -1.75922    | -1.30744      | -13.780 | 35 | .000            |

FREQUENCIES VARIABLES=PRETEST POSTTEST

/NTILES=4

/NTILES=10

/STATISTICS=STDDEV VARIANCE RANGE MAXIMUM SEMEAN MEAN MEDIAN MODE SUM SKEWNESS SESKE W KURTOSIS SEKURT

/GROUPED=PRETEST POSTTEST

/BARCHART PERCENT

/ORDER=ANALYSIS.

# Frequencies

[DataSet3]

#### **Statistics**

|                | Statistics |                     |          |
|----------------|------------|---------------------|----------|
|                |            | PRETEST             | POSTTEST |
| N              | Valid      | 36                  | 36       |
|                | Missing    | 0                   | 0        |
| Mean           |            | 3.2778              | 4.8111   |
| Std. Error of  | Mean       | .08555              | .12004   |
| Median         |            | 3.2571 <sup>a</sup> | 4.7667°  |
| Mode           |            | 3.00                | 5.00     |
| Std. Deviation | n          | .51331              | .72023   |
| Variance       |            | .263                | .519     |
| Skewness       |            | 1.687               | .345     |
| Std. Error of  | Skewness   | .393                | .393     |
| Kurtosis       |            | 2.164               | 835      |
| Std. Error of  | Kurtosis   | .768                | .768     |
| Range          |            | 2.00                | 2.20     |
| Maximum        |            | 5.00                | 6.20     |
| Sum            |            | 118.00              | 173.20   |
| Percentiles    | 10         | b,c                 | b,c      |
|                | 20         |                     | 4.0467   |
|                | 25         |                     | 4.1667   |
|                | 30         |                     | 4.2867   |
|                | 40         | 3.0514              | 4.5267   |
|                | 50         | 3.2571              | 4.7667   |
|                | 60         | 3.4629              | 5.0091   |
|                | 70         | 3.6686              | 5.3364   |
|                | 75         | 3.7714              | 5.5000   |
|                | 80         | 3.8743              | 5.6636   |
|                | 90         | 4.3111              | 5.9909   |

# **Frequency Table**

PRETEST

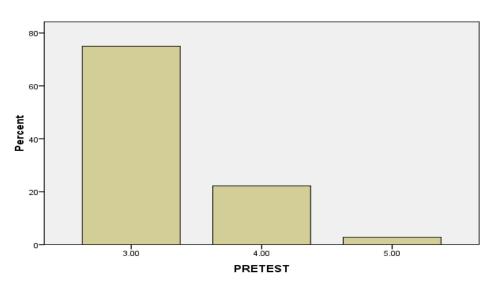
|       | Ü     | 1         |         | ******        | Cumulative |
|-------|-------|-----------|---------|---------------|------------|
|       |       | Frequency | Percent | Valid Percent | Percent    |
| Valid | 3     | 27        | 75.0    | 75.0          | 75.0       |
|       | 4     | 8         | 22.2    | 22.2          | 97.2       |
|       | 5     | 1         | 2.8     | 2.8           | 100.0      |
|       | Total | 36        | 100.0   | 100.0         |            |

# POSTTEST

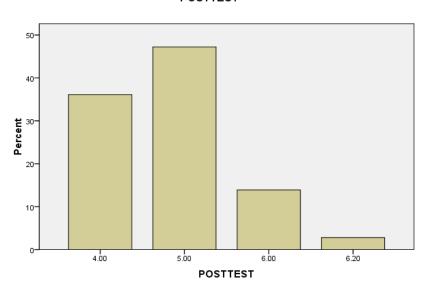
|       |       | Frequency | Percent | Valid Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 4     | 13        | 36.1    | 36.1          | 36.1                  |
|       | 5     | 17        | 47.2    | 47.2          | 83.3                  |
|       | 6     | 5         | 13.9    | 13.9          | 97.2                  |
|       | 6.2   | 1         | 2.8     | 2.8           | 100.0                 |
|       | Total | 36        | 100.0   | 100.0         |                       |

#### **Bar Chart**

#### PRETEST



#### POSTTEST



#### COURSE GRID

- 11. Comprehending meaning of simple texts in the form of recount and narrative texts.
- 11.3 Responding to the meaning and rhetorical steps of the simple text in the form of **recount** texts accurately, fluently, and appropriately to interact with the society in which the students belong.

| Meeting/<br>Cycles        | Indicators  | Language focus                                    | Learning<br>Materials  | Teaching activities  | Time<br>Allocation | Media   | Sources   |
|---------------------------|---|---|--|--|--------------------|---|---|
| First meeting/<br>Cycle 1 | Students are able to: a. Identify the generic structures of recount texts. b. Recognize the social function of recount texts. c. Identify the characteristic of recount texts. d. Find specific information of recount texts. e. Students are able to idenify simple past tense. f. Students are able to recognize the action verbs of recount texts. g. Students are able to recognize conjunctions and time connectives h. Recognize the rhetorical steps of recount texts. | a. Past tense b. Conjunction and time connectives | Recount texts: My holiday, Holiday with my Family     Vocabulary list: pool, colorful, horseback, tired, scary, interesting, scenery, etc.     Generic structure: orientation, sequence of events, reorientation (writers' feeling). | <ul> <li>1. Pre-teaching:     Opening, greeting the students, leading the prayer, checking students' attendance.     2. While-teaching:     Activity 1(BKOF)</li></ul> | 2x40 minutes       | <ul><li>♠ Pictures</li><li>♠ Diagrammat<br/>ic<br/>flowcharts</li></ul> | 1. Anderson, Mark, and Anderson, Kathy. 1997. Text Types in English. Australia: Macmillan Education. 2. Kumalarini, 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Ma drasah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: |

| Sacard                        | Students on oblate.  | a. Plant tors on   |  | <ul> <li>◆ Students recognize the characteristic of diagrammatic flowchart of "My Holiday" text.</li> <li>◆ Students practice to predict the topic of the text, find specific information from the text and guess the meaning from the context of recount text of "My Holiday" through diagrammatic flowchart technique.</li> <li>Activity 3 (JCOT)</li> <li>◆ Students identify a recount text of "Holiday with my Family" by arranging the jumble paragraphs.</li> <li>◆ Students s identify of "Holiday with my Family" text by completing the diagrammatic flowcharts.</li> <li>Activity 4(ICOT)</li> <li>Students work individually to:</li> <li>◆ identify the topic of "Holiday with my Family" text.</li> <li>◆ find the specific information from the text "Holiday with my Family"</li> <li>3.Post teaching:</li> <li>◆ Students summarize the materials that they have learnt with the guidance from the teacher.</li> <li>◆ Students end the lesson with a pray.</li> </ul> | 2::40           |   | Pusat Perbukuan, Departemen Pendidikan 3. Priyana, Joko. 2008. Scafolding English for Junior High School Drade VII. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008. |
|-------------------------------|--|--|--|---|-----------------|---|---|
| Second<br>meeting/<br>Cycle I | Students are able to:  a. Identify the generic structures of recount texts.  b. Recognize the social function of recount | <ul> <li>a. Past tense</li> <li>b. Conjunction and time connectives</li> <li>and</li> <li>but</li> <li>after that</li> </ul> | • Recount<br>texts:,<br>Wedding<br>Party,<br>Holiday in<br>Jakarta | <ol> <li>Pre-teaching:         Opening, greeting the students, leading the prayer, checking students' attendance.     </li> <li>While-teaching:         Activity 1(BKOF)     </li> </ol>  | 2x40<br>minutes | <ul><li>Pictures</li><li>Diagrammat ic flowcharts</li></ul> | 1. Anderson,<br>Mark, and<br>Anderson,<br>Kathy.<br>1997. Text<br>Types in  |
|                               | texts. c. Identify the characteristic of   | <ul><li>c. Adverbs and adve rbial phrase</li><li>last night</li></ul>  | • Vocabulary list: wedding party, nice,                            | <ul><li>◆ The teacher reviews the previous material.</li><li>◆ The teacher shows some pictures of</li></ul>   |                 |   | English.<br>Australia:<br>Macmillan   |

| recount texts.  d. Find specific information of recount texts.  e. Students are able to idenify simple past tense.  f. Students are able to recognize the action verbs recount texts.  g. Students are able to recognize conjunctions and time connectives Recognize the rhetorical steps of recount texts. | <ul> <li>in the party</li> <li>in a traditional wedding</li> <li>and</li> <li>Action verbs</li> <li>had</li> <li>went</li> <li>arrived</li> <li>was</li> <li>felt</li> </ul> | late, etc. • Generic structure: orientation, sequence of events, reorientation (writers' feeling). | <ul> <li>interesting events and asks some questions about their experience during holiday.</li> <li>◆ Students answer the questions based on their experience orally.</li> <li>Activity 2(MOT)</li> <li>◆ The teacher gives an example of recount text of "Wedding Party" to the students.</li> <li>◆ Students recognize the generic structures of recount text of "Wedding Party".</li> <li>◆ Students practice to predict the content of the text and guess the meaning from the context of recount text of "Wedding Party".</li> <li>◆ Students identify simple past tense of "Wedding Party" text.</li> <li>◆ Students recognize the jumble paragraphs into the right structures of recount "Wedding Party" text.</li> <li>◆ Students identify the purpose of a recount text of "Wedding Party".</li> <li>◆ Students identify specific information from the text of recount text of "Wedding Party".</li> </ul> | Education.  2. Kumalarini, 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Ma drasah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan  3. Priyana, Joko. 2008. Scafolding English for Junior High |
|---|--|--|---|---|
| steps of recount texts.   |  |  | text of "Wedding Party".  Students identify simple past tense of "Wedding Party" text.  Students recognize the jumble paragraphs into the right structures of recount "Wedding Party" text.  Students identify the purpose of a recount text of "Wedding Party".  Students identify specific information from the text of recount   | Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan 3. Priyana, Joko. 2008. Scafolding English for  |

| Third<br>meeting/<br>Cycle | Students are able to:  a. Identify the generic structures of recount texts.  b. Recognize the social function of recount   | <ul> <li>a. Past tense</li> <li>b. Conjunction and time connectives</li> <li>and</li> <li>but</li> <li>after that</li> </ul>  | • Recount texts: Holiday in kupang, A tour to the Botanic   | <ul> <li>3.Post teaching:</li> <li>♦ Students summarize the materials that they have learnt with the guidance from the teacher.</li> <li>♦ Students end the lesson with a pray.</li> <li>1. Pre-teaching: Opening, greeting the students, leading the prayer, checking students' attendance.</li> <li>2. While-teaching: Activity 1(BKOF)</li> </ul>  | 2x40<br>minutes | <ul><li>♠ Pictures</li><li>♠ Diagrammat ic flowcharts</li></ul> | 1. Anderson, Mark, and Anderson, Kathy. 1997. Text Types in  |
|----------------------------|--|---|---|---|-----------------|---|--|
|                            | texts.  c. Identify the characteristic of recount texts.  d. Find specific information of recount texts.  e. Students are able to idenify simple past tense.  f. Students are able to recognize the action verbs recount texts.  g. Students are able to recognize conjunctions and time connectives  Recognize the rhetorical steps of recount texts. | <ul> <li>finally</li> <li>Adverbs and adverbial phrase</li> <li>yesterday</li> <li>at my house</li> <li>slowly</li> <li>Action verbs</li> <li>was</li> <li>were</li> <li>visited</li> <li>went</li> <li>took</li> <li>came</li> </ul> | Gardens  Vocabulary list: waves, seaweed farming project, great days, etc.  Generic structure: orientation, sequence of events, reorientation (writers' feeling). | <ul> <li>◆ The teacher reviews the previous material.</li> <li>◆ The teacher shows some pictures of interesting places and asks comprehension questions about their unforgettable experience during holiday.</li> <li>◆ Students answer the questions based on their experience orally.</li> <li>Activity 2(MOT)</li> <li>◆ The teacher gives an example of recount text of "Holiday in Kupang" to the students.</li> <li>◆ Students idenify action vebs of "Holiday in Kupang" text.</li> <li>◆ Students practice to predict the topic of the text of "Holiday in Kupang".</li> <li>◆ Students recognize conjunctions and time connectives to sequence the events of "Holiday in Kupang" text.</li> <li>◆ Students identify find specific information from the text of "Holiday in Kupang".</li> <li>◆ Students identify the purpose of a</li> </ul> |                 |   | English. Australia: Macmillan Education. 2. Kumalarini, 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Ma drasah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan 3. Priyana, |

|  | recount text of "Holiday in Kupang".  **Activity 3 (JCOT)*  **Students idenify simple pastense of "A Tour to the Botanic Gardens" text" text.  **Students identify the detail information of text based on "A Tour to the Botanic Gardens" text by completing the diagrammatic flowcharts.  **Activity 4(ICOT)*  **Students work individually to find specific information from the "A Tour to the Botanic Gardens" text.  **3.Post teaching:*  **Students summarize the materials that they have learnt with the guidance from the teacher.  **Students end the lesson with a pray. | Joko. 2008. Scafolding English for Junior High School Drade VII. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008. |
|--|--|--|
|--|--|--|

| Meeting/ | Indicators                               | Language focus                         | Learning                       | Teaching activities                     | Time       | Media      | Sources                       |
|----------|--|--|--------------------------------|---|------------|------------|-------------------------------|
| Cycles   |  |  | Materials                      |   | Allocation |            |                               |
| Fourth   | Students are able to:                    | a. Past tense                          | • Recount                      | 1. Pre-teaching:                        | 2x40       | ♠ Pictures | 1. Anderson,                  |
| meeting/ | a. Identify the generic                  | <ul> <li>b. Conjunction and</li> </ul> | texts:                         | Opening, greeting the students, leading | minutes    | ♠ Diagram  | Mark, and                     |
| Cycle II | structures of recount                    | time connectives                       | <ul> <li>Vocabulary</li> </ul> | the prayer, checking students'          |            | matic      | Anderson,                     |
|          | texts.                                   | ■ and                                  | list: race,                    | attendance.                             |            | flowchar   | Kathy. 1997.                  |
|          | <b>b.</b> Identify the                   | ■ but                                  | waves,                         | 2. While-teaching:                      |            | ts         | Text Types in                 |
|          | characteristic of                        | <ul><li>after that</li></ul>           | freestyle,                     | Activity 1(BKOF)                        |            |            | English.                      |
|          | recount texts.                           | c. Adverbs and adve                    | ribbon,                        | ♦ The teacher reviews the previous      |            |            | Australia:                    |
|          | c. Recognize the social                  | rbial phrase                           | backstroke                     | material.                               |            |            | Macmillan                     |
|          | function of recount                      | <ul><li>yesterday</li></ul>            | butterfly                      | ◆ The teacher shows the pictures of     |            |            | Education.                    |
|          | texts.                                   | <ul><li>at my house</li></ul>          | race etc.                      | pool and asks some questions to         |            |            | <ol><li>Kumalarini,</li></ol> |
|          | <ul> <li>d. Recognize reading</li> </ul> | d. Action verbs                        | <ul> <li>Generic</li> </ul>    | students about their experiences.       |            |            | 2008.                         |
|          | strategies such as such                  | ■ went,                                | structure:                     | ♦ Students answer the questions based   |            |            | Contextual                    |

| as guessing meaning from context and predicting.  e. Find specific information of recount texts.  f. Idenify simple past tense.  g. Recognize the action verbs recount texts.  h. Recognize conjunctions and time connectives  i. Recognize the rhetorical steps of recount texts. | <ul> <li>entered</li> <li>won</li> <li>got</li> <li>competed</li> <li>arrived</li> <li>cheered</li> </ul> | orientation, sequence of events, re- orientation (writers' feeling). | <ul> <li>on their experience orally.</li> <li>Activity 2(MOT)</li> <li>The teacher gives an example of recount text of "Swimming Comp" to the students.</li> <li>Students recognize the generic structures of recount text of "Swimming Competition".</li> <li>Students identify the characteristic of recount text of "Swimming Competition".</li> <li>Students practice to predict the topic of the text, and guess the meaning from the context of recount text of "Swimming Competition".</li> <li>Students identify the action verbs of "Swimming Competition" text.</li> <li>Students recognize the correct statements of a recount text of "Swimming Competition" by giving a tick.</li> <li>Students practice to identify the diagrammatic flowchart based their own ideas of a recount text of "Swimming Competition"</li> <li>Students recognize the social function a recount text of "Swimming Competition".</li> <li>Activity 3 (JCOT)</li> <li>Students identify some words of "Wrong Costume" text with their definition.</li> <li>Student identify the detail information of text "Wrong Costume" text by identifying and developing the diagrammatic flowcharts</li> </ul> |  | Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madr asah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan 3. Priyana, Joko. 2008. Scafolding English for Junior High School Drade VII. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008. |
|--|---|--|---|--|--|
|--|---|--|---|--|--|

|                               |   |   |   | Activity 4(ICOT) Students work individually to:  ◆ identify specific information from the text "Wrong Costume" individually.  3.Post teaching:  ◆ Students summarize the materials that they have learnt with the guidance from the teacher.  ◆ Students end the lesson with a pray.  |              |  |   |
|-------------------------------|---|---|---|---|--------------|--|---|
| Fifth<br>meeting/<br>Cycle II | students are able to:  a. Identify the generic structures of recount texts.  b. Identify the characteristic of recount texts.  c. Recognize the social function of recount texts.  d. Recognize reading strategies such as such as guessing meaning from context and predicting.  e. Find specific information of recount texts.  f. Idenify simple past tense. g. Recognize the action verbs recount texts.  h. Recognize conjunctions and time connectives i. Recognize the | a. Past tense b. Conjunction and time connectives | Recount texts:     Vocabulary list: departed, spent the night, beach, scenery, etc.     Generic structure: orientation, sequence of events, reorientation (writers' feeling). | <ul> <li>1. Pre-teaching: Opening, greeting the students, leading the prayer, checking students' attendance.</li> <li>2. While-teaching: Activity 1(BKOF)</li> <li>◆ The teacher reviews the previous material.</li> <li>◆ The teacher shows some pictures of transportation and asks some questions to students about their experiences.</li> <li>◆ Students answer the questions based on their experience orally. Activity 2(MOT)</li> <li>◆ The teacher gives an example of recount text of "Travel to Jogja" to the students.</li> <li>◆ Students recognize the generic structures of recount text of "Travel to Jogja".</li> <li>◆ Students recognize the characteristic of recount text of "Travel to Jogja".</li> <li>◆ Students read a recount text of "Travel to Jogja".</li> <li>◆ Students read a recount text of "Travel to Jogja".</li> </ul> | 2x40 minutes | <ul><li>♣ Pictures</li><li>♠ Diagram matic flowchar ts</li></ul> | 1. Anderson, Mark, and Anderson, Kathy. 1997. Text Types in English. Australia: Macmillan Education. 2. Kumalarini, 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madr asah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen |

| rhetorical steps of recount texts. | <ul> <li>Students practice the reading strategies to identify the topic of the text, and guess the meaning from the context of recount text of "Travel to Jogja".</li> <li>Students identify the detail information of a recount text of "Travel to Jogja".</li> <li>Students recognize the purpose "Travel to Jogja".</li> <li>Activity 3 (JCOT)</li> <li>Students work in pairs to identify the vocabulary of the "Travel on the Plane for The first time" text by matching the words with its meaning in the table.</li> <li>Students identify the detail information of text "Travel on the Plane for The first time" text by identifying the simple diagrammatic flowcharts individually.</li> <li>Activity 4(ICOT)</li> <li>Students work individually to:</li> <li>identify True/ False statements and correct the false statements based on the text of "Travel on the Plane for The first time".</li> <li>3. Post teaching:</li> <li>Students summarize the materials that they have learnt with the guidance from the teacher.</li> <li>Students end the lesson with a pray.</li> </ul> | Pendidikan 3. Priyana, Joko. 2008. Scafolding English for Junior High School Drade VII. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008. |
|------------------------------------|---|---|
|------------------------------------|---|---|

#### **LESSON PLAN**

School : SMP N 3 Berbah

Subject : English Grade /Semester : VIII/2

Text Type : Recount text Skill : Reading

Time allocation : 2 X 40 minutes Cycle : 1(1<sup>st</sup> meeting)

#### A. Standard of Competence

11. Comprehending meaning of simple texts in the form of recount and narrative texts.

#### **B.** Basic Competence

11.3 Responding to the meaning and rhetorical steps of the simple text in the form of **recount** texts accurately, fluently, and appropriately to interact with the society in which the students belong.

#### C. Learning Objectives

At the end of the lesson, students are able to get all the detail information from the recount texts.

#### **D.** Indicators

- **a.** Students are able to identify the generic structures of recount texts.
- **b.** Students are able to recognize the social function of recount texts.
- **c.** Students are able to identify the characteristic of recount texts.
- **d.** Students are able to find specific information of recount texts.
- e. Students are able to idenify simple past tense.
- **f.** Students are able to recognize the action verbs of recount texts.
- g. Students are able to recognize conjunctions and time connectives
- h. Students are able to recognize the rhetorical steps of recount texts.

#### E. Materials

- a. Social function of recount text  $\rightarrow$  to entertain and inform the readers
- b. A recount text should include some information below.

#### 1) Introduction paragraph

It provides background information about who, what, where, and when (called an orientation).

#### 2) Body paragraph

It is a series of paragraph that retell the events usually recounted in a chronological order.

#### 3) Ending paragraph

It provides personal comments/evaluative remarks on the incident (called reorientation).

#### c. Language Features

- ✓ Use of nouns and pronouns to identify people, animals or thing.
- ✓ Use of past tense to locate events in relation to writers' time.
- ✓ Use of action verbs to refer events.
- ✓ Use of conjunctions and time connectives to sequence the events.
- ✓ Use of adverbs and adverbial phrases to indicate place and time.

#### d. Input texts:

#### My holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting

#### F. **Teaching Method**: Genre-Based Technique → 1) Building Knowledge of Field

- 2) Modelling of Text
- 3) Joint Construction of Text
- 4) Independent Construction of Text

#### G. Teaching and Learning Activity

#### 1. Opening:

a. The teacher greets the students.

- b. The students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The students' attendance list is checked by the teacher.
- e. The students are given information about the material that will be explained by the teacher.

#### 2. Main Activity

#### a. BKOF

- 1) The teacher shows some pictures and asks the students to mention some activities in the word map during holiday.
- 2) Students answer the questions based on their experience orally.

#### b. MOT

- 1) The teacher gives an example of recount text of "My Holiday" to the students.
- 2) Students recognize the generic structures of recount text "My Holiday".
- 3) Students recognize the language futures of recount text "My Holiday".
- 4) Students identify the purpose of a recount text of "My Holiday".
- The teacher gives an example of diagrammatic flowchart of "My Holiday" text to the students.
- 6) Students recognize the characteristic of diagrammatic flowchart of "My Holiday" text .
- 7) Students practice to predict the topic of the text, find specific information from the text and guess the meaning of difficult words of recount text of "My Holiday" through diagrammatic flowchart technique.

#### c. JCOT

- 1) Students identify a recount text of "Holiday with my Family" by arranging the jumble paragraphs.
- Students identify of "Holiday with my Family" text by completing the diagrammatic flowcharts.

#### d. ICOT

Students work individually to

- 1) identify the topic of "Holiday with my Family" text
- 2) find the specific information from the text "Holiday with my Family".

#### e. Linking the related texts

The teacher asks the students to find the similar text from magazines, newspapers or any sources.

#### 3. Closing Activities

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Students end the lesson with a pray.

#### H. Resources:

Anderson, Mark, and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan Education.

Kumalarini, 2008. *Contextual Teaching and Learning Bahasa Inggris*: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan

Priyana, Joko. 2008. *Scafolding English for Junior High School Drade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

#### I. Evaluation

#### 1. Techniques of Reading Evaluation

| No | Type of the Activities  | Technique of Task |  |
|----|---|-------------------|--|
|    |   | Delivery          |  |
| 1  | Identify a recount text by arranging the jumble paragraphs.         | Written task      |  |
| 2  | Identify all information of text through diagrammatic flowcharting. | Written task      |  |
| 3  | Answering reading comprehension question based on the text.         | Written task      |  |

#### 2. Written test

- a) Score 2 for a correct answer.
- b) Score 0 for a wrong answer.
- c) Maximum of total score 2x5=10

Sleman, 13 February 2012

Approved by,

Teacher, Researcher,

Ahmad Zarkoni, S, Pd Mufarrohah Hafidz

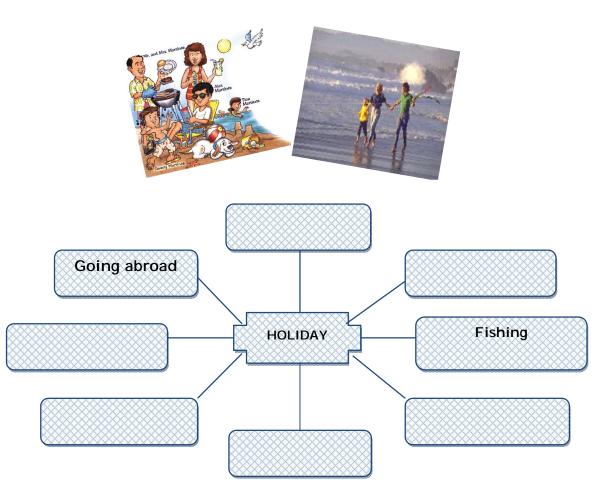
Nip. 1960503 199303 1 010 NIM: 07202244058

#### **LEARNING MATERIALS**



Task 1

Look at the following pictures and fill the word map with the activities which people usually do in their holiday. Share your answers with your classmates.







What do you know about the Mountain? Read and study the text below. Then, answer the following questions.

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Introduction paragraph

**Body paragraph** 

**Ending paragraph** 

#### Questions

- 1. What is the topic of the text above?
- 2. Where did the writer go last week?
- 3. Where did he stay?
- 4. What did he do in the morning?
- 5. How did he feel when he rode on horseback?
- 6. Where did the writer and his friend go before they got home?
- 7. What did the writer think about his holiday?

### Task 3 Study the following explanation with your partner.

The text about My Holiday is a recount text. It tells' 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- Body paragraph usually recounted in a chronological order
- Ending paragraph/personal comments on the incident

Common grammatical features of a recount include:

- Use of nouns and pronouns to identify people, animals or things involved
- Use of past tense to retell the events
- Use of conjunctions and time connectives to sequence the events
- Use of adverbs and adverbial phrases to indicate place and time

# Task 4 Guess the meaning of the following words from the context.

# 1. pool (kb) : 2. tired (ks) : 3. scary (ks) : 4. rode (kj) : 5. scenery (kb) :

#### Task 5

#### Study the following explanation.

#### **Reading Strategies**

Guessing meaning from the context

When you try to guess the meaning of an unknown word, you use the text surrounding the word – the context. e.g. what does" pool" mean?

"The house has a big garden with colorful flowers and a small pool". (Paragraph 1)

From the whole sentence, we can guess that "pool" is a place that usually still water. We can get the clue from "a small pool". Where do we find a small area of water? Of course, it should be in the pool.

Predicting the content of the text

After the readers have identified the topic, they make assumptions or guess the content of the text as they try and apply their schemata.

Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercise may to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The procedure to do scanning:

- a) Keep in mind only the specific information to be located.
- b) Decide which clues will help to find the required information.
- c) Move the eyes as quickly as possible down the page to find the clues.
- d) Read the section containing the clues to get the information needed.

Diagrammatic flowchart is a type of visual diagram that shows a sequence of events to represent a story structured. It can help students to help students to become conscious of the way a story structured, because it is one of the effective techniques to activate their background knowledge by making prediction.

- 1. Begin your story by telling: a. when and where it happened

  - b. who the character was/were

2. Then, tell the happenings

in order they happened,

3. Finally, end your story with

an ending.

#### **W ORKSHEET**





## Task 7

In pairs, rearrange these jumbled paragraphs into the right structures of a recount text.

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

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

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

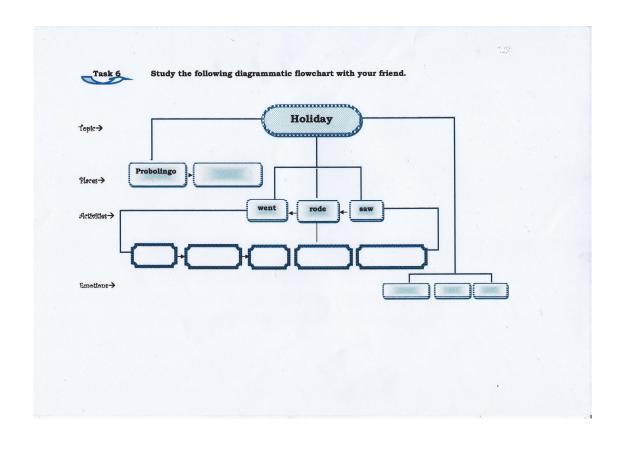
d. When the sea was rough, we sailed on a small lake near the see instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend's boat.



## Task 9

## Answer the following questions based on the text above correctly.

- 1. When did the writer and his family go to the sea?
- 2. Where did they go when the see was rough?
- 3. What did they do when the weather was fine?
- 4. How was the island near their friend's house?
- 5. What is probably the best title of the text?



#### **LESSON PLAN**

School : SMP N 3 Berbah

Subject : English
Grade /Semester : VIII/2

Text Type : Recount text

Skill : Reading

Time allocation : 2 X 40 minutes

Cycle : 1(2<sup>nd</sup> meeting)

#### A. Standard of Competence

11. Comprehending meaning of simple texts in the form of recount and narrative texts.

## **B.** Basic Competence

11.3 Responding to the meaning and rhetorical steps of the simple text in the form of **recount** texts accurately, fluently, and appropriately to interact with the society in which the students belong.

#### C. Learning Objectives

At the end of the lesson, students are able to get all the detail information from the recount texts.

## **D.** Indicators

- **a.** Students are able to identify the generic structures of recount texts.
- **b.** Students are able to recognize the social function of recount texts.
- **c.** Students are able to identify the characteristic of recount texts.
- **d.** Students are able to find specific information of recount texts.
- e. Students are able to idenify simple past tense.
- **f.** Students are able to recognize the action verbs recount texts.
- g. Students are able to recognize conjunctions and time connectives
- h. Students are able to recognize the rhetorical steps of recount texts.

#### E. Materials:

#### Recount text

- a. Social function → to entertain and inform the readers
- b. A recount text should include some information below.

## 1) Introduction paragraph

It provides background information about who, what, where, and when (called an orientation).

## 2) Body paragraph

It is a series of paragraph that retell the events usually recounted in a chronological order.

## 3) Ending paragraph

It provides personal comments/evaluative remarks on the incident (called an reorientation).

## c. Language Features

- ✓ Use of nouns and pronouns to identify people, animals or thing.
- ✓ Use of past tense to locate events in relation to writers' time.
- ✓ Use of action verbs to refer events.
- ✓ Use of conjunctions and time connectives to sequence the events.
- ✓ Use of adverbs and adverbial phrases to indicate place and time.

## d. Input texts:

## Wedding Party

Hi, every body. Let me tell you something. Last night I went to my neighbour's wedding party with my family.

You know, it was the wedding party of my dad's boss' son. Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in a traditional wedding like this one.

At about 09.15 we went home. We arrived home rather late. I felt really very happy.

## F. **Teaching Method**: Genre-BasedTechnique → 1) Building Knowledge of Field

#### 2) Modelling of Text

- 3) Joint Construction of Text
- 4) Independent Construction of Text

#### **G.** Teaching and Learning Activity

## 1. Opening:

a. The students respond to the teachers' greeting.

- b. The leader of the class leads a prayer.
- c. The students' attendance list is checked by the teacher.
- d. The students are given information about the material that will be explained by the teacher.

#### 2. Main Activity

#### a. BKOF

- 1) The teacher reviews the previous material.
- 2) The teacher shows some pictures of interesting events and asks some questions about their experience during holiday.
- 3) Students answer the questions based on their experience orally.

#### b. MOT

- 1) The teacher gives an example of recount text of "Wedding Party" to the students.
- Students recognize the generic structures of recount text of "Wedding Party".
- 3) Students practice to predict the content of the text and guess the meaning from the context of recount text of "Wedding Party".
- 4) Students identify simple past tense of "Wedding Party" text.
- 5) Students recognize the jumble jumble paragraphs into the right structures of recount "Wedding Party" text.
- 6) Students identify the purpose of a recount text of "Wedding Party".
- 7) Students identify specific information from the text of recount text of "Wedding Party".

## c. JCOT

- 1) Students recognize the connecting words or phrases in the text.
- 2) Students identify of "Holiday in Jakarta" text by completing the diagrammatic flowcharts.

#### d. ICOT

Students work individually to find the detail information from the recount text of "Holiday in Jakarta".

#### e. Linking the related text

The teacher asks the students to find the similar text from magazines, newspapers or any sources.

## 3. Closing Activities

- c. Students summarize the materials that they have learnt with the guidance from the teacher.
- d. Students end the lesson with a pray.

#### H. Resources:

Anderson, Mark, and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan Education.

Kumalarini, 2008. *Contextual Teaching and Learning Bahasa Inggris*: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan

Priyana, Joko. 2008. *Scafolding English for Junior High School Drade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

#### I. Evaluation

## 3. Techniques of Reading Evaluation

| No | Type of the Activities                          | Technique of Task Delivery |
|----|---|----------------------------|
| 1  | Put connecting words or phrases in the text.    | Written task               |
| 2  | Identify the detail information of text through | Written task               |
|    | diagrammatic flowcharting.                      |                            |
| 3  | Answer reading comprehension question based on  | Written task               |
|    | the text.                                       |                            |

#### 4. Written test

- a) Score 2 for a correct answer.
- b) Score 0 for a wrong answer.
- c) Maximum of total score 2x5=10

Sleman, 15 February 2012

Approved by, Teacher,

Researcher,

Ahmad Zarkoni, S, Pd Nip. 1960503 199303 1 010 Mufarrohah Hafidz NIM: 07202244058

#### Focus on reading



Task 1 Answer the following questions.



- 1. What did you do on your last holiday?
- 2. Did you visit some interesting place?
- 3. Did you spend your holiday with your neighbor?
- 4. What did you do there?



Task 2

Rearrange the sentences become a meaningful text in the form of recount. Then answer the following questions based on the text above.

- A. You know, it was the wedding party of my dad's boss' son. Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in a traditional wedding like this one.
  - B. Hi, every body. Let me tell you something. Last night I went to my neighbour's wedding party with my family.
  - C. At about 09.15 we went home. We arrived home rather late. I felt really very happy.

## Questions

- 1. What did the writer do last night?
- 2. What did the writer have for dinner first?
- 3. What did the writer have for dinner next?
- 4. When did she go home?
- 5. How did she feel?

| Name | : | B  |
|------|---|----|
| ~!   |   | لے |

### WORKSHEET



Task 7

Work in pairs, put the connecting words or phrases in the text below, then answer the following questions.

Last week, my brother and I **spent** our holiday in Jakarta. We **stayed** in our uncle's house. We **went** there, we **prepared** some things. 1) . . . , we **booked** two tickets at the ticket agent. 2) . . . , we **got** on the bus from Giwangan terminal at 3 pm. 3) . . . , we **stopped** to have dinner at Ajibarang. 4) . . . , we **continued** our travel. We **arrived** at Lebak Bulus terminal. From the terminal, we **took** the bus no. C 09. 5) . . . , we **arrived** at our uncle's house. It was long trip, but we enjoyed.



## Task 9

## Answer the following questions based on the text above.

- 1. When did the writer spend his holiday?
- 2. Where did he stay?
- 3. With whom did the writer go to Jakarta?
- 4. What did they do at Ajibarang?
- 5. What did the writer feel during his long trip?

#### **LESSON PLAN**

School :SMP Negeri 3 Berbah

Subject :English Grade /Semester : VIII/2

Text Type : Recount text
Skill : Reading
Time allocation : 2 X 40 minutes
Cycle : 1(3<sup>rd</sup> meeting)

## A. Standard of Competence

11. Comprehending meaning of simple essays in the form of recount and narrative texts.

#### **B.** Basic Competence

11.3 Responding to the meaning and rhetorical steps in the simple essay in the form of **recount** texts accurately, fluently, and appropriately to interact with the society in which the students belong.

## C. Learning Objectives

At the end of the lesson, students are able to get all the detail information from the recount texts.

#### D. Indicators

- **a.** Students are able to identify the generic structures of recount texts.
- **b.** Students are able to recognize the social function of recount texts.
- **c.** Students are able to identify the characteristic of recount texts.
- **d.** Students are able to find specific information of recount texts.
- e. Students are able to idenify simple past tense.
- **f.** Students are able to recognize the action verbs recount texts.
- g. Students are able to recognize conjunctions and time connectives
- **h.** Students are able to recognize the rhetorical steps of recount texts.

#### E. Materials:

#### **Recount text**

- a. Social function → to entertain and inform the readers
- b. A recount text should include some information below.

## 4) Introduction paragraph

It provides background information about who, what, where, and when (called an orientation).

## 5) Body paragraph

It is a series of paragraph that retell the events usually recounted in a chronological order.

## 6) Ending paragraph

It provides personal comments/evaluative remarks on the incident (called an reorientation).

## c. Reading strategies

- ✓ Guessing meaning from context
- ✓ Scan the text for specific information

#### d. Language Features

- ✓ Use of nouns and pronouns to identify people, animals or thing.
- ✓ Use of past tense to locate events in relation to writers' time.
- ✓ Use of action verbs to refer events.
- ✓ Use of conjunctions and time connectives to sequence the events.
- ✓ Use of adverbs and adverbial phrases to indicate place and time.

#### e. Input texts:

## Holiday in Kupang

Last month I went to Kupang with my brother to visit our aunt. On the first day our cousin took us to Rote. From Kupang, we took 1 ½ hours on the fast ferry. The waves there were very strong. We visited fishing village there. **After that**, we went on a small boat to see a seaweed farming project. Well, **finally**, we came back home in the evening. That was one of our great days in Kupang and we were so happy.

#### F. **Teaching Method**: Genre-BasedTechnique → 1) Building Knowledge of Field

- 2) Modelling of Text
- 3) Joint Construction of Text
- 4) Independent Construction of Text

#### G. Teaching and Learning Activity

## 4. Opening teaching:

- a. The teacher greets the students.
- b. The students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The students' attendance list is checked by the teacher.
- e. The students are given information about the material that will be explained by the teacher.

## 5. Main Activity

#### a. BKOF

- 1) The teacher reviews the previous material.
- 2) The teacher shows some pictures of interesting places and asks comprehension questions about their unforgettable experience during holiday.
- 3) Students answer the questions based on their experience orally.

#### b. MOT

- 1) The teacher gives an example of recount text of "Holiday in Kupang" to the students.
- 2) Students identify action vebs of "Holiday in Kupang" text.
- 3) Students practice to predict the topic of the text of "Holiday in Kupang".
- 4) Students recognize conjunctions and time connectives to sequence the events of "Holiday in Kupang" text.
- 5) Students identify find specific information from the text of "Holiday in Kupang".
- 6) Students identify the purpose of a recount text of "Holiday in Kupang".

#### c. JCOT

- Students idenify simple pastense of "A Tour to the Botanic Gardens" text" text.
- 2) Students identify the detail information of text based on "A Tour to the Botanic Gardens" text by completing the diagrammatic flowcharts.

### d. ICOT

Students work individually to find specific information from the "A Tour to the Botanic Gardens" text.

#### e. Linking the related text

The teacher asks the students to find the similar text from magazines, newspapers or any sources.

## 6. Closing Activities

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Students end the lesson with a pray.

#### H. Resources:

Anderson, Mark, and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan Education.

Kumalarini, 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan

Priyana, Joko. 2008. *Scafolding English for Junior High School Drade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

#### I. Evaluation:

1. Techniques of Reading Evaluation

| No | Type of the Activities                               | Technique of Task |  |  |
|----|--|-------------------|--|--|
|    |  | Delivery          |  |  |
| 1  | Idenify simple pastense and recognize the connecting | Written task      |  |  |
|    | words based on the text.                             |                   |  |  |
| 2  | Identify the detail information of text through      | Written task      |  |  |
|    | diagrammatic flowchart.                              |                   |  |  |
| 3  | Answer reading comprehension question based on       | Written task      |  |  |
|    | the text.  |                   |  |  |

#### 2. Written test

- a) Score 2 for a correct answer.
- b) Score 0 for a wrong answer.
- c) Maximum of total score 2x5=10

Sleman, 17 February 2012

Approved by,

Teacher, Researcher,

Ahmad Zarkoni, S, Pd
Nip. 1960503 199303 1 010

Mufarrohah Hafidz

NIM: 07202244058

#### Focus on reading





Answer the following questions. Share your answer with your partner.

- 1. Did you have an unforgettable experience with your brother or your sister?
- 2. Did you visit some interesting place?
- 3. What did you do there?



Task 2

Read the text and and answer the following questions.

## Holiday in Kupang

Last month I went to Kupang with my brother to visit our aunt. On the first day our cousin took us to Rote. From Kupang, we took 1 ½ hours on the fast ferry. The waves there were very strong. We visited fishing village there. **After that**, we went on a small boat to see a seaweed farming project. Well, **finally**, we came back home in the evening. That was one of our great days in Kupang and we were so happy.

#### Questions.

- 1. When did the writer go to Kupang?
- 2. With whom did he go there?
- 3. Where did they go to on the first day?
- 4. What did they do there?
- 5. How did they feel during that day?

# Task 3 Study the rule bellow with your friend.

Simple past tense

Simple past tense is used to express something that happened in the past. Here is the example.

Examples: <a href="Livinited">Livinited</a> Mount Bromo last week S+V2

Usually, you use the following adverbs of time in simple ptense: yesterday last week, two days ago

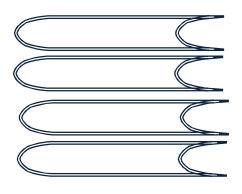
Task 4 Study the rule bellow with your partner.

## General Idea of the Text:

What does this text tell us about?

Detail Information of the Text





Task 4 Change these verbs from the present tense to the past tense

| Present | Past |
|---------|------|
| Is      |      |
| Are     |      |
| Visit   |      |

| Present | Past |
|---------|------|
| Go      |      |
| Take    |      |
| Come    |      |

#### WORKSHEET



Task 7

In pairs, read Fira's School trip to the Botanic Gardens carefully. Then, Change the verbs between brackets in the following text into the correct form. The first one that is underlined has been done for you.

On Thursday 24 April, Year Eight students (went) to the Botanic Gardens. We (walk) down and got into the bus.

After we (arrive) at the gardens, we (walk) down to the Education Centre. We (go) to have a look around. First we (go) to the Orchid Farm and Mrs. Rita (read) us some of the information. Then we (look) at all the lovely plants. After that we (go) down to a little spot in the Botanic Gardens and (have) morning tea. Next we (take) some pictures and then we (go) back to the Education Centre to have lunch. After that we (go) for a walk. A lady (take) us around and introduced herself, then she (explain) what we (are) going to do. Next she (take) us in to the green house. It (is) most interesting.

Soon after we had (finish) we went back outside. Finally we (get) into the bus and (return) to school. We (are) tired but happy.



## Task 9

## Answer the following questions based on the text above.

- 1. When did the writer and her friends go to the Botanic Gardens?
- 2. What did they do when they went back to the Education Centre?
- 3. What did Mrs. Rita do?
- 4. Which place that was most interesting?
- 5. How did they return to school?

#### **LESSON PLAN**

School :SMP Negeri 3 Berbah

Subject :English Grade /Semester : VIII/2

Text Type : Recount text Skill : Reading Time allocation : 2 X 40 minutes

Cycle : 2(4<sup>th</sup> meeting)

#### A. Standard of Competence

11. Comprehending meaning of simple texts in the form of recount and narrative texts.

## **B.** Basic Competence

11.3 Responding to the meaning and rhetorical steps in the simple text in the form of **recount** texts accurately, fluently, and appropriately to interact with the society in which the students belong.

## C. Learning Objectives

At the end of the lesson, students are able to get all the detail information from the recount texts.

#### D. Indicators

- **a.** Students are able to identify the generic structures of recount texts.
- **b.** Students are able to identify the characteristic of recount texts.
- **c.** Students are able to recognize the social function of recount texts.
- **d.** Students are able to recognize reading strategies such as such as guessing meaning from context and predicting.
- **e.** Students are able to find specific information of recount texts.
- f. Students are able to idenify simple past tense.
- **g.** Students are able to recognize the action verbs recount texts.
- h. Students are able to recognize conjunctions and time connectives
- i. Students are able to recognize the rhetorical steps of recount texts.

#### E. Materials:

#### Recount text

- a. Social function → to entertain and inform the readers
- b. A recount text should include some information below.
  - 1) Introduction paragraph

It provides background information about who, what, where, and when (called an orientation).

2) Body paragraph

It is a series of paragraph that retell the events usually recounted in a chronological order.

3) Ending paragraph

It provides personal comments/evaluative remarks on the incident (called reorientation).

- c. Reading strategies
  - ✓ Guessing meaning from context.
  - ✓ Predicting the topic and the content of the text.
- d. Language Features
  - ✓ Use of nouns and pronouns to identify people, animals or thing.
  - ✓ Use of past tense to locate events in relation to writers' time.
  - ✓ Use of action verbs to refer events.
  - ✓ Use of conjunctions and time connectives to sequence the events.
  - ✓ Use of adverbs and adverbial phrases to indicate place and time
- e. Input texts:

Yesterday Year 8 students **went** to a swimming competition at Banyubiru swimming pool.

The first race I **entered** was the freestyle. I **won** the third place and **got** a blue ribbon. The next race **was** backstroke. I came fifth. Later on my friend **swam** in the butterfly race and **won**. After lunch, we **competed** in the relays. Year 8 students **cheered** so hard for our team.

Finally, my mum **arrived** to take me home. I was very **tired** but very **happy**.

## A. **Teaching Method**: Genre-BasedTechnique → 1) Building Knowledge of Field

- 2) Modelling of Text
- 3) Joint Construction of Text
- 4) Independent Construction of Text

## B. Teaching and Learning Activity

## 1. Opening:

- a. The teacher greets the students.
- b. The students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The students' attendance list is checked by the teacher.
- e. The students are given information about the material that will be explained by the teacher.

#### 2. Main Activity

#### a. BKOF

- 1) The teacher reviews the previous material.
- 2) The teacher shows the picture of pool and asks some questions to students about their experiences.
- 3) Students answer teacher's questions enthusiastically.

#### b. MOT

- 1) The teacher gives an example of recount text of "Swimming Competition" to the students.
- Students recognize the generic structures of recount text of "Swimming Competition".
- 3) Students identify the characteristic of recount text of "Swimming Competition".
- 4) Students practice to predict the topic of the text, and guess the meaning from the context of recount text of "Swimming Competition".
- 5) Students identify the action verbs of "Swimming Competition" text.
- 6) Students recognize the correct statements of a recount text of "Swimming Competition" by giving a tick.
- 7) Students practice to identify the diagrammatic flowchart based their own ideas of a recount text of "Swimming Competition"

8) Students recognize the social function a recount text of "Swimming Competition".

#### c. JCOT

- 3) Students identify some words of "Wrong Costume" text with their definition.
- 4) Student identify the detail information of text "Wrong Costume" text by identifying and developing the diagrammatic flowcharts

#### d. ICOT

Student identify work individually to find specific information from the "Wrong Costume" text.

## e. Linking the related text

The teacher asks the students to find the similar text from magazines, newspapers or any sources.

#### 3. Closing Activities

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Students end the lesson with a pray.

## C. Resources:

Anderson, Mark, and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan Education.

Kumalarini, 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan

Priyana, Joko. 2008. *Scafolding English for Junior High School Drade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

#### D. Evaluation:

### 1. Techniques of Reading Evaluation

| No | Type of the Activities   | Technique of Task<br>Delivery |
|----|--|-------------------------------|
| 1  | Identify some words of the text with their definition            | Written task                  |
| 2  | Identify all information of text through diagrammatic flowchart. | Written task                  |

| 3 | Identifying the true and false statements and correct the | Written task |
|---|---|--------------|
|   | false statements ased on the text.                        |              |

## 2. Written test

- a) Score 2 for a correct answer.
- b) Score 0 for a wrong answer.
- c) Maximum of total score 2x5=10

Sleman, 22 February 2012

Approved by,

Teacher, Researcher,

Zarkoni, S, Pd Mufarrohah Hafidz

Nip. 1960503 199303 1 010 NIM: 07202244058

#### Focus on reading



Task 1

look at the pictures and answer the following questions.

- 4. What is your hobby?
- 5. Do you like swimming?
- 6. Where did you swimming?



Task 2

Read the text about Mila's experience about swimming competition. Put a tick ( $\sqrt{}$ ) on the correct statement.

Yesterday Year 8 students **went** to a swimming competition at Banyubiru swimming pool.

The first race I **entered** was the freestyle. I **won** the third place and **got** a blue ribbon. The next race **was** backstroke. I came fifth. Later on my friend **swam** in the butterfly race and **won**. After lunch, we **competed** in the relays. Year 8 students **cheered** so hard for our team.

Finally, my mum **arrived** to take me home. I was very tired but very **happy**.

| 1. | Year 8 students went to a swimming competition at Banyubiru swimming pool.    |
|----|---|
|    | Year 8 students went to a swimming competition at Water Boom swimming pool    |
|    | ☐ Year 8 students went to a swimming competition at Water Park swimming pool. |
| 2. | In the first race, the writer entered was the freestyle.                      |
|    | ☐ In the first race, the writer was the backstroke.                           |
|    | ☐ In the first race, the writer was the freestyle and backstroke.             |
| 3. | The writer won the third place and got a black ribbon.                        |

|                            | The writer won the third place and got a blue ribbon.      |                 |  |  |
|----------------------------|--|-----------------|--|--|
|                            | The writer won the third place and got a purple ribbon.    |                 |  |  |
| 4.                         | 4. The writer's friend swam in the freestyle race and won. |                 |  |  |
|                            | The writer's friend swam in the backstroke ra              | ace and won.    |  |  |
|                            | The writer's friend swam in the butterfly race             | e and won.      |  |  |
| 5.                         | . The writer was very tired but very happy.                |                 |  |  |
|                            | The writer was very annoyed but very happy.                |                 |  |  |
|                            | The writer was very disappointed but very tired.           |                 |  |  |
|                            | Task 4 Study the rule bellow with                          | n your partner. |  |  |
| > (                        | General Idea of the Text:                                  |                 |  |  |
|                            | What does this text tell us about?                         |                 |  |  |
| > [                        | > Detail Information of the Text                           |                 |  |  |
| i<br>!<br>!                | WHO?   |                 |  |  |
| 10<br>11<br>11<br>12<br>12 | # WHEN?  |                 |  |  |
|                            | WHERE?   |                 |  |  |
| L                          | <br>   |                 |  |  |

Task 5

Get ready with your own diagrammatic flowchart, we can use the following flowchart summary.

- 2. Begin your story by telling:
  a. when and where it happened
  b. who the character was/were
  - 2. Then, tell the happenings in order they happened,
- 3. Finally, end your story with an ending.

# WORKSHEET



# Write the letter of the definition in the right that matches the word in the left.

| 1. Examined a. To understand a situation, sometimes suddenly. |  |
|---|--|
| 2. Audition   | b. A small group of people who are chosen to make decision.          |
| 3. Prepared   | c. A short performance to show their ability.                        |
| 4. Realized   | d. Feeling that you have no hope.                                    |
| 5. Desperate  | e. To look at or consider a person or a thing carefully.             |
| 6. Committee  | f. To make something or someone ready for something that will happen |

Task 8

Read the text bellow carefully. Then develop your own diagrammatic flowchart.

## Wrong costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbor a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took 2 hours to get there. When we arrived there, we saw many people who also the contest. After we examined more carefully, we realized that all the contestants were in red and white costumes. Then, we asked to committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend and I brought the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we could not join the audition. After that, we went home sadly.

#### LESSON PLAN

School :SMP Negeri 3 Berbah

Subject :English
Grade /Semester : VIII/2

Text Type : Recount text Skill : Reading

Time allocation : 2 X 40 minutes Cycle : 2(4<sup>th</sup> meeting)

## A. Standard of Competence

11. Comprehending meaning of simple texts in the form of recount and narrative texts.

## **B.** Basic Competence

11.3 Responding to the meaning and rhetorical steps in the simple text in the form of **recount** texts accurately, fluently, and appropriately to interact with the society in which the students belong.

## C. Learning Objectives

At the end of the lesson, students are able to get all the detail information from the recount texts.

#### D. Indicators

- **a.** Students are able to identify the generic structures of recount texts.
- **b.** Students are able to identify the characteristic of recount texts.
- **c.** Students are able to recognize the social function of recount texts.
- **d.** Students are able to recognize reading strategies such as such as guessing meaning from context and predicting.
- **e.** Students are able to find specific information of recount texts.
- f. Students are able to idenify simple past tense.
- **g.** Students are able to recognize the action verbs recount texts.
- h. Students are able to recognize conjunctions and time connectives
- i. Students are able to recognize the rhetorical steps of recount texts.

#### E. Materials:

#### **Recount text**

- a. Social function → to entertain and inform the readers
- b. A recount text should include some information below.
  - 1) Introduction paragraph

It provides background information about who, what, where, and when (called an orientation).

2) Body paragraph

It is a series of paragraph that retell the events usually recounted in a chronological order.

3) Ending paragraph

It provides personal comments/evaluative remarks on the incident (called reorientation).

- c. Reading strategies
  - ✓ Guessing meaning from context.
  - ✓ Predicting the topic and the content of the txt.
- d. Language Features
  - ✓ Use of nouns and pronouns to identify people, animals or thing.
  - ✓ Use of past tense to locate events in relation to writers' time.
  - ✓ Use of action verbs to refer events.
  - ✓ Use of conjunctions and time connectives to sequence the events.
  - ✓ Use of adverbs and adverbial phrases to indicate place and time
- e. Input texts:

Last week holiday, my friend and I (go) to Yogya. We travel there by bus. We (depart) at 5 a.m. and arrive there at 3 p.m. Then, we (spent) the night at the hotel near Yogya palace.

At the first night, we take a walk to (enjoy) the city. We (walk) around Malioboro and Yogyakarta palace. We (find) a lot of interesting things there. In the morning we (go) to Parangtritis beach. It (is) about one hour from our hotel. In Parangritis beach we (enjoy) beautiful scenery.

We (go) home in the morning. We are very happy spending our holiday in Yogya, one of the most beautiful cities in Indonesia.

#### F. Teaching Method: Genre-BasedTechnique > 1) Building Knowledge of Field

- 5) Modelling of Text
- 6) Joint Construction of Text
- 7) Independent Construction of Text

## G. Teaching and Learning Activity

## 1. Opening:

- a. The teacher greets the students.
- b. The students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The students' attendance list is checked by the teacher.
- e. The students are given information about the material that will be explained by the teacher.

#### Main Activity

#### a. BKOF

- 1) The teacher reviews the previous material.
- 2) The teacher shows some pictures of transportation and asks some questions to students about their experiences.
- 3) Students answer teacher's questions enthusiastically.

#### b. MOT

- 1) The teacher gives an example of recount text of "Travel to Jogja" to the students.
- 2) Students recognize the generic structures of recount text of "Travel to Jogja".
- 3) Students recognize the characteristic of recount text of "Travel to Jogja".
- 4) Students read a recount text of "Travel to Jogja".
- 5) Students practice the reading strategies to identify the topic of the text, and guess the meaning from the context of recount text of "Travel to Jogja".
- 6) Students identify the detail information of a recount text of "Travel to Jogja".
- 7) Students recognize the purpose "Travel to Jogia".

#### c. JCOT

- 5) Students work in pairs to identify the vocabulary of the "ravel on the Plane for The first time" text by matching the words with its meaning in the table.
- 6) Student identify the detail information of text "Travel on the Plane for The first time" text by identifying the simple diagrammatic flowcharts individually.

#### d. ICOT

Student work individually to identify True/ False statements and to correct the false statements based on the text of "Travel on the Plane for The first time".

#### e. Linking the related text

The teacher asks the students to find the similar text from magazines, newspapers or any sources.

## 3. Closing Activities

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Students end the lesson with a pray.

#### H. Resources:

Anderson, Mark, and Anderson, Kathy. 1997. *Text Types in English*. Australia: Macmillan Education.

Kumalarini, 2008. *Contextual Teaching and Learning Bahasa Inggris*: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII Edisi 4/Th. Jakarta: Pusat Perbukuan, Departemen Pendidikan

Priyana, Joko. 2008. *Scafolding English for Junior High School Drade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008.

#### I. Evaluation:

#### 1. Techniques of Reading Evaluation

| No | Type of the Activities                                    | Technique of Task |
|----|---|-------------------|
|    |   | Delivery          |
| 1  | Identify the vocabulary of the text by matching the words | Written task      |
|    | with its meaning in the table.                            |                   |
| 2  | Identify all information of text through diagrammatic     | Written task      |
|    | flowchart.  |                   |
| 3  | Identifying the true and false statements and correct the | Written task      |
|    | false statements based on the text.                       |                   |

## 2. Written test

- d) Score 2 for a correct answer.
- e) Score 0 for a wrong answer.
- f) Maximum of total score 2x5=10

Sleman, 24 February 2012

**Mufarrohah Hafidz** 

Approved by,

Teacher, Researcher,

Zarkoni, S, Pd

Nip. 1960503 199303 1 010 NIM: 07202244058

## Focus on reading



Task 1

look at the pictures and answer the following

questions.

- 7. Do you like travelling?
- 8. Where did you go?
- 9. What transportation did you use?
- 10. Did you ever travel by plane?



Task 2

Read the text, and Change the verbs in brackets into the correct form. Then, answer the following questions.

Last week holiday, my friend and I (go) to Yogya. We travel there by bus. We (depart) at 5 a.m. and arrive there at 3 p.m. Then, we (spent) the night at the hotel near Yogya palace.

At the first night, we take a walk to (enjoy) the city. We (walk) around Malioboro and Yogyakarta palace. We (find) a lot of interesting things there. In the morning we (go) to Parangtritis beach. It (is) about one hour from our hotel. In Parangritis beach we (enjoy) beautiful scenery.

We (go) home in the morning. We are very happy spending our holiday in Yogya, one of the most beautiful cities in Indonesia.

#### Questions.

- 6. What is the topic of the text above?
- 7. Where did the writer go last week?
- 8. With whom did she go to Yogya?
- 9. What did they do at the first night?
- 10. How did they feel during holiday in Yogya?

# WORKSHEET





Match the words in Column A with the meaning in Column B. Compare your answers to a classmate's. Look at the example.

| Abroad (adv)    | The place where you go first when you arrive t an airport           |
|-----------------|---|
| Preferred (adj) | In or to a foreign country  |
| Trip (n)        | The formal way of doing something                                   |
| Check in (n)    | The moment at which an aircraft leaves the ground and starts to fly |
| Procedures (n)  | Liked or wanted more than anything else                             |
| Took off (n)    | A journey for a short time  |

Task 6 Read the following text on "Travel on the Plane for the First Time" carefully. Then develop your own diagrammatic flowchart.

When I was young, I did not really like the travelling. I preferred playing games on the computer. I never travelled abroad on the plane until 1988. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check in. all procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After that trip, I like travelling. I also travelled to Korea, France, Germany,





Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

| No | Statement                         | T/F | Correction                 |
|----|-----------------------------------|-----|----------------------------|
| 1  | The writer preferred traveling.   | F   | He preferred playing games |
| 2  | He often travelled abroad.        |     |                            |
| 3  | He spend 4 day in his trip.       |     |                            |
| 4  | Taipei was the first destination. |     |                            |
| 5  | He knew how to check-in.          |     |                            |
| 6  | He did not enjoy his trip.        |     |                            |

## The Grid for Reading Comprehension Test

| No. | Areas of sub reading skill          | The item number                     | Total |
|-----|-------------------------------------|-------------------------------------|-------|
| 1.  | Finding the topic/ the main idea of | 6,11, 16, 21, 32, 36, 41,46         | 7     |
|     | the passage/ paragraph              |                                     |       |
| 2.  | Finding the detailed/ important     | 1, 3,7 12, 14, 17, 19, ,23, 26, 31, | 15    |
|     | information                         | 33, 37, 43,44, 48                   |       |
| 3.  | Understanding references            | 2, ,8, 18, 22, 27, 38, 47           | 7     |
| 4.  | Deducing the meaning of unfamiliar  | 4, 9,13, 20, 24, 28, 34, 39, 42, 49 | 10    |
|     | lexical items used in the passage   |                                     |       |
| 5.  | Finding the social function/ the    | 10,30, 35, 40, 50                   | 5     |
|     | purpose of the text                 |                                     |       |
| 6.  | Making conclusion                   | 5,15, 25,29, 45                     | 5     |
|     | Total                               |                                     | 50    |

## READING COMPREHENSION TEST GRADE VIII OF SMPN 3 BERBAH

## Read the text and answer the questions by crossing $(\boldsymbol{X})$ one of the provided option!

#### Text 1 is for number 1 - 5

#### Please Send Me A Card

Postcards always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. Friendly water taught me a few words of Italian. Then, he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed **quickly**, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

(Adapted from: LKS AKIKA PUSAKA page. 15)

| 1. | What did he visit when he | e were in Italy?      |                         |                    |
|----|---------------------------|-----------------------|-------------------------|--------------------|
|    | a. Museum.                | b. Post office.       | c. A public garden.     | d. A friend house. |
| 2. | What does "I" in the text | refer to?             |                         |                    |
|    | a. The reader.            | b. The writer.        | c. The postcard.        | d. The museums.    |
| 3. | When did the writer go to | Italy?                |                         |                    |
|    | a. Everyday.              | b. Last holiday.      | c. Last summer.         | d. Last year.      |
| 4. | "My holidays passed qui   | ckly". The underlined | word has closes meaning | ng with            |
|    | a. rapid                  | b. lovely             | c. slow                 | d. enjoyably       |
| 5. | From the text above we k  | now that? The writer  | is                      |                    |
|    | a smart                   | h kind                | c diligent              | d lazv             |

#### Text 2 is for number 6 - 10

Last holiday the students of VIII C SMP Harapan Jaya had a camping at Tawang Mangu. They had **planned** it for a long time. They went there by bus and Mr. Agus accompanied them.

Before going to Tawang Mangu, they gathered at school for checking all the things they want to bring. **They** brought tents, sleeping bags, cooking and eating utensils, and some food. Every student had to take their own clothes, jackets and first aid kit. They also wanted to have a camp fire at night so they took some wooden fire because they didn't want to cut the trees in the forest. They left the school at 8 am and they arrived at the camping ground at 10 am.

Adapted (LKS Dinasti, page 25)

6. What is the text mostly about?

a. Holiday.

c. Camping.

b. Camp fire.

d. Went to Taman Mangu.

7. How long did it take from school to Tawang Mangu?

a. An hour.

c. Three hours.

b. Two hours.

d. Four hours.

8. What does "they" in the text refer to?

a. The reader.

c. The writer.

b. Mr. Agus.

d. The students of VIII C SMP Harapan Jaya.

9. "They had planned it for a long time". The underlined word has closes meaning with . . .

a. thought

c. imagined

b. arranged

d. brought

10. What is the the social function of the text?

a. To describe someone.

c. To entertain the reader.

b. To retell the past experience.

d. To give information.

#### Text 3 is for number 11 - 15

Last night, I read an article about **adolescence** in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at the time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extracurricular activities I took piano lessons on Mondays. On Tuesday I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spend most of my weekend with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive.

(Adapted from: LKS AKIKA PUSAKA page. 50)

- 11. What is the topic of the text above?
  - a. Magazine.
- b. Adolescenece.
- c. Extracular activities.
- d. Adulthood.
- 12. The writer did the activities below to divert his emotions, except . . . .
  - a. he took many extracurricular activies
- c. he joined an English course

b. he took piano lessons

d. he had an extra science

13. I remembered my own <u>adolescence</u>. The word underlined means. It was time of change between . . . .

a. babyhood and childhoodb. childhood and you hoodd. adulthood and babyhood

14. The weekends are on . . . .

a. Friday and Saturdayb. Saturday and Sundayc. Sunday and Mondayd. Monday and Tuesday

15. From the text above we know that? We should be able to . . . .

a. control our emotions c. divert our feeling

b. read a magazine d. take many curricular activies

#### Text 4 is for number 16 - 20

When the earthquake happened. Tom was on his motorcycle. He was driving home from school. Suddenly, his motorcycle lurched to one side. His motorcycle suddenly became unstable. He thought he got a flat tyre. He did not know that there was an earthquake. But, suddenly, he saw some electricity poles falling to the ground. He said they were like matchsticks. The poles were like matchsticks. The next thing was the rocks. He saw lots of rocks tumbling across the road. He was trapped there by the rocks. So he could not move his motorcycle.

The earthquake lasted less than a minute, but **it** made lot damage. There were rocks everywhere. So, he left his motorcycle and walked a long way to his house, in the town. when he got there, he was **surprised** that there wasn't much left there, because of the earthquake.

16. What is the main idea of the second paragraph?

a. The earthquake. c. A lot of damage made by the earthquake.

b. A minute after the earthquake. d. There wave rocks a long the way.

17. What happened to Tom?

a. He got flat tyre. c. He was driving home from school.

b. He saw some matchsticks falling. d. He was trapped by the rocks.

18. What does the word "it" in lie 8 refer to?

a. The motorcycle.b. The earthquake.c. The rocks.d. The poles.

19. Why did he think he had a flat tyre?

a. He saw some electricity. c. He knew that there were an earthquake.

b. His motorcycle couldn't be moved. d. His motorcycle suddenly became unstable.

20. The word surprised in line 8 has closes meaning with . . .

a. excited

c. amazed

b. busy

d. disappointed

#### Text 5 is for number 21 - 25

I love traveling in the country, but I don't like losing my way. I went on an **excursion** recently, but my trip took me longer than I expected. "I'm going to Woodford green, 'I said to the conductor as I got on the bus," but I don't know where it is. "I'll tell you where to get off," answered the conductor.

I sat in the front of the bus to get a good view of countryside. After some time, the bus stopped. Looking around, I realize with a shock that I was the only passenger left on the bus. "You'll have to get off there," the conductor said. "This is as far as we go." "Is this Woodford green? I asked "oh Dear," said the conductor suddenly, "I forgot to put you off." It doesn't matter. I said "I'll get off here." "We are going back now", said the conductor. Well, in that case, I prefer to stay in the bus, I answered.

(Adapted from: LKS AKIKA PUSAKA page. 51)

21. What is the topic of text above?

a. Holiday.

c. Unfortune traveling.

b. Unforgetable moment.

d. Wonderful journey.

22. "I'll tell you where to get off." The word "I" in line 4 refers to?

a. The reader.

b. The writer.

c. The passenger.

d. The conducter.

23. Where did the writer want to go?

a. Bus station.

b. Country.

c. Woodford green.

d.Countryside.

24. The word excursion in line 2 has the same meaning with . . .

a. journey

b. experience

c. holiday

d. travel

25. From the text above we know that? The writer is . . . .

a. honest

b. careless

c. friendly

d.crude

#### Text 6 is for number 26 - 30

#### The old grandfather and his grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears deaf, and his kness shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's eife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. **He** was almost crying.

One day the old grandfather coul not hold the bowl because his hands were too **weak**. The bowl fell to the ground and broke. The woman scolded. However, the old granfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old garndson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. **They** began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

(Adapted from: Scoffolding page. 194)

c. entertain the reader

d. report the news

|        |                          |                   | ` *                            |                   |
|--------|--------------------------|-------------------|--------------------------------|-------------------|
| 26. Ho | ow did the old grandfat  | her feel about l  | nis son's and his son's wife's | bahavior toward   |
| hir    | n?                       |                   |                                |                   |
| a.     | He felt very sad abou    | t it.             | c. He was relly angry with     | them.             |
| b.     | He felt satisfied abou   | t it.             | d. He was always complain      | ing about it.     |
| 27. "I | He was almost crying".   | The word "he'     | 'in line 7 refers to?          |                   |
| a.     | The old grandfather.     |                   | c. The wife of the the old gr  | randfather's son. |
| b.     | The old grandfather's    | son.              | d. The four year old grands    | on.               |
| 28. W  | hich the following wor   | d "weak" in lin   | e 9 has closes meaning with    | ?                 |
| a.     | Fragile.                 | b. Strong.        | c. Tired                       | d. Feeble.        |
| 29. Fr | om the text we know th   | nat? We should    |                                |                   |
| a.     | respect other people     |                   | c. hate older people           |                   |
| b.     | avoid grandfather        |                   | d. humiliate grandfather       |                   |
| 30. Th | e the social function of | f the text is to. |                                |                   |
|        |                          |                   |                                |                   |

a. Describe a particular person

b. retell the past experience

#### Text 7 is for number 31–35

#### My Holiday in Flores

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south **coast**. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. **It** is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kalimutu. We woke up at 4 am to see the three different coloured lakes at dawn. It was truly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like to go back Flores one day.

(Adapted from: Scaffolding page. 113)

| 31. | W   | nere did the writer            | go after visiting End   | le?             |          |           |               |         |
|-----|-----|--------------------------------|-------------------------|-----------------|----------|-----------|---------------|---------|
|     | a.  | South coast.                   | b. Detusoko.            | c. Market.      |          | d.        | Visiting      | several |
|     |     | schools.                       |                         |                 |          |           |               |         |
| 32. | W   | nat is the main idea           | a of the last paragrap  | h? The writer   | went to  |           |               |         |
|     | a.  | Detusoko                       | b. Maumere              | c. Bajawa       |          | d. Mo     | unt kelimutu  |         |
| 33. | W   | nich of the followin           | ng statements is NO     | Γ TRUE accor    | rding to | the tex   | at?           |         |
|     | a.  | The writer visited             | some schools in Ma      | numere.         |          |           |               |         |
|     | b.  | After visiting Ma              | umere, the writer we    | ent to Ende.    |          |           |               |         |
|     | c.  | After visiting End             | le, the writer went to  | the mountain    | village  |           |               |         |
|     | d.  | Bajawa is the writ             | ter's third destination | n.              |          |           |               |         |
| 34. | "W  | <sup>7</sup> e took an amazing | g journey over the me   | ountains to the | e south  | coast".   | The words"    | coast"  |
|     | has | s closely meaning t            | to                      |                 |          |           |               |         |
|     | a.  | river                          | b. shore                | c. mountain     |          | d. lake   | 2             |         |
| 35. | W   | nat is the social fur          | nction of the text?     |                 |          |           |               |         |
|     | a.  | Describe a particu             | ılar person, place or   | thing.          | c. Rete  | ell the p | ast experien  | ce.     |
|     | b.  | Report the news.               |                         |                 | d. Give  | e inform  | nation to the | reader. |

#### Text 8 is for number 36 - 40

#### The children

When Anne was in the hospital. She stayed in the children's ward. It was a long room with lots of beds and there were other children in all the beds. Some of them smiled and waved to her.

There were lots of things for Anne to do. First, of all, she had a blood test. A nurse took a little blood from Anne. She used a needle to do sting a bit, but it wasn't too bad. The nurse told Anne that the blood test would help the doctor know how to take care of her.

Then Anne was taken to a room in the ex-ray department. In nurse helped her to get up on to a table, and asked her to lie there without moving. A **giant** sized camera took a paragraph called an x-ray, of Anne's insides. It didn't hurt at all.

Back in the children's ward, another nurse took Anne's temperature with an instrument called a thermometer. The nurse wrote up some notes about Anne on the chart at the end of the bed.

After that Anne watched TV with other children in the ward. Then her mother came to visit her. She brought Anne a new book to read and a jigsaw puzzle.

Anne stayed in the hospital for a few days. She made some new friends there, and her mother comes to visit her everyday. A teacher comes to the hospital every day too, and she brought a long something for all the children to do. In the afternoon, Anne liked to draw pictures with the other children. She even made a model.

The doctor comes to see Anne everyday. One day he told Anne she could go home. Her mother came to collect her, and Anne said good bye to the other children and the nurses. Anne thanked them for looking after her so well.

(Adapted from: *LKS Edukatif* page.55)

| 36. | What is the main idea  | a of the second paragr | raph?                 |                           |    |
|-----|------------------------|------------------------|-----------------------|---------------------------|----|
|     | a. She used a needle   | to do sting a bit.     | c. There were         | e lots of things for Anne | to |
|     | do.                    |                        |                       |                           |    |
|     | b. A nurse took a litt | tle blood from Anne.   | d. She had a b        | plood test.               |    |
| 37. | Where did Anne get a   | an x-ray photograph?   |                       |                           |    |
|     | a. In the hospital.    |                        | c. In the ward        |                           |    |
|     | b. In the x-ray depar  | rtment.                | d. In the labor       | atory.                    |    |
| 38. | What does "it" in the  | first line refers to?  |                       |                           |    |
|     | a. Children's ward.    | b. Ward.               | c. Children.          | d. Anne.                  |    |
| 39. | "A giant sized camera  | a took a paragraph ca  | lled an x-ray". The u | inderlined word means     |    |
|     | a Small                | h tinny                | c large               | d hig                     |    |

- 40. What is the purpose of the text above?
  - a. To give information to the reader.
- c. To tell how the process happened.
- b. To entertain the reader.
- d. To describe a particular person, place or

thing.

#### Text 9 is for number 41 - 45

I arrived at Bengkulu yesterday. This morning I went out draw some money from the bank machine. Leaving the ATM. I walked to a park nearby and sat down on a bench. A meatball just to see what it would taste like in Bengkulu. Well, it tasted exactly the same as the meatball in Yogya. I asked the man where he came from and found out that he came from Wonosari, a district town to the south of Yogyakarta. We had quite a long talk, in Javanese.

Back in the hotel room, I was still thinking of what this meatball seller had been saying. He was a simple man, saying something that would equal to what I would teach my students at school. He was a simple man who was able to practice tolerance without having to go the university to learn it.

(Adapted from: LKS AKIKA PUSAKA page. 65)

- 41. What is the the main idea of the frist paagpraph?
  - a. Yesterday the writer arrived at Wonosari.
  - b. The writer walked to a park nearby and sat down on a bench.
  - c. The writer tested the same as the meatball in Yogya.

b. throw

- d. The writer had quite a long talk, in Javanese.
- 42. Which the following word "draw" in the frist line has closes meaning with . . .
- 43. Where did the event happen?
  - a. At Wonosari b. At Yogyakarta
- c. At Bengkulu

c. transfer

d. At a university

- 44. How many characters were involved in the text?
  - a. One.

a. take

- b. Two.
- c. three.
- d. four.

d. bring

- 45. From the text we know that? The writer . . . .
  - a. found that the seller was difficult
  - b. knew that the seller was very hard
  - c. found that the seller was easily understand
  - d. knew that the seller was not easy

#### **Text 10 is for number 46 – 50**

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my cycle. I pedaled hard on my bicycle and was soon speeding home. My tought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quite. As I approached **a graveyard**, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my clasmate. He had also seen the movie and was frightened too. He had cycled after me so that he could not be alone. Both of us laughed out loud over our bahavior.

(Adapted from: LKS AKIKA PUSAKA page. 48)

| 46. What is the the main is | dea of the second paagr  | raph? The writer feel    |                  |
|-----------------------------|--------------------------|--------------------------|------------------|
| a. hapy                     |                          | c. worry                 |                  |
| b. supprise                 |                          | d. scary                 |                  |
| 47. What does "I" in the to | ext refers to?           |                          |                  |
| a. The reader.              | b. The writer.           | c. The movie.            | d. The monster.  |
| 48. When did they see the   | movie?                   |                          |                  |
| a. In the evening.          | b. At night.             | c. In the morning.       | d. In the        |
| afternoon.                  |                          |                          |                  |
| 49. "As I approach a grave  | e yard". What is the sin | nilar meaning of underli | ined word?       |
| a. Cemetery.                | b. Back ground.          | c. Dark place.           | d. Ground floor. |
| 50. What is the purpose of  | the text above?          |                          |                  |
| a. entertain the reade      | r.                       | c. To inform the rea     | der .            |
| h To describe a parti       | cular place              | d To retell events       |                  |

## STUDENTS' SCORE

Subject: English Class: VIIIC Semester: 2<sup>nd</sup> Semester

| No  | Students                  | PRE-TEST | POST-TEST |
|-----|---------------------------|----------|-----------|
| 1.  | Agus Sulistiyawan         | 3,6      | 4,8       |
| 2.  | Alfian Nur Ikhsan         | 3,2      | 4,6       |
| 3.  | Andreas Bayu Cp           | 3,8      | 4,2       |
| 4.  | Anjasi Ridho Illahi       | 3        | 4         |
| 5.  | Ardhi rarindra manggala y | 3,2      | 4,8       |
| 6.  | Ardhi vatmawan            | 4        | 6,8       |
| 7.  | Bayu ahmad ajikusuma      | 4,2      | 5,4       |
| 8.  | Berna brisangka           | 3,3      | 5,8       |
| 9.  | Budi gunawan              | 3,2      | 5         |
| 10. | Candra fajaruddin         | 4        | 5,6       |
| 11. | Dani ahmad afifie         | 3        | 5,4       |
| 12. | Eko budi santosa          | 3,2      | 4         |
| 13. | Erma dwi agustin          | 5        | 6,6       |
| 14. | Erni dea mursilah         | 3,3      | 5,8       |
| 15. | Eska nuraini nandya s     | 3        | 6.2       |
| 16. | Fajar nur rahmat          | 3,4      | 5,4       |
| 17. | Fajar sulatomo            | 4,6      | 6         |
| 18. | Farid nur hidayat         | 3,6      | 5,8       |
| 19. | Fidela faza               | 3        | 5,2       |
| 20. | Fiky nur setyawan         | 3,2      | 5,8       |
| 21. | Galih prasetya            | 4,2      | 6,8       |
| 22. | Junaedy hendraning tiyas  | 3,8      | 5         |
| 23. | Kurnia ardiyaningsih      | 3,8      | 5,2       |
| 24. | Lutviana wikan utami      | 3        | 6,6       |
| 25. | Machfud indra isnawi      | 3,6      | 5,2       |
| 26. | Normalita ratnaningtyas   | 3        | 4,6       |
| 27. | Nur fatoni widyasa putri  | 3,6      | 5,6       |
| 28. | Nur lambang rizki s       | 3,2      | 4         |
| 29. | Popy nuvitasari           | 4        | 5,6       |
| 30. | Prapti dewi kartika       | 3,2      | 5,2       |
| 31. | Rachmat ichsanuddin       | 3,6      | 4,6       |
| 32. | Respati diwangkara p      | 3        | 4         |
| 33. | Revi wahyuni              | 4,6      | 5,8       |
| 34. | Rizal wahyu prasena       | 4        | 4,8       |
| 35. | Rusti widyaningsih        | 3,6      | 4,4       |
| 36. | Yogi syah putra           | 3,2      | 4,2       |
|     | Total                     | 42       | 38.2      |
|     | Mean                      | 3.5      | 4.775     |

#### STUDENTS' READING TASKS SCORE

Subject: English Class: VIIIC Semester: 2<sup>nd</sup> Semester

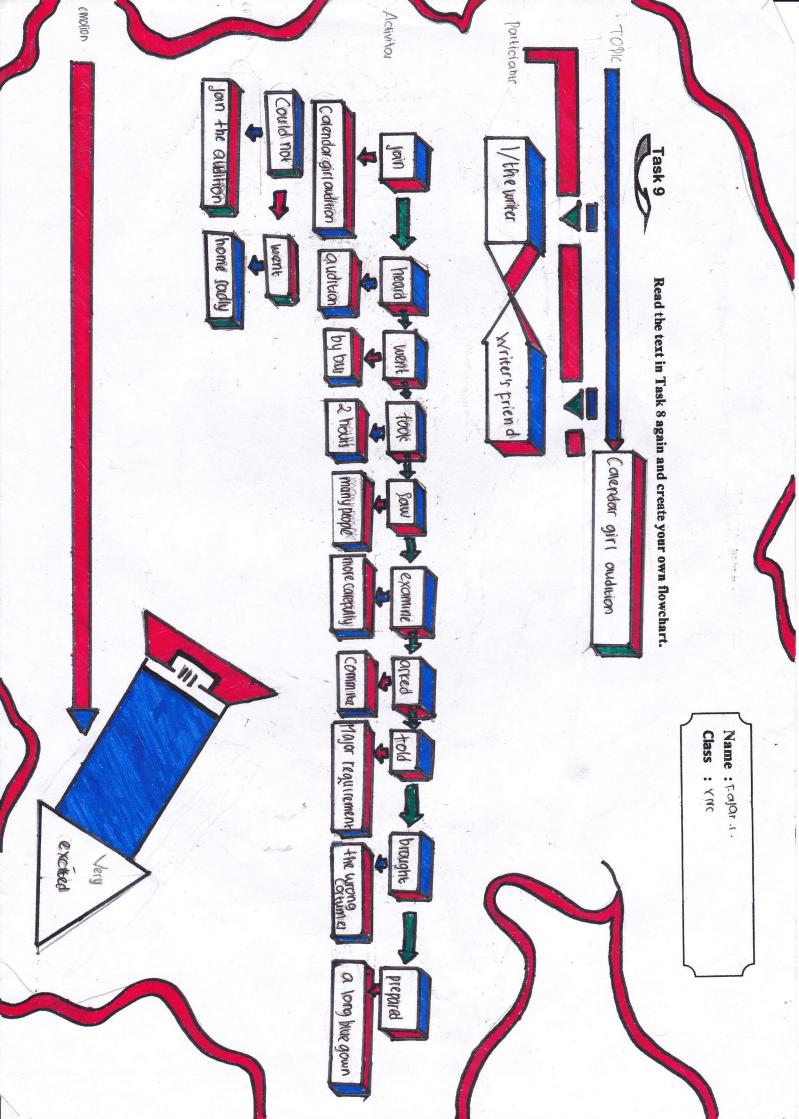
| No  | Students                  |   | Cycle 1 |                 | Cyc             | le 2   |
|-----|---------------------------|---|---------|-----------------|-----------------|--------|
|     |                           | 1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> |         | 4 <sup>th</sup> | 5 <sup>th</sup> |        |
|     |                           | meetin  | meetin  | meetin          | meeting         | meetin |
|     |                           | g   | g       | g               |                 | g      |
| 1.  | Agus Sulistiyawan         | 2   | 4       | 6               | 6               | 6      |
| 2.  | Alfian Nur Ikhsan         | 4   | 6       | 8               | 6               | 8      |
| 3.  | Andreas Bayu Cp           | 4   | 8       | 8               | 6               | 6      |
| 4.  | Anjasi Ridho Illahi       | 8   | 8       | 8               | 4               | 8      |
| 5.  | Ardhi rarindra manggala y | 6   | 6       | 6               | 4               | 6      |
| 6.  | Ardhi vatmawan            | 2   | 6       | 6               | 8               | 6      |
| 7.  | Bayu ahmad ajikusuma      | 6   | 6       | 6               | 8               | 6      |
| 8.  | Berna brisangka           | 6   | 8       | 6               | 6               | 8      |
| 9.  | Budi gunawan              | 2   | 6       | 6               | 4               | 6      |
| 10. | Candra fajaruddin         | 6   | 8       | 6               | 8               | 6      |
| 11. | Dani ahmad afifie         | 6   | 6       | 8               | 6               | 8      |
| 12. | Eko budi santosa          | 6   | 6       | 6               | 6               | 6      |
| 13. | Erma dwi agustin          | 8   | 8       | 8               | 8               | 8      |
| 14. | Erni dea mursilah         | 8   | 6       | 8               | 8               | 8      |
| 15. | Eska nuraini nandya s     | 4   | 8       | 8               | 6               | 8      |
| 16. | Fajar nur rahmat          | 6   | 6       | 6               | 8               | 6      |
| 17. | Fajar sulatomo            | 4   | 8       | 8               | 6               | 8      |
| 18. | Farid nur hidayat         | 6   | 6       | 8               | 6               | 8      |
| 19. | Fidela faza               | 6   | 8       | 8               | 6               | 8      |
| 20. | Fiky nur setyawan         | 4   | 6       | 6               | 8               | 6      |
| 21. | Galih prasetya            | 4   | 6       | 6               | 6               | 6      |
| 22. | Junaedy hendraning tiyas  | 6   | 6       | 8               | 6               | 6      |
| 23. | Kurnia ardiyaningsih      | 8   | 6       | 6               | 6               | 6      |
| 24. | Lutviana wikan utami      | 8   | 8       | 8               | 8               | 8      |
| 25. | Machfud indra isnawi      | 4   | 4       | 8               | 6               | 6      |
| 26. | Normalita ratnaningtyas   | 6   | 6       | 8               | 6               | 8      |
| 27. | Nur fatoni widyasa putri  | 6   | 4       | 6               | 6               | 6      |
| 28. | Nur lambang rizki s       | 8   | 4       | 6               | 6               | 6      |
| 29. | Popy nuvitasari           | 4   | 10      | 8               | 6               | 8      |
| 30. | Prapti dewi kartika       | 6   | 6       | 6               | 6               | 6      |
| 31. | Rachmat ichsanuddin       | 4   | 6       | 6               | 8               | 6      |
| 32. | Respati diwangkara p      | 4   | 4       | 6               | 6               | 6      |
| 33. | Revi wahyuni              | 8   | 8       | 8               | 6               | 8      |
| 34. | Rizal wahyu prasena       | 6   | 6       | 8               | 6               | 6      |
| 35. | Rusti widyaningsih        | 6   | 8       | 8               | 6               | 6      |
| 36. | Yogi syah putra           | 2   | 2       | 4               | 6               | 6      |
|     | Mean                      | 5.4   | 6.4     | 6.9             | 6.4             | 6.8    |

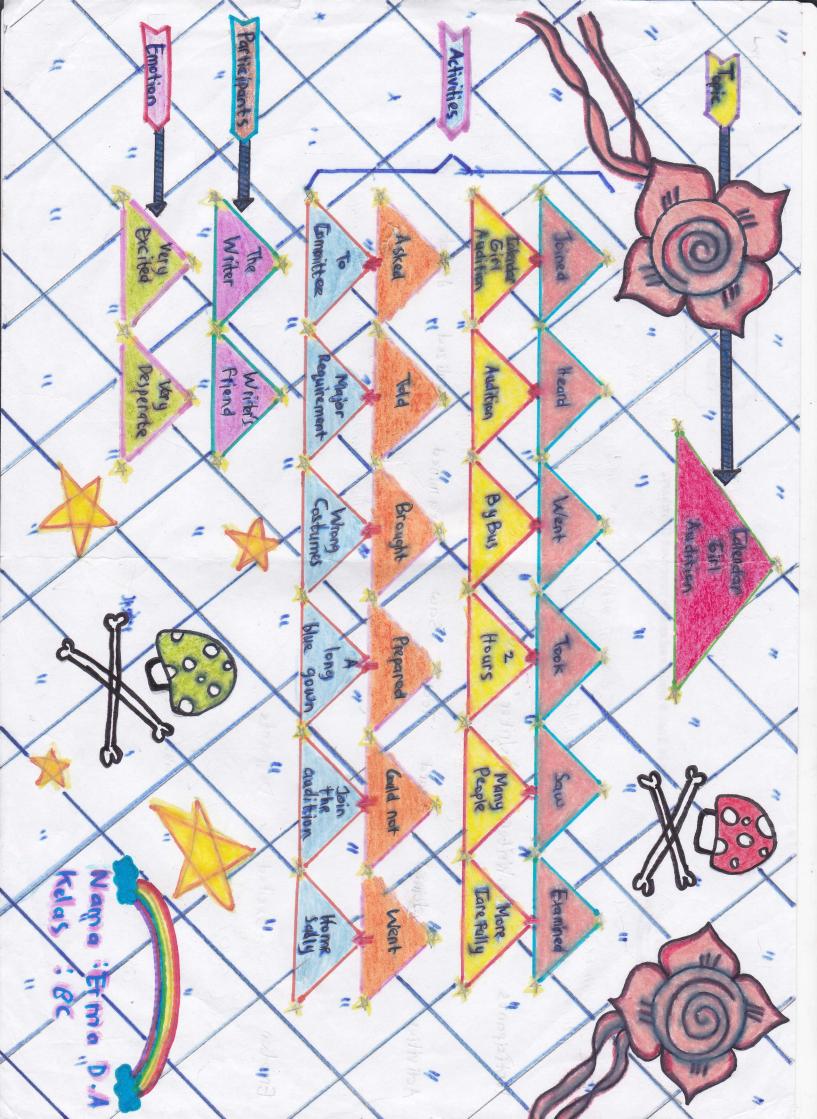


Read the text bellow carefully. Then develop your own diagrammatic flowchart.

#### Wrong costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbor a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took 2 hours to get there. When we arrived there, we saw many people who also the contest. After we examined more carefully, we realized that all the contestants were in red and white costumes. Then, we asked to committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend and I brought the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we could not join the audition. After that, we went home sadly.





Name: Anjasi Class: 8 C

## Task 9

#### In pairs, answer the following questions based on the text above.

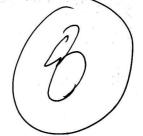
- 1. When did the writer and his family go to the sea?
- 2. Where did they go when the see was rough?
- 3. What did they do when the water was fine?
- 4. How was the island near their friend's house?
- 5. How did they feel?
- 1. last year

2. Thes soiled on a small lake.

3. Ther sailed to the land.

4 . Vers Clear.

c. Eun.



Name: Borna Brisangka Class: VIII c

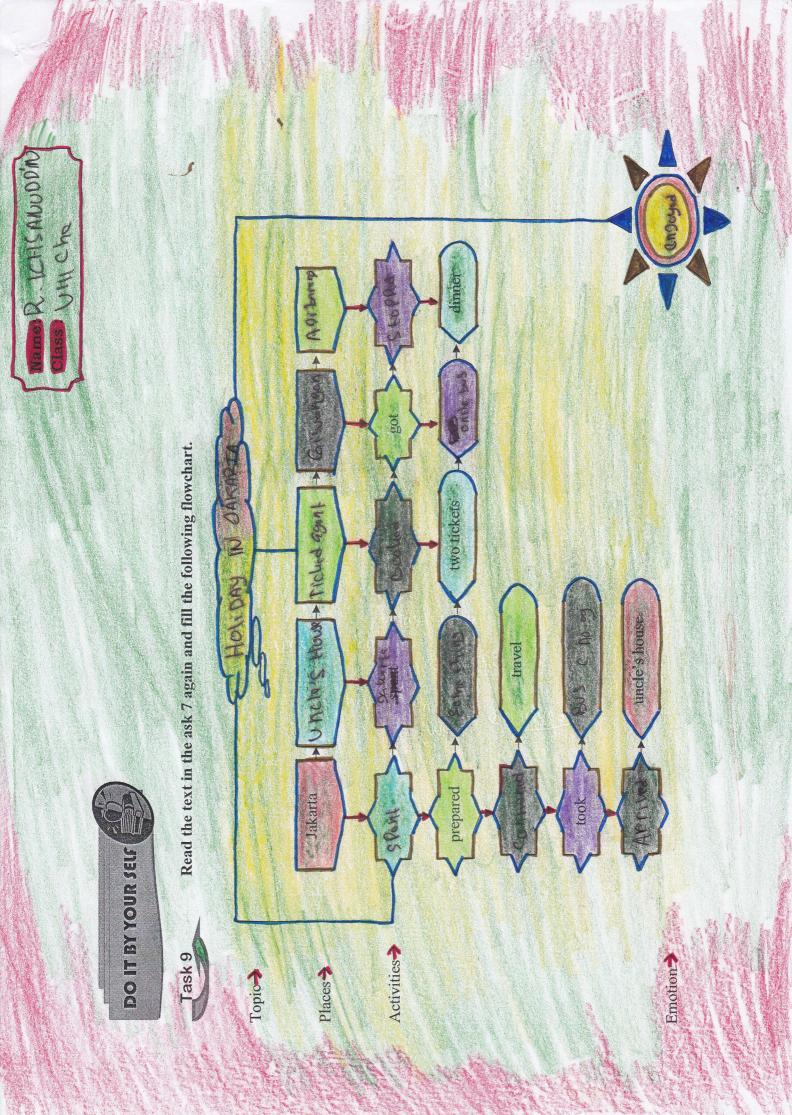
#### WORKSHEET

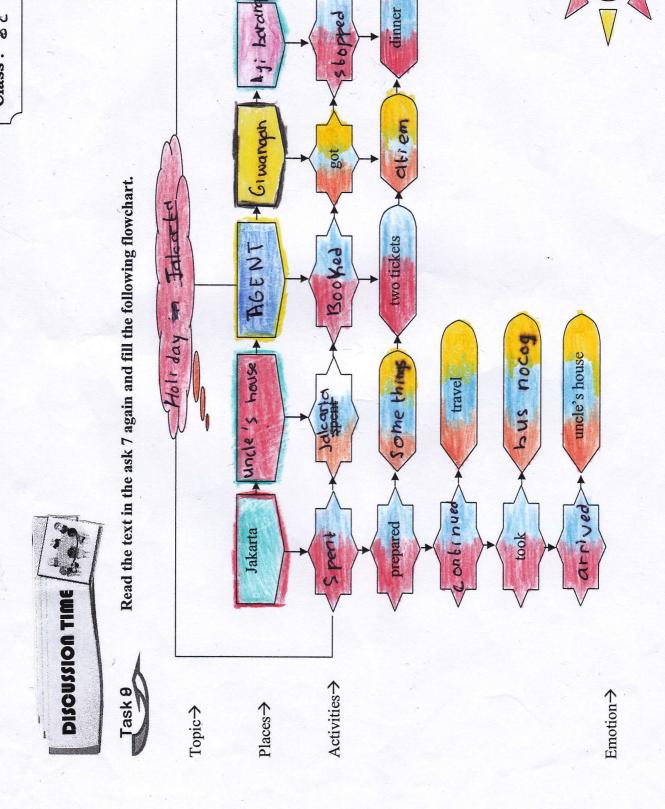


Task

Work in pairs, put the connecting words or phrases in the text below, then answer the following questions. \*

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle's house. We went there, we prepared some things. 1) First, we booked two tickets at the ticket agent. 2) Next, we got on the bus from Giwangan terminal at 3 pm. 3) Then we stopped to have dinner at Ajibarang. 4) Aster, we continued our travel. We arrived at Lebak Bulus terminal. From the terminal, we took the bus no. C 09. 5) Finally we arrived at our uncle's house. It was long trip, but we enjoyed.





Name: Revi Wanyuni

Class : Oche



## Task 9

## Answer the following questions based on the text above.

1. When did the writer spend his holiday? Last Week

2. Where did he stay? Jakarta

3. With whom did the writer go to Jakarta? brother

4. What did they do at Ajibarang? To have diner

5. What did the writer feel during his long trip? enjoyed



Name : Fidea Faza

Class : VIII C

#### WORKSHEET



Task 7

A STANDARD CONTRACTOR CONTRACTOR

In pairs, read Fira's School trip to the Botanic Gardens carefully. Then, Change the verbs between brackets in the following text into the correct form. The first one that is underlined has been done for you.

On Thursday 24 April, Year Eight students (went) to the Botanic

Gardens. We (walk down and got into the bus.

After we (arrive) at the gardens, we (walk down to the Education Centre. We (go) to have a look around. First we (go) to the Orchid Farm and Mrs. Rita (read) us some of the information. Then we (look) at all the lovely plants. After that we (go) down to a little spot in the Botanic Gardens and (have) morning tea. Next we (take) some pictures and then we (go) back to the Education Centre to have lunch. After that we (go) for a walk. A lady (take) us around and introduced herself, then she (explains what we (are) going to do. Next she (take) us in to the green house. It (is) most interesting.

Soon after we had (finish) we went back outside. Finally we (get) into

the bus and (return to school. We (are) tired but happy.

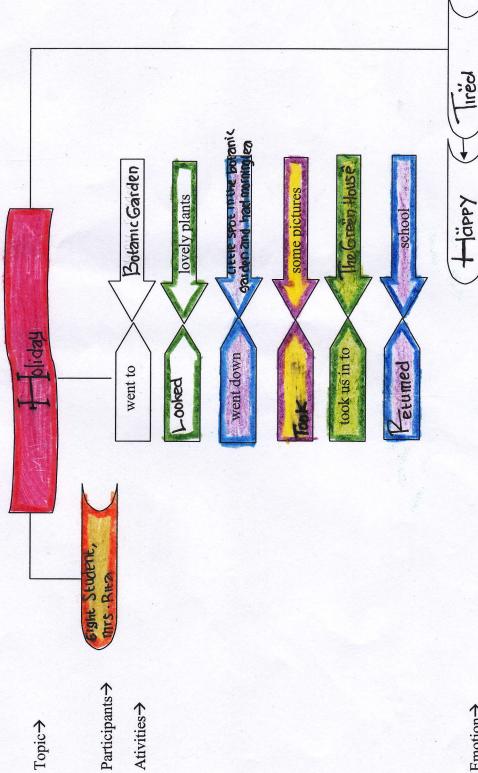
NAME : Plenti Llahyuri

CLASS: 8C

DO IT BY YOUR SELF

Read the text in the ask 3 again and fill the following flowchart correctly.

Task 5



Emotion→

NAME: Fidola Fora

CLASS: VMC

DO IT BY YOUR SELF

Task 5

Read the text in the ask 3 again and fill the following flowchart correctly.

Tired some pictures school HARRY School trip took us in to We looked went down went to We took Peturn 8 (Mrs. Alba and Suckints Participants→ Ativities→ Topic→

Emotion→

Name : Jungeau H

Class : BC



Task 9

Answer the following questions based on the text above.



- 1. When did the writer and her friends go to the Botanic Gardens?
- 2. What did they do when they went back to the Education Centre?
- 3. What did Mrs. Rita do?
- 4. Which place that was most interesting?
- 5. How did they return to school?

5awab=

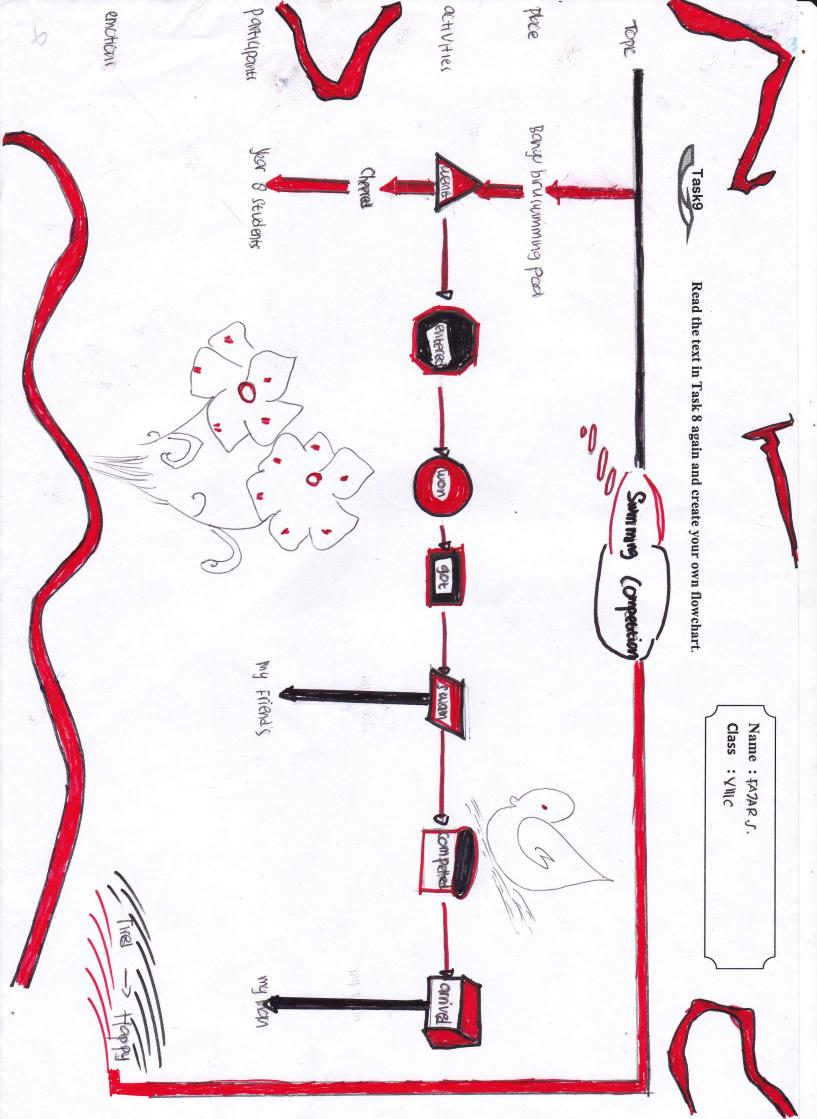
1. on Thursday 2 MAPril

2 We went to have a look a round.

3. Mrs · Rita readus some of thein formation

4. Mextshe took us in to the 9 reen house

5. By Bus



Name: Peaple Dowi K

Class : VIII C

#### WORKSHEET





Write the letter of the definition in the right that matches the word in the left.

.A. Examined

a. To understand a situation, sometimes suddenly.

. £2. Audition

b. A small group of people who are chosen to make decision.

c. A short performance to show their ability.

F.A. Realized

d. Feeling that you have no hope.

. Desperate Sangat sein

e. To look at or consider a person or a thing carefully.

. P..6. Committee

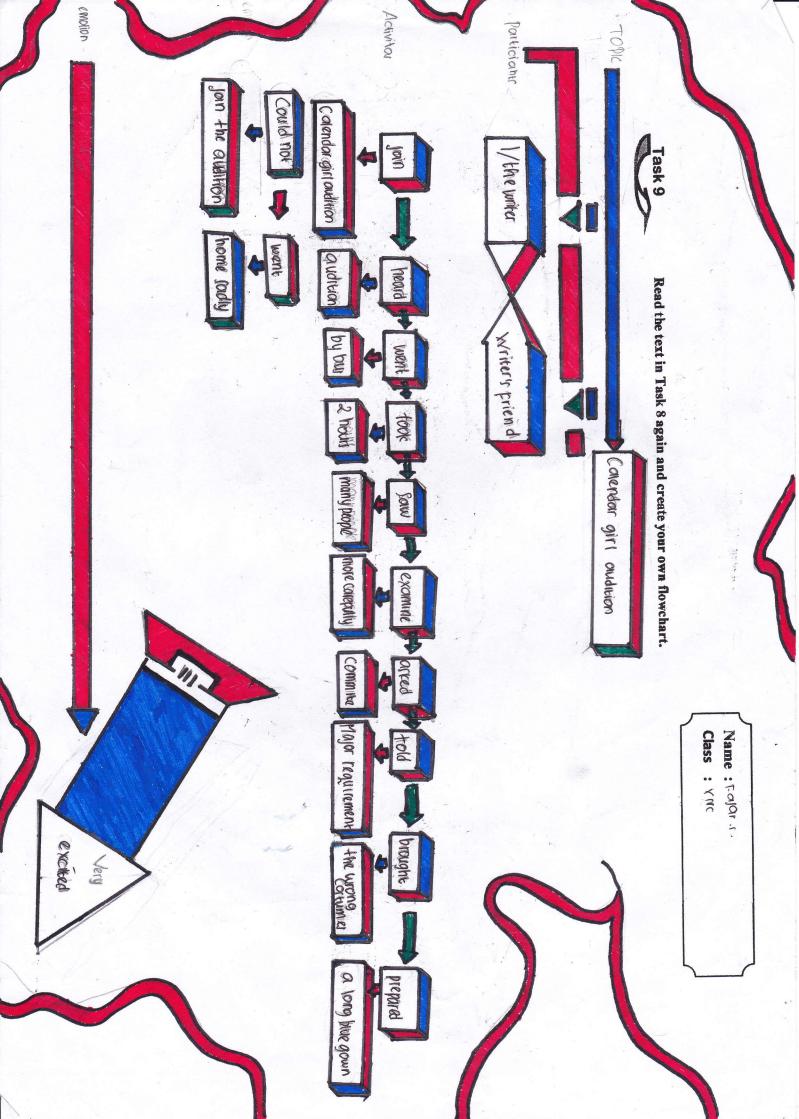
f. To make something or someone ready for something that will happen

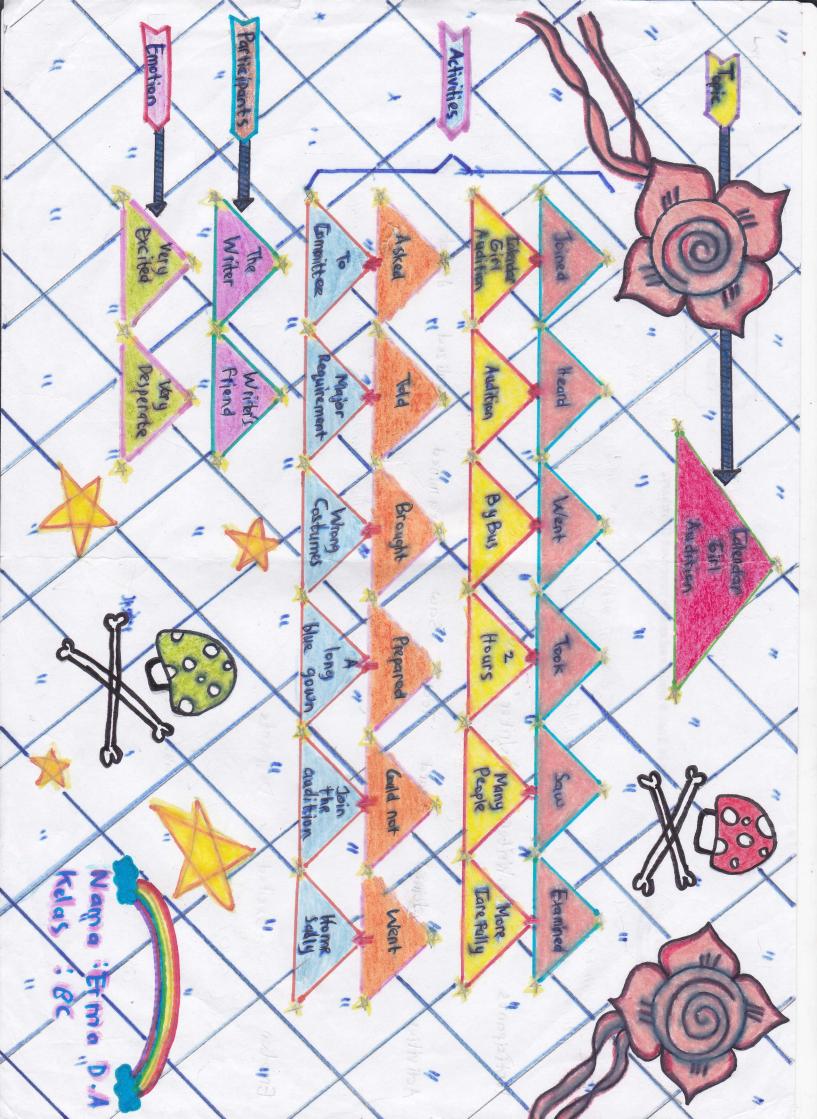


Read the text bellow carefully. Then develop your own diagrammatic flowchart.

#### Wrong costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbor a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took 2 hours to get there. When we arrived there, we saw many people who also the contest. After we examined more carefully, we realized that all the contestants were in red and white costumes. Then, we asked to committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend and I brought the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we could not join the audition. After that, we went home sadly.

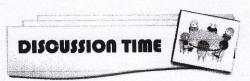


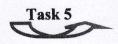


Name: Rizal Wohyli Rosena

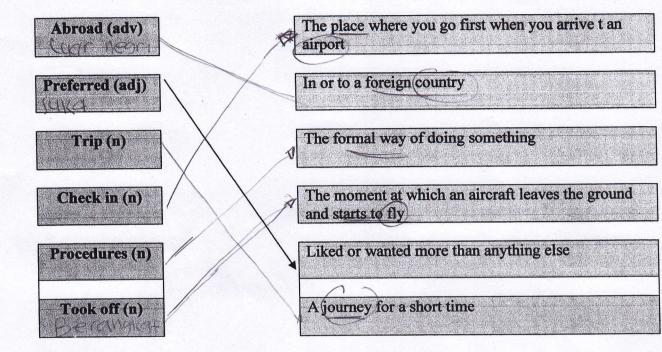
Class : &c .

#### WORKSHEET





Match the words in Column A with the meaning in Column B. Compare your answers to a classmate's. Look at the example.



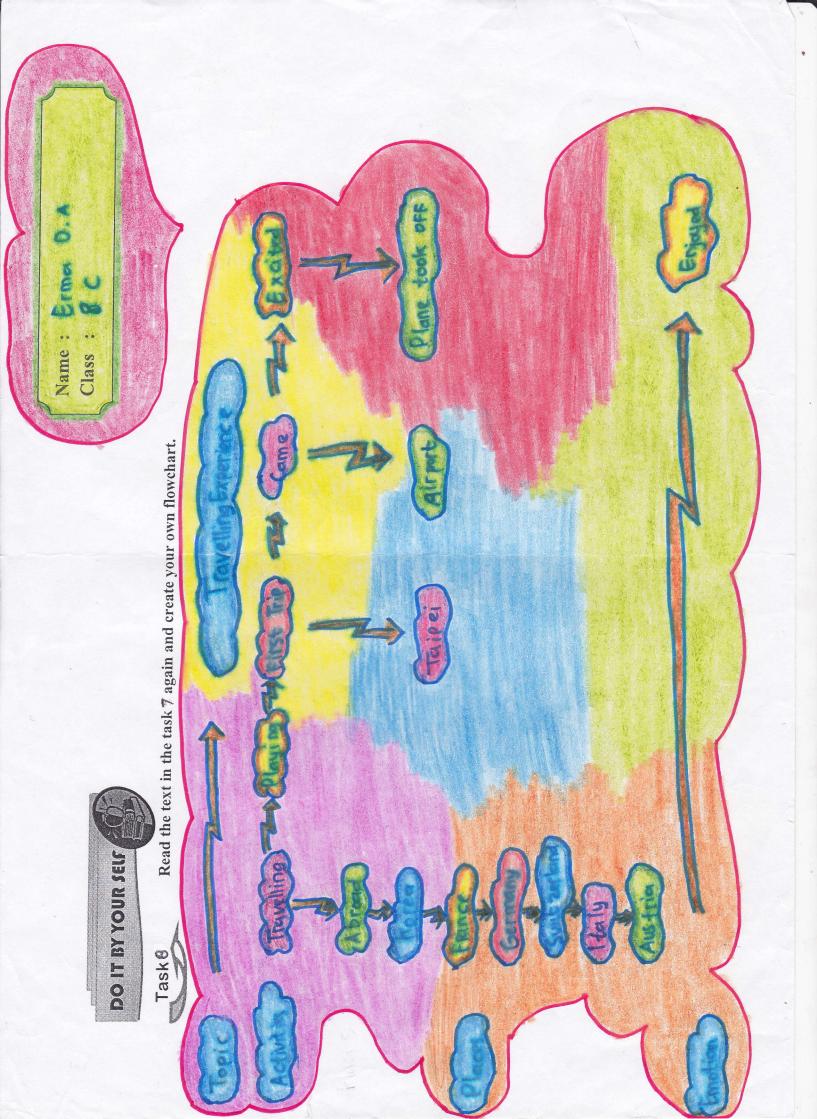
Task 6

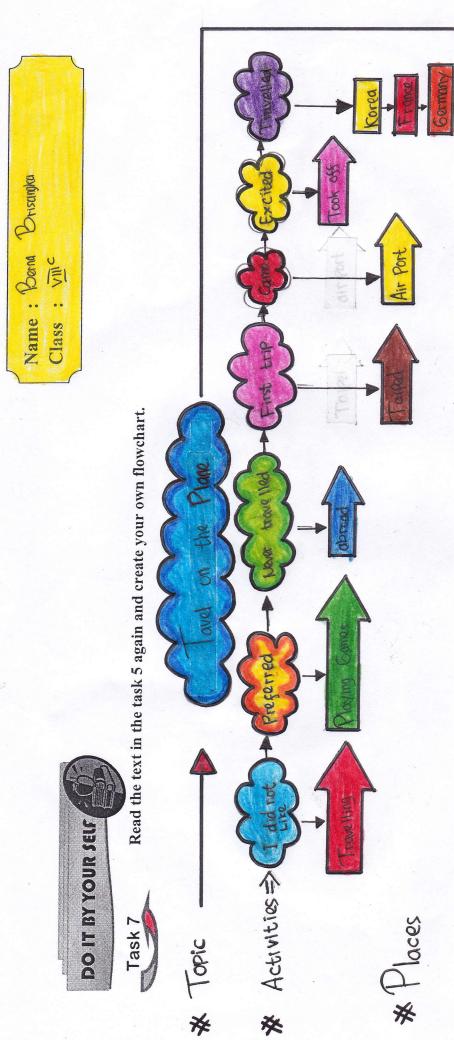
Read the following text on "Travel on the Plane for the First Time" carefully. Then develop your own diagrammatic flowchart.

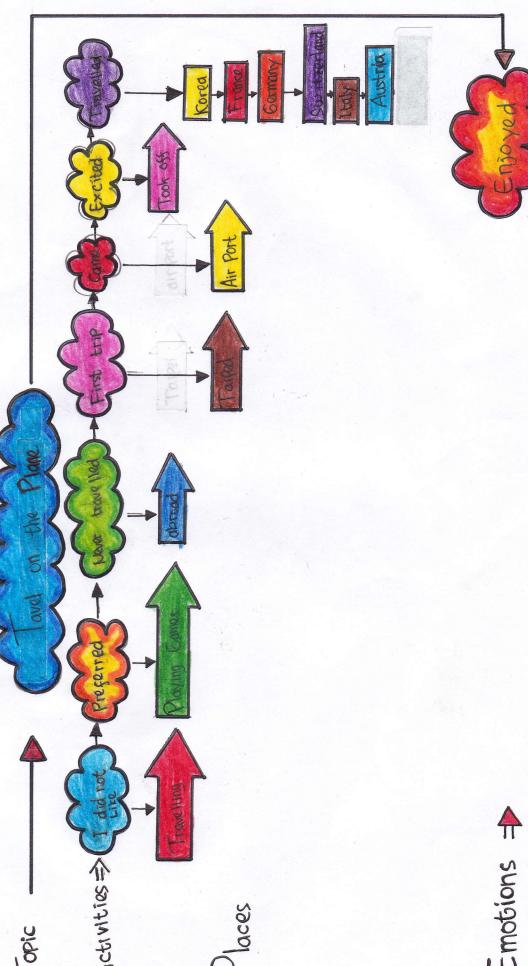
When I was young, I did not really like the travelling. I preferred playing games on the computer. I never travelled abroad on the plane until 1988. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check in. all procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

After that trip, I like travelling. I also travelled to Korea, France, Germany, Switzerland, Italy, and Austria.







★ Emotions →

Name: Berna Brisangka

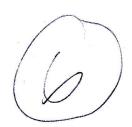
Class : VIII c



Task 7

Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

| No  | Statement                            | T/F | Correction                               |
|-----|--------------------------------------|-----|--|
| 1   | The writer preferred traveling.      | F   | He preferred playing games               |
| 2   | He often travelled abroad.           | Т   | He like playing games                    |
| 3 . | He spend 4 day in his the first trip | Т   | the first trip was a-4 day trip to soupe |
| A   | Taipei was the first destination.    | F   |  |
| 5   | He knew how to check in.             | F   | the did not know how to check in         |
| 18  | He did not enjoy his trip            | 7   |  |





The students identify the recount text through diagrammatic flowchart seriously.



The teacher and the collaborator monitor the students.



The student pay attention to the teachers' explanation.



The students identified and develop recount text through diagrammatic flowchart.



The students use dictionary to check their prediction.



The teacher helps students to identify the diagrammatic flowchart.

# TEGER V

### KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

#### UNIVERSITAS NEGERI YOGYAKARTA

## **FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/33-01 10 Jan 2011

25 Januari 2012

Nomor

: 163/H.34.12/PP/I/2012

Lampiran

ampiran

Hal

: Permohonan Izin Penelitian

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta c.q. Kepala Biro Administrasi Pembangunan Sekretariat Daerah Propinsi DIY Komplek Kepatihan-Danurejan, Yogyakarta 55213

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

Using Flowchart to Improve Students Reading Comprehension of Grade Eight at SMP Negeri 3 Berbah

Mahasiswa dimaksud adalah:

Nama

: MUFARROHAH

NIM

: 07202244058

Jurusan/ Program Studi

: Pendidikan Bahasa Inggris

Waktu Pelaksanaan

: Februari - April 2012

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

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

Or, Widyastur Purbani, M.A. NIP 19610524 199001 2 001

a.n. Dekan Wakil Dekan



## PEMERINTAH KABUPATEN SLEMAN BADAN PERENCANAAN PEMBANGUNAN DAERAH

## (BAPPEDA)

Alamat: Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511 Telp. & Fax. (0274) 868800. E-mail: bappeda@slemankab.go.id

#### **SURAT IJIN**

Nomor: 07.0 / Bappeda/ 0197 / 2012

#### TENTANG PENELITIAN

#### KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar

Keputusan Bupati Sleman Nomor: 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja

Nyata, Praktek Kerja Lapangan dan Penelitian.

Menunjuk

Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta

Nomor: 070/607/V/1/2012 Tanggal: 26 Januari 2012. Hal: Ijin Penelitian

#### **MENGIZINKAN:**

Kepada Nama

: MUFARROHAH

No. Mhs/NIM/NIP/NIK

07202244058

Program/ Tingkat

**S**1

Instansi/ Perguruan Tinggi

UNY

Alamat Instansi/ Perguruan Tinggi

Kampus Karangmalang, Yogyakarta

Alamat Rumah

Nologaten, Dabag, Caturtunggal, Depok, Sleman, Yogyakarta

No. Telp/ Hp

0856433038\$5

Untuk

Mengadakan penelitian dengan judul:

"USING FLOWCHART TO IMPROVE STUDENTS' RADING COMPREHENSION OF GRADE EIGHT AT SMP NEGERI 3

BERBAH"

Lokasi

: Kabupaten Sleman

Waktu

Selama 3 (tiga) bulan mulai tanggal: 26 Januari 2012 s/d

26 April 2012.

#### Dengan ketentuan sebagai berikut:

- 1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
- 2. Wajib menjaga tata tertib dan mentaati ketpentuan-ketentuan setempat yang berlaku.
- 3. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
- 4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
- 5. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

#### Tembusan Kepada Yth:

- 1. Bupati Sleman (sebagai laporan)
- 2. Ka. Kantor Kesatuan Bangsa Kab. Sleman
- 3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
- 4. Ka. Bid. Sosbud Bappeda Kab. Sleman
- 5. Camat Kec. Berbah
- 6. Ka. SMP N 3 Berbah
- 7. Dekan Fak. Bahasa dan Seni UNY.
- 8. Pertinggal

Dikeluarkan di : Sleman

Pada Tanggal: 30 Januari 2012

A.n. Kepala BAPPEDA Kab. Sleman

Ka. Bidang Pengendalian & Evaluasi

u.b.

Ka. Sub Bid. Litbang

4-8

SRI NURHIDAYAH, S.Si, MT

Penata Tk. I, III/d

NIP. 19670703 199603 2 002