

**IMPROVING THE READING COMPREHENSION ABILITY OF GRADE  
VIII B STUDENTS OF SMPN 1 GAMPING IN THE ACADEMIC YEAR OF  
2013/2014 BY ACTIVATING THEIR SCHEMATA**

**A THESIS**

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



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2014**

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**IMPROVING THE READING COMPREHENSION ABILITY OF GRADE  
VIII B STUDENTS OF SMPN 1 GAMPING IN THE ACADEMIC YEAR OF  
2013/2014 BY ACTIVATING THEIR SCHEMATA**

**A Thesis**



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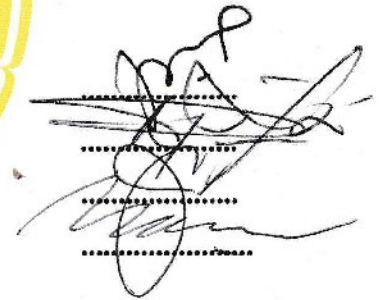
#### A THESIS

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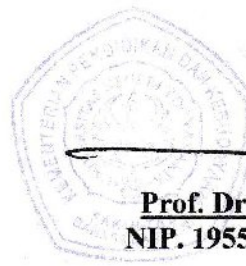
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan dengan mengikuti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

Apabila terbukti bahwa pernyataan ini tidak benar, hal itu merupakan sepenuhnya tanggung jawab saya.

Yogyakarta, 03 Juli 2014

Penulis,



Hadrian Priangga Puti



## DEDICATIONS

*This thesis is sincerely dedicated to:*

*my beloved parents*

*who always show great patience, support, and love to me*

*and*

*my beloved sisters*

*who always give their sincere support and love.*

## MOTTOS

*Jalan yang mulus tak selalu membawa kita pada tujuan yang tepat. Jalan yang berliku akan membuktikan ketekunan dan kesabaran kita.*

*Failure is the condiment that gives success its flavor.*  
*(Truman Capote)*

*The measure of intelligence is the ability to change.*  
*(Albert Einstein)*

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Finally, I completely realize this research is far from being perfect so that there is always open space for positive criticisms and suggestions. I expect this thesis will give many advantages to those who are going to conduct research in the similar topic and those who need references dealing with the topic in this thesis. Hopefully, this thesis gives a meaningful contribution to the academic field as well.

Yogyakarta, 06 Juli 2014



Hadrian Priangga Puti

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**ABSTRACT**

This research was aimed at improving the students' comprehension ability by activating their schemata in Class VIII B of SMPN 1 Gamping in the academic year of 2013/2014.

The study was action research and was done in collaboration with the students, the English teacher, and the researcher's colleague as collaborators. The steps of the research were reconnaissance, planning, action and observation, and reflection. The subjects of the research were 31 students of Class VIII B of SMPN 1 Gamping. The research was carried out in two cycles and the data were collected both qualitatively and quantitatively. The qualitative data were collected through observations and interviews by using observation checklists and interview guidelines whereas the quantitative data were collected through tests. The qualitative data were analyzed through assembling, coding, and comparing the data, building interpretations, and reporting the outcome while the quantitative data were analyzed by means of the descriptive technique to obtain the mean and standard deviation. A t-test in SPSS 20.0 was also applied to analyze the students' scores to investigate the improvement. The validity of the qualitative data was democratic validity, outcome validity, process validity, dialogic validity whereas the quantitative data was content and face validity. The reliability of the qualitative data was obtained through time triangulation and investigator triangulation whereas the quantitative data used the Cronbach's Coefficient Alpha obtained from the results of the ITEMAN 3.00.

The results of the research showed that using students' schemata was effective to improve their reading comprehension ability. The students' problems in reading comprehension were solved by using strategies that could activate their schemata: establishing reading goals, building interest and attention, exploring keywords, building connections and background knowledge. Establishing reading goals gave them a clear explanation of what they could get through reading. Building interest and attention motivated them in joining the reading class. Exploring keywords prepared them with the important vocabulary to help them understand the texts. Building connections and background knowledge helped them make connections between knowledge that they had already known and the new knowledge. It was also proven by the mean score of the posttest 75.16, which was higher than that in the pretest 62.90. This achievement proved that activating the students' schemata could improve their reading comprehension ability significantly.



## **CHAPTER I INTRODUCTION**

This chapter presents the main issues of background of the study, identification of the problems, delimitation of the problem, formulation of the problem, objective of the study, and significance of the study.

### **A. Background of the Study**

There are four important skills of English that are commonly taught. Those are listening, speaking, reading, and writing. Reading is considered as one of the most important skills to be taught because it is mainly emphasized to students. They need to read printed materials in schools or in their daily life. By reading, readers can build general knowledge to obtain a lot of information which they need, for in reading, readers build a process of combining information from a text and their background knowledge to build meaning (Nunan, 2003:68).

In general, reading can be seen as a receptive skill rather than a productive skill. It is because readers' task is just to read and not to make or to produce any product as the output of reading. Though most people have the same idea about what reading is, it is not fully correct. In fact, reading is not that simple. Being able to read a text is only a small part of reading skill. However, understanding a text or an author's message is the essence of reading, especially reading comprehension and it needs higher-order thinking in reading. Goodman (1970) argues that reading is like a guessing game in which readers should be able to understand and to catch the writer's message from the text by skimming, scanning and reconstructing the text.

Basically in English teaching, without undermining the other skills, reading becomes the most important skill that teachers and students should give a great consideration. It can be served as a stepping stone for students in order to succeed in their study. The ability to read will lead them to develop their knowledge and even to gain new knowledge. In addition, Grabe (2009) states that reading is the most essential skill for second language learners (L2) in the academic context. Reading is considered as an important skill to support students in understanding and decoding learning materials. He adds that as the consequence, reading is conducted as the major skill in English classrooms.

In a classroom teaching and learning process, students have to be able to deal with many types of texts and to get the information from the texts they deal with. Being able to read various types of texts written in English will give benefits to them. By having a good reading skill, it will be easier for students to get information from written language sources. Furthermore, having a good reading skill will also help them transfer the information they get from a text to others. In brief, teaching reading is asking students not only to read and to find the meaning of words, but also to comprehend a text as a whole to catch the message conveyed by writers.

Furthermore, reading is generally used to measure students' achievement in English, like in the national examination in which reading has relatively a large portion. When they do the examination, they encounter with many kinds of text types in which their understanding of the information conveyed in the texts is

tested. Because the texts given are usually to measure students' understanding of the texts, it is essential for them to have a good reading comprehension ability.

Considering that reading comprehension is important, it is vital for students to develop and to improve their ability in comprehending English texts. However, based on the observation done by the researcher in Class VIII B of SMPN 1 Gamping, the students' ability in comprehending English texts was considered low to average. They found it difficult to understand, to get the meaning from English texts and to comprehend the content of the texts. As a result, they were not able to catch the message and it made their reading comprehension ability not develop well. The obstructions in comprehending an English text came from some aspects. Those were the students' motivation, their vocabulary mastery and the teaching-learning technique.

The first aspect was related to the students' motivation. They had low interest in reading texts. They thought that the texts given by their teacher were difficult to read since they did not have lots of exposures in their daily life. Furthermore, in the aspect of vocabulary mastery, they were lack of vocabulary because they depended too much on dictionaries when they encountered new words. The last aspect was related to the teaching-learning technique in the classroom. Because reading was still considered as a receptive skill, they were only asked to directly read a certain text and then answered the questions followed. If they could answer the questions correctly, it was enough for them. Although the essence of reading did not merely have correct answers to the

questions, the students were not guided to use their schemata in comprehending the texts.

In accordance with the problems related to the reading comprehension ability of Class VIII B students of SMPN 1 Gamping, the researcher tried to find a solution to solve the problems. Considering the importance of reading comprehension in which background knowledge was useful to comprehend a text, the researcher decided to involve the students' background knowledge by activating their schemata to improve their reading comprehension ability.

### **B. Identification of the Problems**

Based on the observation done by the researcher, there were some problems related to the teaching and learning process of reading. The problems came from the students' motivation, their vocabulary mastery, and the teaching and learning technique used in the classroom. The first problem related to the students was their motivation. They tended to think that reading English texts was difficult because they were not familiar with English words. They tended to get bored when they were asked to read even when they yet started to read. In addition, they tended to get bored when they thought that the text they were going to read was not interesting. A long text with no pictures asserted was usually the one that made them not want to read.

The next problem was related to the students' vocabulary mastery. Because English was not their native language, their input of English texts was very limited. English exposures were rarely found in their daily life. This situation made them have very limited vocabulary. They still found it difficult to say a

word in English. In general, they were usually asked to open dictionaries to cope with the aspect of their lack of vocabulary mastery. However, this way was not often effective because they often did not want to open the dictionaries. As a result, they felt difficult to get the meaning of a sentence even a word when they read.

The last problem was related to the teaching-learning technique used in the classroom. Since reading was still considered as a passive skill, the students were only asked to directly read English texts and answer questions. The teacher did not make use of the students' background knowledge or schemata to help them easily comprehend the content of the texts before answering the questions. Therefore, they did not have a deep understanding of what they were reading was and how their knowledge of the text could be transferred in their daily life. As a result, they were not able to comprehend well the texts. In fact, involving their schemata was very useful for them to comprehend the content of the texts.

Based on the problems above, it was necessary to find out a solution that could be applied in the teaching and learning process of reading to improve the reading comprehension ability of Class VIII B students of SMPN 1 Gamping.

### **C. Delimitation of the Problem**

It can be seen from the background of the research study and the identification of the problems that there were many problems to deal with. However, it was quite unfeasible for the researcher to find solutions to all of the problems in a limited given time. Therefore, the researcher limited the problems of the research on the teaching and learning technique to develop and to improve



the students' reading comprehension ability. To overcome the problem and to achieve the goal of the research, this research focused on activating the students' background knowledge or schemata in order to improve their ability in comprehending English texts. By involving their background knowledge in the teaching and learning process, it is expected that they are able to overcome their problems in comprehending the English texts and it can motivate them to read the texts to improve and gain more knowledge.

#### **D. Formulation of the Problem**

The formulation of the problems is “How can schemata activation be employed to improve the reading comprehension ability of Grade VIII B students of SMP N 1 Gamping in the academic year of 2013/2014?”

#### **E. Objective of the Study**

Based on the formulation of the study, the objective of this research is to improve the reading comprehension ability of Grade VIII B students of SMP N 1 Gamping by activating their schemata.

#### **F. Significance of the Study**

This research is expected to give a valuable contribution that has a theoretical and practical significance.

##### **1. Theoretical Significance**

Theoretically, to the English Language Education Department of Yogyakarta State University, the findings of the study can be served as a valuable reference related to the reading comprehension issue. In addition, to the future researchers who want to conduct similar studies related to the schemata activation

to improve reading comprehension, these findings are expected to be a beneficial reference.

## 2. Practical Significance

The research findings will give some contributions to the English teachers related to the teaching and learning process of reading. It is expected that from this study, reading is not seen as simply an activity to read the passages but to comprehend the whole text to get the writer's message. In addition, the findings are expected to give a real understanding to the researcher on applying the knowledge in campus to the real field.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents theories that are related to this study. The theories reviewed include the theories of reading, reading comprehension, teaching reading, and theories of schemata. This chapter also presents the related studies and the conceptual framework of the research.

#### **A. Theoretical Review**

##### **1. Theories of Reading**

###### **a. Definitions of Reading**

Reading is actually one of the language skills which is categorized as a receptive skill. Moreillon (2007:10) defines reading as using printed information and visual information to get the meaning or the message conveyed in a text. Though it sounds simple, reading is a skill that needs a great deal of practices as an active process. In order to understand the content of a text, a reader first should be able to pronounce the words and to “read” pictures before he or she makes meaningful interpretation from the words and the pictures.

In line with Moreillon, Coltheart in Snowling and Hulme (2005:6) argues that reading is an information-processing in which a reader should be able to transform printed or visual information in the text in order to be able to get the meaning conveyed by the writer. Reading is a complex skill involving a complex process that makes reading is not just simply an activity in which readers are asked to read a certain text but it is beyond that. Moreover, Smith (2004:2) defines reading as making sense of something and then interpreting it. In line with Smith, Urquhart and Weir in Grabe (2009:14) argue that reading is the

process of receiving and interpreting information asserted from visual or written form. According to Pang (2003:6), reading is defined as “understanding written text”. He says that reading consists of two related processes: word recognition and comprehension. Word recognition can be defined as the process of getting how written symbols correspond to one’s spoken language. Comprehension can be seen as the process of making the meaning of words, sentences, and the connected text. He adds in his statements that having good background knowledge and vocabulary, mastering grammar knowledge, experiencing with texts and other strategies will give a benefit to readers in comprehending the texts.

In brief, it can be stated that reading involves a complex process. It requires the analysis, coordination, and interpretation of a variety of sources of information. Readers should be able to relate a text with their experiences in the real world, to understand the words in the text by relating it with the knowledge possessed by the readers and to link the new information in the text with their background knowledge.

#### **b. Micro-skills and Macro-skills of Reading**

As stated in the previous discussions, reading involves a complex process. It consists of decoding and comprehending. In order to be able to decode and comprehend a text, there are many components that a reader must have. These components are called sub-skills of reading. Brown (2001:306-307) presents some important micro-skills and macro-skills of reading, as follows.

#### Micro-skills

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

#### Macro-skills

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

In brief, it is difficult for a reader to read, know, and comprehend an English text if he or she does not master those micro-skills and macro-skills of reading. Although they may be able to know words and their meanings, it does not guarantee that they comprehend the texts well. Therefore, related to the teaching and learning reading in a classroom, a teacher should be able to guide and help the students to acquire those micro-skills and macro-skills by applying appropriate

techniques. By acquiring those sub-skills of reading, they will be able to understand texts given by their teacher easily.

### **c. The Importance of Reading**

As stated before in the background of the study, reading is one of the fundamental skills of English. It is because reading has an important role for people in their daily life. People need to elevate their knowledge by taking any information they can get from any resources around them. It can be done through reading; and consciously or not, people do reading everyday. Grabe (2009:5) presents two types of settings why reading cannot be separated from people's daily life and why it becomes important. The first is informal setting that is related to informal situations such as when people are having spare time to spend. They read magazines, newspapers, job information, or even shopping brochures. Though they may read those kinds of written languages just for fun, they still get information to develop their knowledge. This setting implies the importance of reading for seeking pleasure. The second is formal setting in which it is related to academic contexts. In the academic contexts, people do reading in order to make them become educated people. They need to deal with much more serious texts in which they need to develop the higher-order of thinking in reading or it can be called reading comprehension ability.

In line with Grabe, Harrison (2004:3) proposes a view on why reading is important. He states that reading is important because it not only increases people's life skills or improves their knowledge but also reflects on how people are able to think. Reading is not only for seeking pleasure but also for developing

the intelligence. A reader with higher intelligence usually has higher ability on comprehending what he or she is reading. Therefore, in the academic context, students need to be able to master it well since it is important for them to be able to deal with many types of texts.

According to Harmer (2001:200), there are two reasons why reading is important. He divides the reasons into two categories: instrumental and pleasurable. The pleasurable reason is similar to Grabe's opinion in which a reading activity is seen as something that can give pleasures to the readers. The instrumental reason is related to the readers' aim or purpose. He states that by reading, the readers can achieve their goals. For instance, they read science books in order to be able to pass a test or an exam. In other words, reading can be a stepping stone for them to reach what they want to achieve.

To sum up, reading becomes important for people in the modern era and students in the academic contexts. There are two main reasons why reading cannot be separated in life. The first, by reading people can find pleasures. They are able to enjoy the content of the texts and they do not need to think deeply. The second, by reading they can develop, improve their life skills and elevate their knowledge. By being well-knowledge readers, they can achieve or pursue their goals or aims such as passing an examination with a good mark.

#### **d. Types of Classroom Reading Performance**

In a classroom teaching and learning reading, a teacher may apply a certain reading performance based on the objective of the lesson that her or his

students must achieve. Related to the teaching reading, Brown (2001) states that there are various types of reading performances, as follows:

#### 1) Oral and Silent Reading

Oral reading is one kind of reading performances in which readers are asked to read orally. It is usually used to check their pronunciation and to add their extra participations since they are asked to read short segments from a text.

Different from oral reading, silent reading is one kind of reading performances in which the readers are asked to read deeper without making any sounds like oral reading. Silent reading itself can be divided into intensive and extensive reading.

#### 2) Intensive and Extensive Reading

Intensive reading focuses more on linguistic forms or semantic details of a passage. Readers are to focus on grammatical issues, surface structures, and so forth in order to understand literal meanings, implications, and rhetorical relationships. On the contrary, extensive reading is aimed at achieving general understanding of the text. It is beyond the surface structures or surface meanings. Krashen (1993) and Bamford (1998) in Brown (2001) argue that extensive reading is better than intensive reading since it can help the readers gain linguistic competence, vocabulary, spelling, and writing and also improve their reading ability.

Richards and Schmidt (2002:557) state that there are two ways in which humans analyze and process a language: bottom-up processing and top-down



processing. Furthermore, Brown (2001) adds interactive processing as an additional process in which a language is processed.

#### 1) Bottom-Up Processing

In using bottom-up processing, readers start processing and analyzing a language from the narrow concepts to the broader concepts. It means that they try to understand the linguistic aspects first such as: words meaning, synonyms, sounds and so forth. After that, they make use of the linguistic aspects to comprehend the discourse of the language in both spoken and written texts. Smith (2004:234) defines bottom-up processing as “The bottom-up view is outside-in, putting the text in charge, with the letters on the page the first and final arbiters of the reader's responses.” In line with Smith, Richards and Schmidt (2002) see bottom-up processing as viewing a text by analyzing and processing the text from the words level and the structural concepts before moving to the broad concepts. In other words, this process makes use of the information presented in the input to achieve higher level understanding. A clear explanation is proposed by Brown (2001) in which he argues that readers must recognize the linguistic signals (letters, morphemes, syllables, phrases, and etc.) and make use of those linguistic signals to draw the meaning of words and to understand the content of a text when they apply this process.

To sum up, in the bottom-up processing, it is important to know and understand the linguistic signals such as letters, morphemes, phrases and so forth. Therefore, readers firstly should be able to recognize the words level of the text.

After they know and understand the words level, they can try to make use of those signals to understand and to comprehend the content of the text.

## 2) Top-Down Processing

Top-down processing requires readers to interpret a text by moving from the highest to the lowest unit analysis. According to Brown (2001), top-down processing is a process done by the readers in which it involves the use of their experiences and background knowledge to comprehend the text. A similar argument is proposed by Coonie in McKeown and Kucan (2010:12) in which he defines it as “the readers’ process to make use of knowledge of the topic they have rather than to look closely at the words level.” Furthermore, Richards and Schmidt (2002:557) see this process, as making use of “higher level”, non-sensory information to predict or interpret “lower level” information presented in the data.

In brief, top-down processing is a process in which the readers must look at the broad concepts first before looking at the narrow concepts or from the outside to the inside of a text. In understanding the broad concepts, they make use of non-sensory information that can be from their experiences related to the topics, or their background knowledge. In addition, pictures, slides, and other illustrations can also help them understand the broad concepts before moving to the narrow concepts.

## 3) Interactive Processing

Interactive processing is the combination of top-down processing and bottom-up processing. It means that when readers are reading a text, they

unconsciously use both processing. Richards and Schmidt (2002:265) define interactive processing as:

A theory of reading comprehension that sees reading as involving both the accurate and sequential understanding of text based on identification of the meanings of words and sentences in the text (i.e. bottom-up processing) as well as the experiences, background information, and predictions that the reader brings to the text (i.e. top-down processing). Both kinds of processing are involved and they modify and act on each other.

Nuttall (1996) in Brown (2001) argues that when readers are reading a text, they shift from one to another. It can be from top-down to bottom-up or from bottom-up to top-down. The shifting is continuously done by them. From the experts' points of view, it can be concluded that the readers employ both processes in fact when they are reading. Therefore, the interactive processing is useful to be applied in a teaching and learning process in order to help students understand a text better.

## **2. Theories of Reading Comprehension**

### **a. Definitions of Reading Comprehension**

The main goal of reading in the classroom is to enable students to comprehend texts they are reading. Therefore, comprehension cannot be separated in teaching reading. There are many definitions of comprehension proposed by some experts. Johnson (2008) defines it as readers' strategies to collect any information and to construct meaning from the collected information. In line with Johnson, Snow (2002) states that comprehension is a process done by a reader in which he or she makes an interaction and involvement between the written language and visual information to extract and construct meaning. She

proposes three main aspects involved in the reading comprehension: the reader who is doing the comprehending, the text that is needed to be comprehended, and the activity that is the means to comprehend.

Sadoski (2004) proposes that comprehension is an understanding or getting meaning process in which readers try to reconstruct a message conveyed by a writer. From his point of view, there are some processes involved in reconstructing the writer's message. The readers should reflect on what they are reading, evaluate it, compare it with their previous schemata and try to correlate all to get the message. In line with Sadoski, Scanlon, Anderson & Sweeney (2010) and Smith (2004) see comprehension as a process of constructing a writer's message by combining what is stated directly (the written language) in a text and the background knowledge that readers have. Reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency" (Anderson, Hiebert, Scott, & Wilkinson, 1985; Jenkins, Larson, & Fleischer, 1983; O'Shea, Sindelar, & O'Shea, 1987 in Klingner, Vaughn, & Boardman, 2007:2).

Transforming printed or visual information cannot be separated from the reading process happens in brain. The brain should process the information from visual and printed input and combine them before comprehending the information into a meaningful interpretation. Based on Willis (2008), the processes of reading with comprehension are:

- 1) Information intake: it focuses on relating directly the subject being discussed with the environment.
- 2) Fluency and vocabulary: it is related to readers' ability in associating the words on a text with stored knowledge to bring meanings to the text.
- 3) Patterning and networking: it is related to readers' ability to recognize familiar patterns and to encode new information by linking them with their prior knowledge.

In brief, reading comprehension can be seen as an active process in which readers try to construct meanings by using any information from a text, evaluate the information, and then compare the information with their background knowledge in order to make a new schema or schemata or to develop their previous schemata. The main goal in the reading comprehension is to enable them to comprehend a text as a whole and to develop their level of thinking.

#### **b. Reading Comprehension Strategies**

Teaching reading is not an easy task for a teacher. It is because reading is an active process, in fact. There are many aspects that should be considered. Therefore, there is a need to apply a certain strategy in the teaching reading. According to Richards and Schmidt (2002), strategies can be defined as ways that are used to reach a certain goal. Moreillon (2007:10) defines strategies as “tools that proficient readers use to solve the comprehension problems they encounter in the texts.” From those definitions, it can be stated that strategies are ways used to comprehend something easily. Related to those definitions, there are some strategies that may be useful for the reading comprehension as proposed by

Brown. Brown (2001) proposes ten strategies for the reading comprehension that can be applied in the classroom as stated below:

1) Identifying the purpose in reading

As stated in the previous discussion, readers have their own purposes why they are willing to read. They want to achieve something or they want to pursue their goal by reading. Students are the same. They also have their own goal and want to get something by reading. Therefore, teachers should be able to guide their students to understand the purpose of their reading. Activities and materials given to the students should be able to represent the purpose of their reading because reading activities and materials will be more meaningful if they know the reason why they are asked to read.

2) Using graphemic rules and patterns

In reading, readers will try to make an association between the phonological aspects and the written form in order to know well the content of a text. They tend to use their linguistic knowledge, for example: sounds and lexical words, rather than their knowledge of the world to help them understand the meaning of a sentence or a paragraph. This tendency also happens to students. They often argue that they do not want to read or they are not willing to read because they do not understand what is meant by the words, how to pronounce the words and so forth. It can be concluded that they tend to use their linguistic knowledge first when they are asked to read. Therefore, teachers should be able to make the reading activities that involve graphemic rules.

### 3) Using efficient silent reading techniques

Silent reading techniques can be used for enhancing and improving reader's comprehension ability. As what have previously been discussed, the main goal of the reading activities is to make them understand the content or the message conveyed in a text. As long as they can understand the content, it is not necessary for them to understand the meaning of each word. That is the essence of silent reading techniques that can help the readers understand the content, not lexical words presented in the text. Therefore, teachers should be able to guide their students to effectively use silent reading techniques to understand or comprehend a text as a whole in the teaching and learning process.

### 4) Skimming

Skimming is one of the strategies that can be used to enhance readers' comprehension ability. Skimming is a strategy used in reading in which the readers' task is to predict and to find any important information from a text that can help them understand the text before they read the text deeper. Related to the teaching reading, by using this strategy, it is expected that teachers can make use of the schemata theory to help their students comprehend the given text. They may start focusing the students' attention on the title of the text and asking them to predict the content from its title before they go further reading the text.

### 5) Scanning

Readers can comprehend the content of a text through scanning. Scanning is a strategy to find specific information. By knowing any specific information needed, the readers can construct their understanding. By applying this strategy,

they do not need to read the whole text in order to comprehend and catch the message conveyed in the text.

6) Using semantic mapping

Semantic mapping or clustering is a strategy used by readers in which they break a big idea of a text into smaller groups of ideas. This strategy is expected to help them understand the content of a certain text by identifying, analyzing, and comprehending each smaller group of ideas before they come to a conclusion by connecting their understanding of each group of ideas. By applying this, teachers guide their students to make an association between a certain topic of a text and their knowledge that they already have in their mind.

7) Guessing

In dealing with difficult words, readers tend to look up the words in their dictionary. Nevertheless, depending too much on dictionary does not guarantee that they comprehend well a certain text since they only know the meaning in the words level. Moreover, looking up the difficult words in the dictionary takes time. Therefore, teachers should be able to guide their students through whatever clues presented in the text that can be used to guess the meaning of words and the content of the text. The students may look at language-based clues such as word analysis and word associations or even non-linguistic clues such as the context, the given situations, and the background knowledge that they already have.

8) Analyzing vocabulary

Having good vocabulary mastery is important. It is easier for readers to comprehend the content of a text if they know meanings of each word used in the



text. Because it seems impossible to know all meanings of all words, guessing the meaning of each word can be applied through analyzing the word. In a classroom teaching and learning process, students should be guided to break a word into its smallest unit. By looking at the morpheme of a word, grammatical context or any possible association of the vocabulary with the context of the text, they are expected to be able to understand the vocabulary.

#### 9) Distinguishing between literal and implied meanings

This strategy needs a higher reading skill. It is because sometimes a sentence cannot be interpreted as what it is written. Sometimes, the meaning of a sentence is in the form of an implication in which it has implied meanings. It is because a sentence may have semantic information and pragmatic information. Therefore, readers should analyze beyond the literal form in order to get the meaning of the sentence. To help students distinguish between literal and implied meanings, knowing the context or situation presented in the text is important. By knowing the context of what is being discussed in the text, it will be easier for them to generate the literal and implied meanings.

#### 10) Capitalizing on discourse markers to process relationships

Discourse markers can be simply defined as a set of words that can be used as signals that can help readers draw a relationship among words or sentences. By helping students understand and be familiar with various discourse markers with their own characteristics, their reading comprehension ability can be improved.

Those strategies should be considered by teachers when they teach reading classes. The ten reading comprehension strategies are very useful to build students' reading comprehension. The teachers may decide whether they want to use all strategies or to pick only some strategies. The flexibility in using and choosing the strategies that want to be applied is based on their personal judgment because the situation and condition in the field can be different.

### **3. Teaching Reading**

#### **a. Principles in Teaching Reading**

Reading is a complex skill in which it involves a complex process. Teachers know better that it is difficult for their students to be able to understand and comprehend a text instantly or in a very short time. The students should be taught in appropriate ways in order to develop and to use their higher-order thinking in reading. Therefore, the teachers have to understand the principles in teaching reading. Harmer (2001) proposes some principles in the teaching reading that are useful to be applied, as follows.

##### **1) Reading is not a passive skill.**

Teachers should consider reading as an active process since it involves a complex process when their students are reading. Their students should be able to understand the meaning of words, understand pictures or other aids in the text and correlate those with the written languages in order to catch the writer's intention.

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

One of the main reasons why students are willing to read is because they are interested in reading the text they deal with. Therefore, it is necessary to present texts which are familiar and interesting to them. By doing this, it will be easier for them to comprehend the texts and to catch the messages conveyed in the texts.

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

It is important for students to understand the elements of the language used in a text. They need to know which one is the subject and which one is the predicate and so forth. They need to know how sentences are grammatically structured and what meanings of each word are. However, the main goal of a reading activity is to enable them to catch the messages and give an opportunity to them to respond to the messages. It is also a good idea if they are given a chance to express their feeling towards the messages.

- 4) Prediction is a major factor in reading.

Sometimes, when readers want to read a text, they try to predict first what the text is going to tell or what is the content of a text. They are able to predict the content by using any information that they may get from the text. They may predict what the content is by looking at the title of the text, the cover or pictures in the text. As previously stated, it will be easier for them to understand the content of a text if the text is interesting and familiar. Therefore, teachers should

be able to build their students' curiosity by presenting interesting and familiar texts and guiding them to predict the content before they read the text.

5) The task should be matched with the topics.

Matching tasks with the topic is also important to be considered. When the tasks are not correlated with the topic of the text, students may think that their reading is useless. Teachers should be able to create questions and activities in which their students need to use their knowledge of the text.

By looking at the principles proposed above, teachers should change their perspective of reading as a passive skill. They should also try to understand who their students are, what their interests are and what texts are suitable to them. In addition, reading tasks and activities should be able to encourage the students to read and build their understanding step by step.

#### **b. Teaching Reading in Junior High Schools**

In relation to the teaching English in junior high schools, the curriculum takes a part in supporting the success of the teaching and learning. It covers the guidance of teaching English that is aimed at making students reach the functional literacy level. Teaching reading is covered in School Based Curriculum that is arranged, developed, and implemented by each school (BSNP, 2006:5). The School-Based Curriculum contains standard competence and basic competence standard as presented in Table 1.

**Table 1: The Standard of Competence and the Basic Competence of Reading in Junior High Schools Semester Two**

<b>Standard of Competence</b>	<b>Basic Competence</b>
<b>Reading</b> 11) Understanding meanings of short essay texts in the form of recount and narrative in the daily life context to interact with the surroundings	11.2. Responding to meanings in simple short functional texts accurately, fluently, and appropriately in the daily life contexts to interact with the surroundings. 11.3. Responding to meanings and rhetorical steps of simple and short essay accurately, appropriately and fluently in the form of recount and narrative in the daily life context.

From the table above, it can be seen that the students are expected to be able to deal with functional texts in the form of narrative and recount. They have to be able to understand the essence of those texts and to find out the implementations in the daily life. It is not easy so that they need to have a good reading comprehension ability as their tools to comprehend the texts they deal with.

Brown (2001) states that there are three phases in teaching reading: before reading, while reading, and after reading. Similar to Brown, Williams in Al-Issa (2006) proposes three phases in teaching reading: pre-reading phase, reading phase, and post-reading phase.

a) Before reading or pre-reading phase

In this phase, a teacher should be able to introduce the topic of a certain text and give some time to the students to spend more in understanding the topic. Skimming, scanning, and predicting can also be applied in this phase.

b) Whilst reading or reading phase

In this phase, a teacher should be able to encourage the students to get the sense of purpose for reading. The students should also be able to know and understand the rhetorical devices presented in the text.

c) After reading or post-reading phase

After students finish reading a text, comprehension questions can be used to check their understanding of what they have read. Besides, discussing the content of the text in small groups to draw the writer's message together and examining the grammatical structures can also be applied in this phase. In addition, they should be given stronger affections. One of which is by emphasizing the goal of their reading. They summarize what they have read assisted by their teacher and draw a conclusion of what they have read together.

In this study, the researcher follows those three phases in teaching reading by implementing those phases through Genre-based approach proposed by Feez and Joyce (1998) and employs some ways to activate students' schemata: building interest and attention, accessing prior knowledge, exploring keywords, building connections and background knowledge, and establishing reading goals.

**c. Reading Teaching and Learning Cycle**

In this study, the researcher uses genre-based approach proposed by Feez and Joyce (1998) in helping students be able to use their schemata to comprehend English texts. By using genre-based approach, teachers support their students' learning development by providing opportunities for them to use their background knowledge or schemata they have. This approach also gives clear steps for the

teachers to guide their students before they are able to perform tasks independently.

#### 1) Building Knowledge of the Field

This stage aims at building students' background knowledge about the topic they are going to talk. This stage makes it possible to identify: what the field is, what part of the field will be explored, what the students already know, what experiences and activities will be part of the exploration, and so forth. In this stage, building interest and attention, accessing prior knowledge, exploring keywords take a place. In building interest and attention, it can be done by drawing or presenting any illustration related to the topic being discussed. In addition, pictures or slides can also be used to attract the students' attention. After getting their attention, the researcher gives warming-up questions related to the topic to build or recall their prior knowledge. After that, he will build the vocabulary aspect in which the students are asked to see the text at a glance to find the difficult words or terms. He will also guide them to predict the meaning of the words by providing clues. By doing this, it is expected that they will not depend too much on the dictionary.

#### 2) Modeling and Deconstructing the Text

This stage involves analyses and discussions about how a particular genre is organized. Deconstruction allows students to analyze the representatives of a text, its generic structures and linguistic features. They should be assisted by finding out some questions such as: what the social purpose of the genre is, when the specific genre can be used, what language features used are, what the

functions of the generic structure are, what the topic being discussed is, what messages that the writer wants to show to the reader are, and so forth. In this stage, exploring keywords and building connections and background knowledge occur. Their task is to make use of their background knowledge to help them analyze or identify linguistic devices used in the text. In short, in this stage they investigate the structural patterns and language features of the model text.

### 3) Joint Construction of the Text

In joint construction of the text, the role of teachers reduces to the contribution of the text and students begin to contribute to the construction of the example texts. The activities may vary from fill in the blanks, put the correct words into the right columns, answer to some questions, and so forth. This stage emphasizes the students' knowledge to construct the texts by using what they have learned in the previous stages.

### 4) Independent Construction of the Text

Through independent construction of the text, students are given a chance to practice individually reading skills they have acquired from the previous stages. There are two important points noted by Feez and Joyce (1998:31): (1) students work independently with the text; and (2) learner performances are used for achievement assessment. The activities related to reading that can be used are: comprehension activities in response to the written material such as performing a task, sequencing pictures, numbering, ticking or underlining materials on a worksheet, and answering questions.



### 5) Linking to Related Text

The last is the stage in which students link what they have learned with other related texts. They are encouraged to investigate whether knowledge that they have in the previous stages can be related to (1) other texts in the same contexts and (2) future or past cycles of teaching and learning (Feez & Joyce, 1998:31). In this stage, the students should draw a conclusion and summary of what they have learned. After that, their teachers may guide them to find out other texts that use similar patterns in terms of the tenses or generic structures. They may do some activities such as: researching other text-types used in the same field, comparing spoken and written models of the same text-type, and researching how a key language feature used in this text-type is used in other text-types. In addition, their teachers should emphasize again the goals of reading such genre of texts.

In summary, genre-based approach can be used as a scaffolding method for the students to develop their reading comprehension ability by making use of their schemata since it provides clear steps to support their reading comprehension ability. In addition, it can be concluded that Building Knowledge of the Field and Modeling and Deconstructing the Text play an important role in recalling their previous schemata before creating or developing new schemata. Moreover, genre-based approach gives a clear role for the teachers in which their role is gradually decreased. It gives more chances for their students to develop their ability by themselves.

#### **d. Assessing Reading Comprehension**

In order to know the students' achievement, the teaching and learning process should be assessed. In assessing their achievement in reading, there are many techniques that can be applied. Alderson (2000) proposes some reading assessment techniques, as follows:

##### **1) Cloze Test**

It is one of the reading assessment tasks or techniques in which the task is constructed from a collected text arranged by applying both random and fix deletion procedures for words. In order to help the test-takers easily fill in the words, the testers consider the context of the text as an important point in deleting the words. By doing this, the test-takers are able to guess the missing words by referring to the context.

##### **2) Multiple-choice techniques**

One of the most common techniques used to assess students' reading achievement is by using multiple-choice format. It is because this technique is easy to administer and to be scored quickly. In this type of tests, the test-takers are to choose a possible answer from the options given. In applying multiple-choice technique, the testers should consider some aspects such as the difficulty of items used and the distracters used in the options given.

##### **3) Matching Techniques**

Matching technique is one type of the reading assessment techniques in which the test-takers are to perfectly match the items being questioned with their correct answers.

#### 4) Ordering Tasks

In this type of the reading assessment techniques, the test-takers are presented with words, sentences, and paragraphs that are not arranged in an appropriate order. Their task is to arrange scramble words, sentences or paragraphs in a correct order. The words, sentences, and paragraphs used are randomly arranged by the testers.

#### 5) Dichotomous techniques

It is similar to multiple-choice techniques in which the task has options to choose. Multiple-choice techniques usually have more than two options, while dichotomous techniques only give two options to the test-takers.

#### 6) Editing Tasks

Editing tasks require the test-takers to carefully analyze a sentence, sentences and even a passage, to identify and to correct errors occurred. The errors can be presented in multiple-choice format in which they only need to choose an answer from options given or in more open format in which they are given specific commands in identifying and correcting errors.

#### 7) Short-answer Tests

Designing a multiple-choice test is sometimes difficult. It is because the testers should consider the difficulty of the items used and the distracters used as the options. One of alternative to multiple-choice tests is by using short –answer format. In this type of the reading assessment techniques, the testers only design questions used for checking reading comprehension without giving any option. The test-takers' task is to give short responses to the questions.

## 8) Summary Tests

It demands the test-takers to read a passage or a text and to find main ideas and important information conveyed in the text. After that, they have to make a summary of what they have read.

It can be seen from the explanation above that there are many ways that can be used to assess the students' reading comprehension. The teachers may use any techniques that they want to apply in their teaching and learning process. In this study, the researcher uses multiple-choice techniques since it is practically easy to administer and to be scored quickly.

## 4. Theories of Schemata

### a. Definitions of Schemata

In the previous discussion, many experts have mentioned the term “*schema or schemata*” and the importance of schema or schemata (plural) in the teaching reading. The schema or schemata theory is related to the notion of how people process and retrieve the knowledge they have with the knowledge of the world. The term “*schema*” itself has many definitions. Widdowson (1983) in Al-Issa (2006:41) states that schema is “a technical word used to describe how a person processes, arranges and stores information in his brain.” In addition, it also concerns with how people organize information to long term memory. Still in Al-Issa (2006:44), Vacca and Vacca see schemata as “the people’s effort to involve their experiences, conceptual understanding, attitudes, values, skills, and strategies in dealing with certain situation to be able to understand.” It is believed that every act of understanding includes their knowledge of the world. In line with

Widdowson and Vacca & Vacca, Axelrod (1973:1248) defines schema or schemata (plural) as “the assumptions that people already have about the world.”

Based on some definitions proposed by some experts, it can be concluded that involving readers' schemata is worth to be considered. A schema is the pre-existing knowledge gained through experiences stored in one's mind. Because schemata consist of many aspects such as personal experiences, conceptual understanding, beliefs, strategies, and so forth, they can be used by the readers to help them understand a text that may contain new concepts or new schemata.

#### **b. Types of Schemata**

Schema or schemata (plural) can be divided into some types. According to Richards and Schmidt (2002), there are two types of schemata: content schemata and formal schemata. The former is related to the general background knowledge of a topic. The later is related to the rhetorical structure of language and a person's knowledge of the structure of a particular genre. The same argument is proposed by Brown (2001) in Al – Issa (2006) in which he divides schema or schemata into content and formal schemata. Content schemata are about what a reader has already known about people, the world, culture, and the universe, while formal schemata consist of the knowledge about the discourse structure.

In summary, there are two types of schemata employed by a reader when he or she is reading a text: content schemata and formal schemata. Content schemata are related to what a reader has already known while the formal schemata are about the discourse structure. By looking at the aspects being

concerned by both schemata, the content schemata are essential for the readers to help them comprehend a text.

**c. The Connection between the Schema or Schemata Theory and Reading Comprehension**

The schemata theory has a great influence on the reading comprehension especially in the teaching reading in a foreign language classroom. Because involving schemata is important especially for dealing with new concepts, the use of schema or schemata should not be separated from the reading comprehension. Readers always use their schemata consciously or not. Information that does not fit their schemata may not be comprehended correctly. This is the reason why they have difficult time in comprehending a text they are not familiar.

According to Brown (2001), a text does not by itself carry meaning. Readers should bring information, knowledge, emotions, and cultures to the printed words in order to be able to comprehend a text. It shows that they who have more related schemata with the content of the text will be much success in comprehending the text. Consequently, their failure or confusion to make sense of a text is caused by their lack of related schemata that can easily fit the content of the text.

In the previous discussion, many experts argue that it is important to involve what the readers already have on their mind when they are asked to read. In the teaching foreign language classroom, teachers should be able to creatively make connections between the background knowledge that their students have and the given texts. It can be done by presenting texts that the content is familiar to the

students before presenting texts that contain new concepts. By doing this, it is expected that they can build their schemata and develop the new one step by step.

#### **d. Strategies for Activating Schemata**

The schemata are related to what readers already have and know on their mind. Therefore, the focus is how to take an advantage of their background knowledge in the teaching reading. Teachers should be able to build students' understanding in each step of reading activities. Their students should be guided in making connections before, during, and after reading. Knowing that the pre-existing schemata are important, the teachers should be able to stimulate and to build their students' schemata.

There are many ways that can be used to stimulate and build the schemata of the readers. One of which is by knowing how they make a connection with a text. Krashen (1993) in Al-Issa (2006:4) proposes two ways to activate the students schemata: free voluntary reading and reading in the first language. In free voluntary reading, the readers are allowed to choose any books they want to read. He argues that by allowing them to read their favourite books, they will be able to comprehend the content of the text easily. The later is allowing them to read in the first language. It means that they are allowed to find any information related to the text written in the target language in any resources written in the first language. He states that it will build their familiarity with the topic and the content of the text in the target language. In line with Krashen, Carrell (1981) in Al-Issa (2006:43) states that when reading a story with a familiar theme, especially one

from the native culture, L2 readers might more easily activate the appropriate background concepts and hence more efficiently process the text.

Another similar argument is proposed by Willis (2008:135) in which he states that familiarity with the topic of the target language is important. He argues that discussing about interesting topics and sharing experiences will build their familiarity. He adds the importance of the use of pre-reading sessions that include questions. Furthermore, Willis (2008:129-130) proposes some strategies to activate the schemata: building interest and attention, exploring keywords, building connections and background knowledge, establishing reading goals. The explanation of those strategies is as follows.

#### 1) Building interest and attention

Building interest and attention is important to make readers be willing to read. If they are interested in reading a text, they will try to find out what the text is about. There are many ways for building interest and attention. Willis (2008) suggests that asking the topic, predicting from the title, and observing the content of pictures or aids are useful for attracting and building their attention.

#### 2) Exploring keywords

As stated in the previous discussion, vocabulary mastery is also important especially for reading. By knowing words used in a text, readers will be able to catch the meanings of sentences or the ideas of the text. Because knowing the keywords used is very helpful, there is a need of exploring keywords. In exploring keywords, writers may make a list of words with their meanings or for teachers,



they can do the same as what the writers do or even guide their students to find out the meanings of words through a certain activity.

### 3) Building connections and background knowledge

After building attention and exploring keywords, readers should make a connection between the information they get and the text they are reading. One of which is by having a discussion to discuss the text or by answering questions following the text. By doing this, it is expected that they can make use of both their pre-existing schemata and new schemata to understand the text.

### 4) Establishing reading goals

It is important for people to have a goal or goals in their life. By having personal goals, people will try to do something to reach their goals. Reading cannot also be separated from goals of reading. In the previous discussion, there are some opinions of why reading is important. It is because each reader has their own personal goals that they want to pursue through reading. As stated by Willis (2008), he says that “Their goals can give them a purpose for reading, encourage them to monitor their comprehension, and stimulate active thinking as they read.” Therefore, having a clear goal can give benefit to the readers or the students.

In relation to the media, Willis (2008) and William in Al-Issa (2006) argue that media are useful tools to activate the students’ schemata. They argue that it is useful for them to look at the pictures, videos, and other illustrations in the text first in order to recall what they have already had on their mind and to help them comprehend the content of the text. The opportunity to use pictures, slides,

movies, games and other devices to activate and build upon the students' schemata should be considered.

In brief, there are many ways that can be used to activate the students' schemata. Those are free voluntary reading, reading in the first language, building interest and attention, exploring keywords, building connections and background knowledge, and establishing reading goals. The use of any media will also activate, build and enhance their schemata. It will help them comprehend a text.

### **B. Related Studies**

Involving the students' schemata in the teaching and learning process especially in the teaching reading comprehension is not something new. There are many experts who have conducted studies related to the schemata activation for reading comprehension. Xie (2005) investigated the role of schemata for the success of the foreign language reading comprehension. The result of the study shows that adequate language knowledge, quick activation of word-meaning schemata and the techniques using background schemata to predict and infer – such are necessary conditions for the reader to read efficiently.

Ajideh (2003) has conducted a research related to the importance of activating students' background knowledge or schemata. The subject of his study was a group of intermediate level students of Tabriz University. From the result of his research, he figures out that reading activities for activating schemata should be applied in the pre-reading stage since that is the golden stage to build schemata. He adds that the activities in the pre-reading stage help the students comprehend the texts easily.

In addition, Keshavarz, Atai and Ahmadi (2007) conducted an experiment to see the effects of linguistic simplification and content schemata on reading comprehension and recall. Their subjects were 240 Iranian male students of English as a foreign language (EFL) divided into 4 homogeneous groups. The result of the experiment shows that the effect of content schemata is greater than linguistic simplification. Therefore, they argue that providing texts with meaningful content schemata is better than only providing linguistic simplification texts.

Another study was conducted by Winarka (2012). The subjects of the study were XI-Science II students of SMAN 1 Ngemplak, Sleman. He conducted a research related to strategies to activate students' schemata. At the end of his study, he concluded that schemata can be activated by applying certain techniques. Moreover, the result of his study shows that schemata can improve the students' reading comprehension.

To sum up, by looking at the research conducted by experts, it can be concluded that in comprehending texts, the readers' schemata have an important role. Schemata should be involved when the readers are reading. As stated before, reading is an interactive process between the readers and the text they deal with. Therefore, to be able to deal with the text, they should recall what they have had in their mind and correlate it with what the text is about to comprehend the text.

### **C. Conceptual Framework**

Having good reading comprehension ability is important for junior high students. It is because they have to deal with many kinds of texts. Consequently,

they are expected to have good reading comprehension ability in order to be able to comprehend the texts. In addition, in the final examination, mostly asked questions test the students' comprehension ability. By comprehension, it means that the readers not only need to understand the meaning of words or sentences but also need to comprehend the meaning of the text as a whole. They have to be able to catch the intended meaning or message conveyed in the text by the author.

Based on the observation done by the researcher, there were some problems found related to the reading comprehension ability of Class VIII B students of SMP N 1 Gamping. The problems came from their motivation, their vocabulary mastery, and the teaching and learning technique. The first problem related to the students was their motivation in which they tend to think that reading an English text was difficult because they were not familiar with English. In addition, they tended to get bored when they think that the text they were going to read was not interesting.

The next problem was related to the students' vocabulary mastery. English exposures were rarely found in their daily life. This situation made them have very limited vocabulary. As a result, they found it difficult to get the meaning of a sentence even a word when they did reading. The last problem was related to the teaching-learning technique in the class. Because reading was still considered as reading and answering questions, the students were directly asked to read the text and answer the questions without having a deep understanding of what the text they were reading and how it could be transferred in their daily life. Their background knowledge was rarely used when they read. As a result, they did not

comprehend well the text they were reading. In fact, involving students' schemata is very useful for them to comprehend the text.

In comprehending English texts, the role of background knowledge or schemata is important. It has been discussed by some experts and some studies. In the schema or schemata theory, comprehension is an interactive process between readers' background knowledge and the text they deal with. Their background knowledge can come from their experiences, information they have ever read before and so forth.

In accordance with the importance of activating the students' schemata in the teaching reading, the researcher tries to implement the schemata theory in the teaching and learning process of reading at SMP N 1 Gamping. It is expected that by activating their schemata, their ability in comprehending English texts can be improved.

### **CHAPTER III RESEARCH METHOD**

This chapter provides the information about how the researcher carried out the research study. It includes the explanation on the type of the research, research setting, subjects of the research, data collection, data analysis techniques, validity and reliability used in the study and the procedure of the research.

#### **A. Type of the Research**

The type of the research is classroom action research. Based on Burns (2010), the main aim of the classroom action research is to solve the problematic issues of the teaching and learning process that have been identified by the researcher by carrying out an action that will lead to the changes and improvements. In conducting the research, there are some steps or procedures to be followed. Based on Kemmis and McTaggart (1988) in Burns (2010:9), there are some procedures used in action research. Those are planning, action, observation, and reflection. Planning is the step of creating a plan that is going to be used in the teaching and learning process. Action is the step of implementing the plan. Observation is the step of recording the classroom activities. Reflection is revising the action that has been applied. These procedures are simplified into cycles. In each cycle, those procedures are implemented and applied and sometimes are repeated for several times until the research has reached its goal.

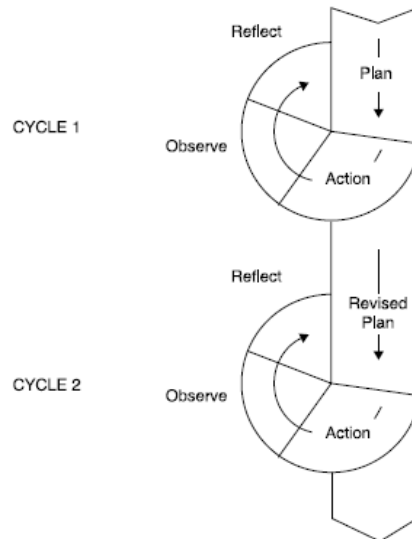


Figure 1: **Cyclical AR model by Kemmis and McTaggart (1988)**

In the previous discussion, the problem to solve in the study had been observed and identified. After identifying the problem to solve and deciding the action to use, Cycle I was conducted. In Cycle I, the researcher started applying the action to overcome the problem. During the implementation of the action in Cycle I, the weaknesses and strengths of the action applied were observed and discussed together with the collaborator. If the result of the discussion showed that a further action was needed, the next cycle was conducted. In the next cycles, he applied the same procedures done in Cycle I. By considering the result of the discussion and observing the result of the action implemented in Cycle I, it was expected that the further action used in the next cycles made a significant improvement.

## **B. Research Setting**

### **1. Place**

The research was done in State Junior High School 1 Gamping. It is located on Wates Street, Gamping, Sleman, Yogyakarta. This school has one language laboratory. However, the facilities inside cannot support the teaching and learning process since there are many headsets and computers that do not work. In addition, there are few English books and English magazines in the library. This school is completed with a mosque, a cafeteria, a health center, toilets, teachers' office and headmaster office.

### **2. Time**

This action research was started with an observation on 22 November 2013. The observation was done to identify the problems in English teaching learning process in Class VIII B of State Senior High School 1 Gamping. There were three main problems found. Those were the students' motivation, the students' vocabulary mastery and the teaching learning technique. There were two cycles in this research with three meetings on each cycle. The first cycle was done on 25 and 27 January 2014, and 1 February 2014 while the second cycle was done on 3, 7, and 8 February 2014. Moreover, there were also pretest and posttest. The pretest was done on 24 January 2013 while the posttest was done on 10 February 2014.

## **C. Subjects of the Research**

The subjects of the research were 31 students of Class VIII B of SMPN 1 Gamping. There were 17 female students and 14 male students. This class is



selected based on the English teacher's recommendation because it has the lowest English average score among the other classes. Moreover, based on the interviews and observations, there were some problems found related to the reading teaching and learning process in this class.

#### **D. Data Collection**

This research belonged to action research of which the data were qualitative in nature. However, there were two types of data used in this study. Those were qualitative and quantitative data. The qualitative data were gained from the interview transcripts and the field notes while the quantitative data were the results of the students' reading tests.

##### **1. Data Collection Instruments**

The instrument plays an important device to collect data in a research study. In this study, the researcher used two types of instruments. Those were test and non-test. Non-test instruments included interview guidelines and observation checklist. The test instruments included the pretest and posttest. Each instrument was explained as follows.

##### **a. Observation checklist**

Observation checklist was used in the reconnaissance and implementation process of the research. It was used to find out the existing problems in the English teaching and learning process. In these steps, the researcher observed the teaching and learning process based on the guidelines of the observation checklist. The observation checklist was also used in each meeting to see what happened

during the implementation of the action and also provided field notes about the whole condition during the research.

b. Interview guidelines

Interview guidelines were used in the step of reconnaissance and during the implementation of the action. In the reconnaissance stage, there were two interview guidelines used to interview the teacher and the students. The interviews were done to collect any information about the existing problems. While in the implementation step, interview guidelines were used in the process of action and observation. The interviews here were used to see the response and feeling of teacher and the students toward the implementation carried by the researcher and their reflection on the process of teaching and learning.

c. Reading comprehension tests

Reading comprehension tests of the research were to assess the students' reading comprehension ability in reading. There were two types of tests administered in this study: the pretest and posttest. For each test, there were thirty items used. These tests were to measure whether there was a significant improvement on the students' reading comprehension ability or not.

## 2. Data Collection Techniques

In this research, the data were collected by using some techniques, as follows.

Table 2: **Data Collection Techniques, Instruments and Data**

<b>Data Collection Techniques</b>	<b>Instruments</b>	<b>Data</b>
Test	Pretest and Posttest	Scores

Observation	Observation checklist	Field notes
Interview	Interview guidelines	Interview transcripts

From the table above, the types of the data were both qualitative and quantitative data. The qualitative data were obtained from the observations and interviews. The quantitative data were collected from the result of the tests.

#### 1) Observations

The observations were conducted in the reconnaissance stage and during the implementation of the action. In the reconnaissance stage, the observations were conducted to see and find the problematic issues related to the students and the teaching and learning process in the classroom. The researcher took field notes to record the data. During the implementation of the actions, the collaborators were to observe and take field notes in order to find out the strengths and the weaknesses of the actions.

#### 2) Interviews

The qualitative data were also obtained by doing interviews. They were also conducted in the reconnaissance stage, during the implementation of the action, and at the end of the cycles. In collecting the data from the interviews, the researcher interviewed the English teacher and also the students. From the interviews done in the reconnaissance stage, the problematic issues could be found. Next, from the interviews done during the implementation of the action, the researcher could gather any useful information related to the strengths and weaknesses of the action. In addition, doing the interviews during the implementation of the action could give useful information related to the next

plan. The interviews at the end of the cycles gave benefit information related to the personal opinions from the collaborators and the students themselves in which it could be used as an indicator whether the action gave any improvement or not.

### 3) Tests

The quantitative data were obtained by conducting tests. The items of the tests were arranged based on Bloom's taxonomy that had been revised. Based on the revision of Bloom's taxonomy by Krathwohl and Anderson in Krathwohl (2002), there are six aspects of cognitive dimension to consider: remembering, understanding, applying, analyzing, evaluating and creating. Remembering is related to the ability to make use of background knowledge. Understanding is related to the ability to make a connection between prior knowledge and the new information. Applying is related to the ability to use procedures to perform or solve problems. Analyzing is related to the ability to make use breaking parts or materials to make or find relationship among the parts. Evaluating is related to the ability to use self-perceptions to judge the materials and to understand the materials. The last is creating in which it is related to the ability to produce an understanding by synthesizing the parts as a whole. By using those aspects, the table of content specification is designed. The further details of the construction of the items based on the Bloom's Taxonomy can be found in Appendix E/pages 200 – 266.

The next, the pretest and the posttest were to obtain the information related to the students' reading comprehension level. From the pretest scores, it could be seen whether the students had low, average, or high reading comprehension level.

The pretest was held in the reconnaissance stage while the posttest was held at the end of Cycle II. The mean scores both from the pretest and the posttest were compared in order to know whether there was a significant improvement or not after the implementation of the action.

#### **E. Data Analysis Techniques**

The data of the research are qualitative and quantitative data. Both data were analyzed in order to know whether the study was successfully done or not. According to Burns (1999:157-4), there are some steps to follow by a researcher in analyzing the qualitative data, as follows:

##### **a. Assembling the Data**

The first step to be taken is assembling the data collected from all instruments: field notes, observations checklist and interviews. In this step, all information will be selected by reviewing the data. Data which do not support the research will be discarded while the data which are useful will be collected, compared and contrasted.

##### **b. Coding the Data**

After assembling the data, the next step is coding the data. In this stage, the collections of the data will be coded and categorized in order to see their specific patterns. By coding, it means that the data will be processed by reducing the large amount of data into some specific categories in order to make the data more manageable.

c. Comparing the Data

After that, the data that have been categorized will be compared to see the relationships or connections among them. In this stage, the aim is not to interpret or explain the data that have been compared but to describe and to display them.

d. Building Interpretations

Since the first step of analyzing data is to compare the data, the data have not been explained or interpreted. Making or creating meanings or interpretations is done in this step. By looking into the data that have been assembled, coded, and compared, the researcher will try to draw the possible conclusion to see whether there is any significant changes or not before, during, and after the implementation of the actions.

e. Reporting the Outcome

The final stage in analyzing the data is reporting the outcome of the research. After drawing the conclusion of the study, the result of the study will be reported in order to be able to be discussed later with others.

The quantitative data are analyzed using descriptive technique. The results of the pretest and posttest scores are analyzed in a different way. Both data will be analyzed by the help of SPSS 20 software. Firstly, the pretest scores are analyzed to find the mean score. The same action is done to the posttest scores. Secondly, the mean scores from both tests are compared by conducting a *t-test* in order to see whether there is a significant improvement before and after the actions. If the mean score of the pretest is lower than the mean score of the posttest, it can be concluded that there is a significant improvement in the research.

## **F. Research Validity and Reliability**

According to Anderson *et al.* in Burns (1999: 161-162), there are some criteria of validity needed in an action research study to get valid data. Those are democratic validity, outcome validity, process validity, and dialogic validity.

### **1. Democratic validity**

It can be fulfilled by having discussion with the collaborators and by doing interviews and observations. The discussion will be done during the research. The researcher and the collaborators, the English teacher and the colleague, will try to find the problems and the possible solutions to cope with the problems by choosing the actions to be applied.

### **2. Outcome Validity**

Outcome validity is related to the notion of actions leading to the result that is successful within the research context. If there is a significant improvement during the actions implemented from the beginning to the end, it can be said that the research is successful.

### **3. Process validity**

The process validity is related to process of conducting the research. To gain the validity, the researcher will collect the data by doing classroom observations, students and teacher interviews.

### **4. Dialogic validity**

The researcher can fulfill the dialogic validity by discussing the research findings with the collaborators. It involves all members of the discussion such as the researcher, the collaborators, and the subject of the research. Any useful

suggestion to improve the quality of the actions of the research from the parties should be considered.

### 5. Catalytic Validity

It refers to the extent to which the researcher allows the participants and all of the parties to get deeper understanding the materials and how they can create changes in their understanding of their actions.

In order to get the validity of the quantitative data, the researcher used some validity proposed by Cohen *et al.* such as content validity and face validity. Content validity is related to the range of subject matter in question that wants to be covered. It means that the items of the test should cover the materials that have been taught before. The content validity is implemented by designing a table of content specifications. Face validity concerns with a matter whether the items of the tests test things that should be tested. It means that if the study wants to find out the students' reading comprehension level, the type of the test should be able to assess reading skill.

The type of the test administered in this study was an achievement test since it was related to classroom lessons. In order to make the pretest and posttest as the quantitative data reliable, there were some aspects to consider in designing the test items. Brown (2004) proposes three aspects to consider: item facility, item discrimination, and distractor efficiency. Item facility is related to item difficulty levels that should be adjusted to test-takers or students' proficiency level. Item discrimination is related to the ability of the items to distinguish between low test-takers and high test-takers. Distractor efficiency is related to the appropriateness



of the distracters used in order to trick both high and low test-takers. The distracters should not be too easy for high test-takers and not be too difficult for low test-takers. The test items then are tried-out to the students in the same level. After that, the result of the try-out is analyzed. To analyze those three aspects, the researcher used ITEMAN. In this study, he used ITEMAN 3.00. The next, the test items were revised based on the result of the analysis. The scores obtained from ITEMAN were compared to the range of item difficulty and item discrimination presented by Hingorjo (2012) in his journal. The acceptable range of item difficulty and item discrimination is presented below.

**Table 3: The Acceptable Item Difficulty and Item Discrimination**

<b>Item Difficulty Range</b>	<b>Interpretations</b>	<b>Acceptable Item Discrimination</b>
< 0.30	Difficult	> 0.24
0.30 to 0.70	Good	
> 0.70	Easy	

Based on the analysis of the result of the try-out, there were 30 valid items used for each test and there were 10 invalid items in the pretest items and 12 invalid items in the posttest. Items number 5, 6, 12, 16, 35, and 37 in the pretest prototype and number 2, 6, 16, and 35 in the posttest prototype were invalid because the item facility values were below 0.3 and above 0.7. Meanwhile, items number 11, 25, 32, and 36 in the pretest and number 7, 12, 15, 19, 20, 25, 33, 36, and 37 in the posttest were unacceptable because the item discrimination indices were below 0.3. The researcher removed those invalid items and revised some

items so that there were 30 items for each test. The further analysis of the test items can be found in Appendix E/pages 215 – 221.

To get the trustworthiness of the qualitative data and to reduce subjectivity in analyzing the data, the researcher used the triangulation techniques as follows:

1. Time triangulation: the data were collected at different point in time to know what the processes of the changes were.
2. Investigator triangulation: in order to avoid the bias that might happen in the process of changes, the researcher worked together with the English teacher and a colleague from PBI as the collaborators.

#### **G. Procedure of the Research**

A procedure was followed in conducting the study. The steps were reconnaissance, planning, acting and observing, and reflection. The details of each step were presented as follows:

##### **a. Reconnaissance**

Before doing the research study, the researcher conducted a reconnaissance step. He conducted an observation related to the teaching reading and learning process. In addition, interviewing the teacher and the students and the pretest were also conducted in order to get the factual condition of students' reading comprehension level. After conducting the observation, the interview, and the pretest, he discussed all information gathered with the collaborators of the research. Based on the data, he then made a plan and some actions related to the problems.

b. Planning

After doing the observation, the interview, and pretest in the reconnaissance step, the researcher and the collaborators then made some plans of actions to decide which actions should be applied first and after. The aim of the actions was to improve students' reading comprehension by activating their schemata.

c. Actions and Observations

After planning the actions, they then were implemented in the classroom. The researcher taught the class while the English teacher and the colleague observed the actions used and the atmosphere in the classroom during the process.

d. Reflection

At the end of the cycle, there was a reflection to know how well the actions worked. A posttest was also conducted in the end of the last cycle to see whether the actions were successfully applied or not.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Reconnaissance**

Before applying the chosen actions, the researcher tried to find out the problems occurring in the field. To obtain the data related to the problems, he did observations, interviews, and a pretest. In doing the observations, he observed the students' attitude and behavior, the teaching and learning process, and the teaching and learning technique used by the teacher. In order to gain more data related to those aspects, the interviews were also conducted. The teacher and the students were separately interviewed. Moreover, the pretest was conducted to obtain the data related to the students' reading comprehension ability. The following explanations described the further procedure of the research.

#### **1. Identification of the Field Problems**

To identify the problems occurring in the English teaching and learning process in Class VIII B of SMPN 1 Gamping, the first step of the research was a classroom observation. It came out with a vignette describing the teaching and learning process of reading in Class VIII B. Based on the observation, the researcher found some problems in the English teaching and learning process. The situation and condition of the English teaching and learning process in Class VIII B were described in the following field note.

#### **FIELD NOTE**

No : Class Observation  
Day / date : Friday, November 22<sup>nd</sup>, 2013  
Places : Class

The researcher did the class observation on Friday, November 22<sup>nd</sup>, 2013. The lesson was started at 9.15 o'clock. The teacher waited for the students since

some students were still eating outside the classroom. After all the students entered the class, the teacher asked them whether they were ready to start the lesson or not.

To open the class, the teacher greeted the students. He also checked the attendance. After that, he introduced the researcher to them and told them that the researcher was going to observe the teaching and learning process in the classroom. After that, he told them that they were going to learn about a narrative text. Then, he did the warming-up activity by asking them whether they knew narrative texts or not. Some students said that they knew it but some others did not know.

Next, the teacher asked the students to open their book “Let’s Talk English” and asked them to open a certain page. He asked them to read the text on that page. During reading, some students asked him about difficult words in the text. Because they found many difficult words, he asked the captain of the class to borrow dictionaries in the library. Then, they were asked to find the meaning of the words by themselves by using dictionary.

After the students finished reading, the teacher explained the generic structures of the text. When he explained the generic structures of a narrative text, some students did not pay attention to him. Some others were sleepy, playing mobile phone, and chatting with other friends. The class was very noisy. After giving the explanation related to the generic structures of the text, he asked them to do some tasks in the book. Some students were enthusiastically doing the tasks. The students at the back row that were the boys enjoyed chatting with their friends and did not do the tasks. He warned the boys and asked them to do the tasks. However, they just copied their friends’ answers. After copying their friends’ work, they continued talking with their group.

After some time, the students checked their work together with the teacher. The teacher asked some students at the back to answer the questions. Because that day the school had a meeting, he ended the lesson by summarizing the materials. Then, he asked the captain of the class to lead the prayer.

**(Appendix A/page 120/ FN 02)**

After conducting the observation, the researcher interviewed the English teacher. The interview was done to find out the existing problems related to the techniques and materials used in teaching reading. The result of the interview could be seen in the interview transcript below.

=====

R : Researcher  
ET : English Teacher

R : *Sejauh ini, jenis teks apa yang sudah siswa pelajari?*

- (So far, what types of texts have the students learned?)**
- ET : *Sejauh ini, saya baru mengajarkan teks descriptive, recount, dan narrative.*
- (So far, I have taught them descriptive, recount and narrative texts.)**
- R : *Kalau untuk mengajar membaca, teknik atau kegiatan apa yang Bapak biasa lakukan?*
- (Related to the teaching reading, what techniques or activities do you usually apply in the class?)**
- ET : *Biasanya saya meminta siswa untuk membaca teks dan jika ada kata sulit, saya meminta mereka untuk membuka kamus, kemudian mengerjakan soal – soal yang ada.*
- (I usually ask them to read the texts carefully and consult the dictionary to find the meaning of the difficult words. Then, I ask them to do the tasks related to the texts.)**
- R : *Apakah Bapak berusaha membangun pengetahuan mereka tentang teks yang akan diajarkan sebelum mereka diminta membaca?*
- (Do you try to build their knowledge related to the texts that is going to be learned before asking them to read the texts?)**
- ET : *Ya, biasanya saya memberikan warming-up questions saja sebagai pengantar.*
- (Yes, I usually give them warming-up questions to build their knowledge.)**
- R : *Apakah ada media yang digunakan untuk membantu siswa memahami teks?*
- (Do you use any media to help them understand the texts?)**
- ET : *Biasanya di buku sudah ada gambarnya, jadi tinggal memakai gambar yang sudah ada di buku. Tapi kalau tidak ada, siswa saya minta untuk mengartikan kata – kata yang sulit supaya bisa memahami bacaan.*
- (Usually, the book contains pictures. But, if the book is not completed with pictures, I ask them to find out the meaning of the difficult words in order to make them easily understand the texts.)**

**(Appendix B/page 135/IT 01)**

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To get more data, interviews with some students were also conducted to get the objective data related to the problems happened from two points of view. He asked them some questions related to the English teaching and learning process and their opinions about the techniques and the materials used in the classroom. The interview transcripts show their opinions about the teaching and learning process before conducting the study.

- 
- R : Researcher  
S : Students
- R : *Oh, Fhristya. Fhristya suka bahasa Inggris gak?*  
(**Fhristya, do you like English lesson?**)
- S : *Suka mas. Tapi, ya gitu.*  
(**I like English. But....**)
- R : *Ya, gitu gimana dek?*  
(**What do you mean by “but”?**)
- S : *Ya tapi seringnya gak dong apa yang dibaca.*  
(**But, I often do not know what I read.**)
- R : *Lha kok bisa?*  
(**How come?**)
- S : *Ya itu mas. Tulisannya pake bahasa Inggris semua. Hehehe.*  
(**That is because all the sentences are written in English.**)
- R : *Haha. Adek bisa aja. Kan pelajarannya memang bahasa Inggris.*  
(**Of course. It is English subject, isn’t it?**)
- S : *Iya, sih mas. Haha.*  
(**Yes, it is.**)
- R : *Jadi, adek ga dong karena ga tahu artinya gitu?*  
(**So, you cannot understand the text because you do not know the meaning of the words?**)
- S : *Iya, mas.*  
(**That is right.**)
- R : *Trus biasanya adek gimana biar tahu artinya?*  
(**Then, what do you usually do to know the meaning?**)
- S : *Ya, buka kamus kalau nggak tanya pak guru.*  
(**I usually open the dictionary or ask directly to the teacher.**)
- R : *Oh, gitu. Trus, kalau dari pak guru, nyuruh gimana?*  
(**Oh, I see. Then, what does your teacher ask you to do?**)
- S : *Ya, itu mas. Suruh buka kamus.*  
(**Like what I have said before, he also asks us to open the dictionary.**)
- R : *Lalu, senang tidak diajar pak guru?*  
(**Then, are you happy being taught by him?**)
- S : *Seneng mas. Habisnya, gurunya baik banget dan kalem. Jadi gak tegang.*  
(**I am happy. Because he is very kind to the students and so calm. It makes the lesson not stressful.**)
- R : *Berarti gampang dong pahamnya?*  
(**It means that you must be able to understand easily, right?**)
- S : *Ya gak gitu juga mas. Gurunya lebih sering ngasih jawaban karena pada males baca.*  
(**It is not like that. The teacher often gives the answers since we are not willing to read.**)

(Appendix B/page 135/IT 02)

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- R : Researcher  
S : Students
- R : *Adek suka pelajaran bahasa Inggris gak?*  
(Do you like English lesson?)
- S : *Jujur aja ya mas. Saya ga begitu suka.*  
(Honestly, I do not like it.)
- R : *kok pada gak suka. Emang kenapa?*  
(Why?)
- S : *Susah.*  
(We feel it difficult.)
- R : *Susahnya dimana? Trus gak dongnya yang mana?*  
(Which parts do you feel difficult and not understand?)
- S : *Susah ngartiinnya mas. Jadi, ya gak dong isinya apa.*  
(We feel difficult to understand the meaning of the words. Therefore, we do not understand the content.)
- R : *Oh, masih susah kosa katanya ya.*  
(Oh, it is about vocabulary.)
- S : *Iya, mas.*  
(Yes, it is.)
- R : *Biasanya gimana biar tahu?*  
(Usually, what do you do to know the meaning?)
- S : *Kalau di kelas sih disuruh buka kamus. Tapi males mas buka terus.*  
(We are usually asked to open our dictionary. But, it is boring.)
- R : *Lha, kan emang kalau gak tahu biasanya emang buka kamus.*  
(It is very common and helpful right.)
- S : *Ya, tapi males aja mas. Pengennya langsung tahu. Hahaha*  
(Yes, it is. But, we want to know the meaning instantly.)
- R : *Haha. Trus gimana biar langsung tahu?*  
(Then, how?)
- S : *Tanya temennya aja mas yang lebih pintar atau yang udah nyari di kamus. Hehehe*  
(We ask other friends who are smarter or who have already found the meanings in the dictionary.)
- R : *Trus, seneng gak diajar gurunya?*  
(Then, are you happy being taught by your teacher?)
- S : *Ya, seneng mas. Tapi, males juga.*  
(Yes. But, sometimes we feel bored.)
- R : *Apanya dek?*  
(What make you feel bored?)
- S : *Habisnya disuruh baca terus padahal gak dong artinya.*  
(It is because we are asked to read though we do not know the words.)



- R : *Ya, kan namanya juga pelajaran membaca, dek. Trus adek penginnya gimana?*  
**(Of course. It is because that is reading class. Then, what do you think the lesson should be?)**
- S : *Penginnya paham dulu trus baru ngerjain, mas.*  
**(We want to understand the meaning before doing the tasks.)**
- R : *Ooo, gitu. Kalo topik yang dipakai?*  
**(Oh, I see. What about the topics?)**
- S : *Kebanyakan dari buku paket kalo gak LKS mas.*  
**(The topics are mostly taken from LKS.)**

(Appendix B/page 136/IT 03)

- R : Researcher  
 S : Students (Eksa = E, Isnani = I, Haris = H)
- R : *Kalian suka pelajaran bahasa Inggris ora?*  
**(Do you like English lesson?)**
- S : *Ora mas. Lha aku ora duwe rencana meh lungo ning luar negeri.*  
**(No, we are not. We do not have any plans to go abroad.)**
- R : *Tapi kan kalian ada ujian bahasa Inggris untuk kelulusan.*  
**(But, English is tested in the national examination.)**
- E : *Lha, wong ora dong artine e mas. Dadi males.*  
**(We do not know the meaning of the words or sentences. It makes us feel bored.)**
- R : *Lha kalian sudah mencoba baca gak?*  
**(Have you tried to read carefully?)**
- H : *Nek aku gak mas. Lha males.*  
**(No, I have not. That is boring.)**
- R : *Nah itu penyebabnya. Trus kalau di kelas piye?*  
**(That is the reason. Then, what are you doing in the class?)**
- H&I : *Ya nek dikon garap yo takon koncone mas. Kan mesti ono sing pinter.*  
**(If we are asked to do a task, we ask the answers to our friends. We have some smart friends.)**
- R : *Lha kalian gak pengen pinter?*  
**(Do not you want to be clever?)**
- E : *Pengin mas, ning sesuk wae nek wes ngroso butuh.*  
**(We want to be clever. But, we do not want to think about it now.)**

(Appendix B/page 137/IT 04)

In order to know the students' reading competency, the researcher administered a pretest. The pretest is in the form of multiple choice questions

consisted of 30 items. The result of the pretest shows that the students' scores are varied ranging from 23 – 80. The mean score of the pretest is 62.9 which is still below the KKM (Kriteria Ketuntasan Minimal) that is 75. The table below shows the mean score of the pretest.

Table 4: **Mean, Minimum Score, Maximum Score, and Standard Deviation Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	23.00	80.00	62.9032	14.56332
Valid N (listwise)	31				

From the observations, interviews, and the result of the pretest, it can be seen that there were some problems in the teaching and learning process in Class VIII B of SMPN 1 Gamping. Given the fact, the researcher, in collaboration with the collaborators, identified the problems that affected the teaching and learning process. Those problems can be seen in the table below.

Table 5: **The Field Problems in Class VIII B of SMPN 1 Gamping**

No.	Problems	Aspects	Sources
1.	The students did not participate actively.	S	O
2.	The students had limited vocabulary knowledge.	S	I
3.	The students' motivation was low.	S	O, I
4.	The students were less interested in the topic.	T	O, I
5.	The teacher dominated the class.	T	O
6.	The students did not have enough chances to explore the topic.	Met	O
7.	The materials used by the teacher were mostly taken from <i>Buku Paket</i> .	Met	O, I
8.	The students always worked individually.	Met	O
9.	The teacher did not use any interesting media.	Met	O
10.	The students depended too much on the dictionary.	Met	O, I
11.	The teacher always asked the students to open their dictionary.	Met	O, I
12.	The teacher made less connection between the	Met	O

	students' background knowledge and the text.		
13.	Many students did not pay attention to the teacher's explanation.	Met	O

### Descriptions:

S : Students            I: Interview  
 T : Teacher            O: Observation  
 Met : Method

## 2. Identification of the Selected Problems

This research focused on improving the students' reading comprehension ability so that the researcher aimed to solve the problems related to the teaching and learning process of reading. By considering the data gained from the interviews and observations, there were some problems dealing with the teaching and learning process of reading, that were considered feasible to be solved. Hence, the researcher and the collaborators decided to solve the problems based on the urgency and feasibility level. The field problems to include in the research can be seen in Table 6.

**Table 6: The Urgent Problems of Reading at Class VIII B of SMPN 1 Gamping**

No.	Problems	Aspects
1.	The students did not participate actively.	S
2.	The teacher dominated the class.	T
3.	The students were less interested in the topic.	T
4.	The students had limited vocabulary knowledge.	S
5.	The students did not have enough chances to explore the topic.	Met
6.	The teacher did not use any interesting media.	Met
7.	The teacher made less connection between the students' background knowledge and the texts.	Met

**Descriptions:**

S : Students

T : Teacher

Met : Method

**3. Determining Actions to Solve the Feasible Problems**

After determining the problems based on the urgent level, the researcher and the collaborators discussed the problems and tried to categorize them and to find out the main causes before determining the actions to solve the problems. The result of the discussion is presented in the table below.

**Table 7: The Possible Causes of the Field Problems in the English Teaching and Learning Process of Reading**

No.	Problems	Main Causes
1.	The students had difficulties in comprehending the texts.	<ul style="list-style-type: none"> <li>- The topic was not familiar.</li> <li>- The students' vocabulary mastery was low.</li> <li>- The students did not have enough chances to explore the topic.</li> <li>- The teacher made less connection between the students' background knowledge and the texts.</li> </ul>
2.	The classroom interaction was low.	<ul style="list-style-type: none"> <li>- The students were less interested in the topic.</li> <li>- The students always worked individually.</li> <li>- The teaching and learning process was teacher-centered.</li> </ul>
3.	The activities were monotonous and not interesting.	<ul style="list-style-type: none"> <li>- The teaching and learning process was teacher-centered.</li> <li>- The activities were not varied.</li> <li>- The media were rarely provided.</li> <li>- The materials used were mostly taken from <i>Buku Paket</i>.</li> </ul>
4.	The students' vocabulary mastery was low.	<ul style="list-style-type: none"> <li>- They depended too much on the dictionary.</li> <li>- They were only asked to open the dictionary when they encountered new words.</li> <li>- The teacher did not apply a certain strategy to solve this problem.</li> </ul>

After categorizing the problems and the causes, the researcher and his collaborators agreed to employed schemata activation strategies, proposed by

Willis (2008). These consist of building interest and attention, exploring keywords, building connections and background knowledge, and establishing reading goals. Below is the relation of the problems, the actions and the expected situation.

**Table 8: The Field Problems to Solve in the English Teaching and Learning Process of Reading and the Solutions**

No .	Problems	Actions	Expected Situations
1.	The students had difficulties in comprehending English texts.	<ul style="list-style-type: none"> <li>- establishing reading goals</li> <li>- building connections and background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- The students understood the reason and the goal of the reading.</li> <li>- Their background knowledge could help them comprehend the text.</li> </ul>
2.	The classroom interaction was low.	<ul style="list-style-type: none"> <li>- building interest and attention</li> </ul>	<ul style="list-style-type: none"> <li>- The students could be involved actively.</li> </ul>
3.	The activities were monotonous and not interesting.	<ul style="list-style-type: none"> <li>- building interest and attention</li> </ul>	<ul style="list-style-type: none"> <li>- The activities could accommodate their needs to learn step by step.</li> <li>- The media used could attract their attention.</li> </ul>
4.	The students' vocabulary mastery was low.	<ul style="list-style-type: none"> <li>- exploring keywords</li> </ul>	<ul style="list-style-type: none"> <li>- The students would not depend too much on their dictionary.</li> <li>- The students could apply a certain strategy to solve their problem in dealing with new words.</li> </ul>

## **B. The Report of Cycle I**

### **1. Planning**

In this phase, the researcher and his collaborators had a deep discussion, concerning on the appropriateness of the selected actions. The teacher and another collaborator agreed with the chosen texts and materials as well as gave a suggestion related to the steps in implementing the actions. They decided to

implement the establishing reading goals as the first action. After that, the other actions followed, such as: building attention and interest, exploring keywords, and building connections and background knowledge, which overall were carried out in three meetings.

a. First Meeting

In the first meeting, the researcher and the collaborators agreed to apply the establishing reading goals and building attention and interest. Those were applied in Background Knowledge of the Field. In this stage, it was expected that the students could understand why they were asked to read the texts and what benefits they could get from their reading. To attract their attention, the researcher used pictures and slides because those media were rarely used in the teaching and learning process of reading before the study was conducted. Then, he would do questioning. It was used to help the students recall their memory or knowledge that might be useful for them to understand the materials. After that, they started to learn the materials.

b. Second Meeting

In the second meeting, the building interest and attention as well as exploring the keywords were implemented. Those actions were implemented in Modeling and Deconstructing of the Text and Joint Construction of the Text. The students were still guided to understand the topic and the texts before they started to comprehend the materials given. In addition, they were asked to observe the generic structures and the language features of a narrative text together from the text model. Besides, having good vocabulary mastery was important for them to

understand the texts. Therefore, exploring keywords was applied. They were guided to guess the new words by doing certain activities.

c. Third Meeting

In the third meeting, the building connections and background knowledge was applied. This action was applied in Independent Construction of the Text. However, before the students moved onto this stage, they were to review the previous activities in the previous meetings in order to recall their memory. Therefore, the building interest and attention and exploring the keywords were still implemented. They were to do some tasks in pairs or groups before they were asked to comprehend the texts and do the other tasks independently.

## **2. Actions and Observations**

During the research, the researcher worked collaboratively with the students of Class VIII B, his partner coming from PBI, and the English teacher of SMPN 1 Gamping. His collaborators became the observers who filled in the observation sheet and took notes of everything happened in the classroom. He discussed the lesson plans, activities in the classroom, and exercises given to the students with them. The results of the discussions in every meeting were used as the consideration for the next teaching plans.

The researcher administered Cycle I in three meetings. In this study, the English teacher and the researcher agreed to focus on narrative texts. In Cycle I, he gave narrative texts related to folktales. He prepared the materials based on the curriculum applied in the school. He preferred to apply text-based syllabus design in the teaching and learning process. The syllabus led the students to understand

the texts, and to be able to work both in pairs and individually. The descriptions of the actions are as follows.

a. First Meeting

The researcher conducted the first meeting on Saturday, January 25<sup>th</sup>, 2014. He started the class by greeting the students. After he greeted and had small talk with them, he checked their attendance. Then, he explained the objectives of the teaching and learning. He told that at the end of the lesson, they were expected to understand the generic structures and language features of narrative texts and to comprehend the texts given. Then, he gave some warming-up questions to them.

Peneliti menanyakan apakah saat mereka berusia antara 5 sampai 10 tahun, orang tua mereka pernah mendongengkan mereka cerita. Banyak siswa yang mengatakan “Iya”. Kemudian, siswa – siswa tersebut menyebutkan beberapa cerita yang pernah mereka dengar, seperti “*Kancil Nyolong Timun*”. Beberapa siswa menambahkan cerita tentang “*Putri Tidur, Bawang Meran Bawang Putih, dan Cinderella*”. Kemudian peneliti menjelaskan bahwa mereka akan belajar tentang “*Dongeng*”.

*(The researcher asked the students whether their parents ever told them some folktales when they were still young. Most students said that they had ever heard some stories. They mentioned “Kancil Nyolong Timun”. Others added stories like “Putri Tidur, Bawang Merah Bawang Putih, and Cinderella”. After that, he told them that they were going to learn about “Folktales”).*

(Appendix A/page 123/FN 05/ lines 7-13)

Then, the researcher distributed a paper containing some pictures of some stories after giving warming-up questions,. The students were asked whether they were familiar with those pictures and knew the story of each picture. Most students knew the story of the pictures number 1, 3, and 4 and only some who were familiar with the story of the picture number 2. Next, he told them that they were going to discuss the story of the picture number 1.



Before presenting the text, the researcher showed a picture of a hare and a tortoise on the LCD projector. Then, the students were asked to tell what they saw in the picture. Some students said that there was Bugs Bunny which was one of Disney's characters. Some students added that there was a turtle, too. The activity is displayed in the field note below.

Peneliti meminta siswa untuk memperhatikan gambar. *"Now, look at to the picture. What picture is it?"* Beberapa siswa menjawab *"Bugs Bunny"* salah satu karakter *"Disney"*. Peneliti mengiyakan sambil memberikan pertanyaan selanjutnya. *"Yes, that is Bugs Bunny. But, what kind of animal is Bugs Bunny?"*. Para siswa yang duduk di bagian belakang mengatakan bahwa gambar yang dimaksud adalah *"Kelinci dan Kura-kura"*. Peneliti meminta siswa menerjemahkan dalam bahasa Inggris. Siswa putrid menyebutkan *"Rabit and Turtle"*. Peneliti mengajukan pertanyaan selanjutnya. *"Can you tell me what things come up in your head when you hear the word 'rabbit'?"*. Ikhul mengatakan bahwa kelinci itu cepat, memiliki telinga panjang dan kaki yang kuat. Siswa lain menambahkan bahwa kelinci itu hewan yang lucu. Peneliti meminta pendapat siswa tentang kura – kura. *"Now, what about 'turtle'?"* Para siswa menyebutkan bahwa kura – kura itu lamban, kuat dan memiliki tempurung. Peneliti bertanya pada siswa apa bahasa Inggris dari *"tempurung"*. Siswa menjawab *"Shell"*.

*("Now, look at the picture. What picture is it?" Some students said that was Bugs Bunny which was one of the Disney's characters. The researcher said that he agreed that it was Bugs Bunny, but he gave a further question. "Yes, that is Bugs Bunny. But, what kind of animal is Bugs Bunny?" The boys at the back said that they saw a picture of "kelinci dan kura-kura." "What are "kelinci dan kura-kura" in English?" The girls answered, "rabbit and turtle." "Yes, that is correct. Kelinci is rabbit or hare, and kura – kura is turtle or tortoise. Can you tell me what things come up in your head when you hear the word "rabbit'?" One of the students, Ikhul, answered that rabbit was fast, long ears, and strong. "That is great. Any other opinion?" "Rabbit is funny, Sir", said Fhristya. "That is also correct. Now, what about "turtle'?" Many students said, "slow, strong, and has tempurung." "Great. What is tempurung in English?" "Shell".)*

(Appendix A/page 123/FN 05/ lines 21-35)

After trying to attract the students' attention by using pictures, the researcher explained what they were going to do next. The students were asked to

write their predictions about the story of “*Hare and Tortoise*.” Each student was given a piece of paper for their writing. Through writing what they had already known, it was expected that their predictions could help them to understand the content of the text later.

Setelah itu, peneliti bertanya pada para siswa apakah mereka mengetahui cerita tentang “Kelinci dan Kura-kura”. Banyak siswa yang mengatakan bahwa mereka pernah mendengar cerita tersebut meskipun tidak mengingat semua kejadian yang ada dalam cerita. Oleh karena itu, para siswa kemudian diminta untuk menuliskan prediksi mereka tentang cerita yang akan diberikan berdasarkan apa yang pernah mereka dengar dan ketahui. Peneliti membagikan kertas untuk menuliskan prediksi mereka. Beberapa siswa menanyakan apakah mereka boleh menuliskan dalam bahasa Indonesia atau tidak. Peneliti mengizinkan mereka menggunakan bahasa Indonesia tetapi juga meminta siswa untuk berusaha menuliskan dalam bahasa Inggris.

*(After that, the researcher asked the students whether they had already known the story of The Rabbit and the Turtle or not. Many students said that they had ever heard the story though they were not sure they remembered all events in the story. To recall their memories, they were asked to make a prediction based on their knowledge. The researcher gave a piece of paper for each student to write their predictions. Some students asked whether they were allowed to write in bahasa Indonesia or not. He allowed them to write in bahasa Indonesia. “Yes, you may write in bahasa Indonesia. But, try to use English.”)*

**(Appendix A/page 123/FN 05/ line 36-45)**

After 15 minutes, many students had finished writing their predictions. To know what predictions made by them, some students were asked to tell their predictions to other friends. This activity was conducted orally. In fact, their predictions were all correct and similar to the text though there were some parts of the story that were different from their predictions. The most important thing was they could mention the main problem in the story.

The next, the researcher distributed the text entitled “*The Hare and the Tortoise*” and asked the students to find difficult words before reading the text. In

finding the difficult words, each student was asked to find their own difficult words and work individually. After finishing finding their own difficult words, they were allowed to discuss the words in pairs without opening their dictionary. If they could not figure out the meanings, they then were allowed to open their dictionary or ask the researcher and the English teacher.

Afterwards, the students were asked to read the story. Then, they answered some questions related to the story. Next, they discussed the answers together with the researcher before moving onto the next task. The result of the discussion showed that many students got correct answers. After discussing the answers, they were to match their previous predictions with the content of the text, whether they wrote the same ideas of the story or not. As what had been said before, many students wrote similar ideas to the ideas of the given text.

In order to be able to comprehend the text, the students together with the researcher checked their predictions. Then, they summarized the lesson. In summarizing what they had learned, the researcher guided them by asking questions. Because the time was almost over, the lesson was ended by praying together.

#### b. Second Meeting

The second meeting was conducted on Monday, January 27<sup>th</sup>, 2014. This second meeting was Modelling of the Text (MOT) and Joint Construction of the Text (JCOT). The researcher started the class by greeting the students and checking their attendance. After that, he reviewed the previous meeting about the texts and activities that they had done. In MOT, he provided them with one

previous text—*Hare and Tortoise* and new texts – *Snow White* and *The Lion and The Mouse*.

The researcher emphasized the materials on the generic structures of a narrative text which consists of *orientation, complication, and resolution* and on language features, such as: the use of past tense, time connectives and conjunctions. In explaining the generic structures of the text, he did not directly mention the characteristics of a narrative text. The students were trained to use their previous knowledge by answering some questions. He provided them with some questions such as: “*What can you find in a story?*”, “*Who were the characters?*”, and “*Where and when did the story happen?*”. They enthusiastically answered those questions. They could follow his explanation. The activity is described in the field note below.

Peneliti bertanya, “*Now, what can you find in those stories?*” Para siswa mengatakan bahwa dalam cerita ada tokoh cerita. Peneliti bertanya, “*Are the characters always a human being?*” Siswa menjawab, “No, Sir. Di cerita Kancil Nyolong Timun, tokohnya adalah Kancil.” Kemudian peneliti memberi pertanyaan, “*Yes, great. The characters in a story are not only humans but also animals and maybe plants. Did the story happen at unknown places?*” Siswa menjawab, “*Kadang tidak disebutkan, tapi biasanya disebutkan tempatnya seperti di suatu desa, kerajaan atau hutan.*” Peneliti memuji siswa dengan berkata “*Excellent*”. Kemudian, peneliti menanyakan tentang waktu dalam cerita. Karena para siswa tidak ada yang menjawab, peneliti memberi penjelasan dan menyebutkan kata – kata seperti “*one day, a long time ago, and once upon a time.*”

*(The researcher then asked, “Now, what can you find in those stories?” “In those stories, there are many characters, Sir” answered the students. “Are the characters always human beings?” “No, Sir. In Kancil Stole Cucumber, the main character is Kancil.” The teacher said, “Yes, great. The characters in a story are not only humans but also animals and maybe plants. Did the story happen at unknown places?” Some students said, “Sometimes, Mr. But, a story usually mentions the place such as in a village, in a forest, and in a castle.” “Excellent. Usually, a story provides its place. What about the time?” They kept silent. Because no body gave an answer, the researcher explained it. He said that the time was not usually clearly stated. He added that because most stories were*

*folktales and fictions, there was no exact time. The time signals that are usually used are one day, a long time ago, and once upon a time. They paid attention to his explanation.)*

**(Appendix A/page 125/FN 06/ lines 12-23)**

Then, the researcher discussed the generic structures until the students understood the text. To make them understand the materials easily, he gave a new text entitled “*Snow White*” and the previous text that was “*The Hare and the Tortoise*”. He explained that the place, the character(s), and the time in a narrative text were usually called “*orientation*”, the problems were called “*complication*”, and the ending was called “*resolution*”.

Peneliti menampilkan teks berjudul “*Snow White*” dan meminta siswa untuk memperhatikan teks tersebut. Peneliti menjelaskan tentang kalimat dan paragraph dalam “*narrative texts*” yang berisi tentang tokoh, waktu dan tempat yang disebut “*orientation*”. Kemudian, menjelaskan tentang letak “*orientation*” dalam cerita. Dia juga menjelaskan tentang bagian yang disebut “*complication*” yang berisi tentang masalah yang dihadapi tokoh dan “*resolution*” yang berisi tentang bagaimana tokoh cerita menyelesaikan masalah yang dihadapi.

*(The researcher showed a text entitled “Snow White” and the students were to pay attention to the text. He explained that a sentence or sentences, or a paragraph in a narrative text that gave knowledge to readers about the characters, the place, and the time were called orientation. Moreover, he added that the orientation of a text was usually stated in the first paragraph of the text. The complication was stated in paragraphs came after the orientation and it consisted of problems faced by the characters in the story. The last was the resolution that was usually stated in the last paragraph and contained the solution done by the characters in the story to cope with the problems.)*

**(Appendix A/page 126/FN06/ lines 24-31)**

After the students understood the points taught by the researcher, they did the next task. They were to make a prediction of a story entitled “*The Lion and The Mouse*” based on clues given. After some time, they then read the text and matched their predictions before reading and after reading the text. Because they

found difficulties related to vocabulary, the researcher showed slides containing pictures telling about the story to help them understand the vocabulary and the content of the text. After checking their predictions, they did a task related to the generic structures of a narrative text. They did the task in groups. The activity is described as follows.

Para siswa diminta untuk membuat prediksi mereka tentang isi cerita berdasarkan petunjuk yang diberikan. Peneliti berkeliling untuk melihat pekerjaan siswa dan membantu siswa yang mengalami kesulitan. Setelah beberapa lama, siswa dan peneliti membahas tentang prediksi yang dibuat. Peneliti menunjuk beberapa siswa untuk menceritakan prediksi mereka. Setelah itu, peneliti bertanya pada siswa lain apakah mereka memiliki prediksi yang sama atau tidak. Kemudian siswa membaca teks yang diberikan dan membandingkan hasil prediksi mereka sebelum dan sesudah membaca teks. Karena para siswa kesulitan memahami arti kata dalam teks, peneliti menampilkan gambar untuk memudahkan mereka mengerti arti kata yang sulit. Setelah selesai, siswa diminta mengerjakan dalam kelompok untuk menunjukan bagian – bagian dari “*narrative texts*”.

*(The students were to make their own predictions by looking at clues given. Then, the researcher moved around to see their work and helped them who got difficulties in making their predictions. After some time, the students and the researcher discussed their work. The researcher asked some students to tell their prediction to their friends. After each student finished telling their predictions, he asked to the others whether they had the same or similar predictions or not. Then, they read the text to match their predictions. Because they found difficulties related to vocabulary, he showed pictures of the story to make them understand both the words and the content. Next, they worked in groups to find the generic structures of the text.)*

**(Appendix A/page 126/FN 06/ lines 31-42)**

After the students understood the generic structures of a narrative text, the researcher began to explain the use of simple past tense. In explaining the tense, he showed slides in front of the class. They were to pay attention to the slides and the examples given. To make them understand more, they were to look at the previous texts given and to observe the texts. Then, they did exercise related to it.

The lesson was ended by summarizing what they had learned on that day. The researcher asked them about the lesson and whether they still got confused or not.

c. Third Meeting

The third meeting was on Saturday, February 1<sup>st</sup>, 2014. This meeting came to the last stage namely Independent Construction of the Text, ICOT. However, JCOT stage was also conducted to make the students understand more about the lesson. The researcher reviewed the previous meetings by asking some questions related to the generic structures of a narrative text. Then, the students were asked to work in groups to construct a narrative text entitled “*The Thirsty Crow*” by arranging the pictures of that text. By using pictures, they made a good story. He divided them into small groups (4-5 students for each group). Each group had to make a story based on their knowledge and interpretation of the information in the pictures and discussed it within the groups. Later, he asked them to mention the correct orders that they made with their own group.

Then, the researcher discussed the previous tasks together with the students. After that, they were given a chance to ask which parts of the lesson that they were still not sure. In the next forty minutes, they started to do some exercises individually and independently. This situation is presented in the field note below.

<p>Peneliti menanyakan para siswa apa yang telah mereka pelajari di pertemuan sebelumnya. Kemudian, mereka membuat cerita berdasarkan gambar. Mereka mengurutkan gambar untuk membentuk sebuah cerita “<i>The Thirsty Crow</i>”. Mereka bekerja dalam grup. Setelah selesai, tiap perwakilan kelompok menuliskan urutan cerita yang mereka buat. Setelah membahas urutan yang tepat, peneliti membagikan teks berisi cerita tentang “<i>The Thirsty Crow</i>”. Siswa kemudian mencari kata – kata yang sulit dan membahasnya dalam kelompok. Siswa diminta untuk tidak membuka kamus tetapi menggunakan informasi yang ada dalam teks dan gambar untuk</p>
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menebak arti kata sulit yang mereka dapat.

Setelah selesai mencari arti kata, siswa mengerjakan latihan *past tense* dan mengerjakan tugas berikutnya secara mandiri.

*(The researcher asked the students about their previous meetings and what they had already learned. After that, they were asked to make a story based on the pictures given. They were asked to arrange the pictures into correct orders. The pictures were about The Thirsty Crow. They did the task in groups. Next, each group wrote their work on the blackboard. They were also to find difficult words and to discuss them within the groups. After that, they were to do an exercise on changing the verbs in the text and do next tasks individually.)*

**(Appendix A/page 127/FN 07/ lines 3-13)**

After they finished checking their work, the researcher asked whether they got better understanding or not related to the narrative texts. Next, the students and the researcher summarized the lesson. Then, it was ended by praying together. The captain of the class led the prayer before they went home.

### **3. Reflection**

The researcher and the teacher had a discussion about the influence of the actions to the quality of the teaching and learning process. In addition, they tried to analyze the strengths and the weaknesses to find out the better ways to solve the problems. The discussion was rooted on the observations during the actions and the interviews with the teacher and the students. It evaluated what happened in the first cycle. The reflection then would be used as a plan for the actions that would be implemented in the second cycle.

In establishing the goals of reading, the researcher explained the standard competence and basic competence to the students. By doing this, it was expected that they could understand why they were asked to read. In getting their interest and attention, he presented pictures at the beginning of the lesson as well as in the



texts and activities. The students and the teacher gave positive attitudes towards the media used in the reading class. In addition, he also used the LCD projector when presenting the materials. The students looked very interested and actively answered his questions. It can be seen from the extracts of the interviews.

- 
- R : Researcher  
S : Student(s)
- R : *Bagaimana pelajaran tadi, dek?*  
**(How is the lesson today?)**
- S : *Tadi pelajarannya lebih nyenengin, mas.*  
**(I am happy because the lesson is interesting.)**
- R : *Menariknya di mana dek?*  
**(Which parts are you interested in?)**
- S : *Ada gambarnya, jadi lebih menarik dan membantu memahami.*  
**(You use pictures. It makes the lesson more interesting and easy to understand.)**
- R : *Selain itu dek?*  
**(What else?)**
- S : *Dibantu memahami topik teksnya sebelum membaca.*  
**(We are helped to know the topic of the lesson and the texts before we read.)**
- R : *Jadi, adek mulai tertarik untuk mau membaca?*  
**(Do you start to like reading?)**
- S : *Iya, mas. Tapi ya lihat besok gimana, kalau masih menarik ya saya mau baca.*  
**(Yes, I do. But, let's see in the next meeting. If the lesson is still interesting, maybe I will like reading.)**

(Appendix B/page 137/IT 05)

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- ET : *Selain itu, tadi mas –nya pake peraga gambar. Itu sudah cukup baik untuk menarik minat siswa. Gambarnya cukup jelas cuma masih terlalu kecil, lebih baik kalau ditampilkan di LCD langsung, mas. Biar yang belakang bisa liat juga sejak awal.*  
**(Moreover, you use pictures. That is good to attract the students' interest. The pictures are clear enough, but a little bit small. In addition, it would be better to show the pictures through the LCD projector so that the students sitting in the back rows can also see them clearly from the beginning.)**

- R : *Iya, pak. Saya juga menyadari tadi.*  
**(Yes, Sir. I am also aware about that.)**
- ET : *Selebihnya, sudah baik. Tapi, masih perlu kita liat dipertemuan berikutnya.*  
**(The rest is well enough, but let's see the next meeting.)**

**(Appendix B/page 138/IT 06)**

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In exploring keywords, the students were asked to find the meaning of words by having a pair discussion. First, each student should find their own difficult words. After that, they did the discussion. In discussing the difficult words, they were prohibited to use their dictionary. It was expected that they did not depended too much on it. The activity is presented in the field note as follows.

Kemudian, siswa mendapat teks yang berjudul "*Hare and Tortoise*". Tetapi, sebelum para siswa membaca teks, peneliti meminta siswa untuk mencari kata – kata yang mereka anggap sulit. Kegiatan tersebut dilakukan secara individu. Setelah masing – masing siswa selesai membuat daftar kata yang mereka anggap sulit, mereka diminta bekerja berpasangan untuk mendiskusikan arti kata – kata sulit yang mereka dapat. Para siswa dilarang untuk membuka kamus sebelum mereka melakukan diskusi. Tetapi, para siswa tampak bingung dalam mencari arti kata sulit tanpa kamus. Pada akhirnya, mereka diizinkan untuk membuka kamus

*(After that, the researcher distributed the text entitled "The Hare and the Tortoise" and asked the students to find the difficult words before reading the text. In finding the difficult words, each student was asked to find their own difficult words and work individually. After finishing finding the difficult words, they worked in pairs to find the meanings of the words. They were prohibited to use the dictionary. He moved around to see their work. Many students got confused. Therefore, he helped them to find the meanings of the difficult words. If they could not figure out the meanings, they then were allowed to open the dictionary or ask the researcher and the English teacher.)*

**(Appendix A/page 124/FN 05/ lines 51-59)**

However, this activity was not successfully applied. It was because almost all the students had the same difficult words. Therefore, they could not do the discussion well since each student in pairs did not understand the meanings either.

To cope with this problem, finally the researcher allowed them to open their dictionary. The situation is described in the excerpt as follows.

- 
- R : Researcher  
S : Students
- R : *Tadi ada tugas cari kata – kata sulit, susah gak?*  
(There is a task to find the difficult words. Is it difficult?)
- S : *Kalau cari kata – katanya sih gampang, tapi cari artinya susah.*  
(It is easy to find the words but difficult to find the meanings.)
- R : *Tadi kan ngerjainnya berpasangan, masih susah?*  
(You work in pairs, is it still difficult?)
- S : *Masih, soalnya kata- kata sulit yang kita punya sama. Jadi, sama – sama ga tau.*  
( Yes it is. It is because we have the same difficult words. Therefore, we do not know the meanings and we cannot discuss them well.)

(Appendix B/page 139/IT 07)

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- 
- R : Researcher  
S : Student(s)
- R : *Ada yang susah gak, tadi.*  
(Are there any difficulties in our lesson?)
- S : *Masih bingung yang kata-kata sulit meskipun teksnya agak umum.*  
(I am still confused. Though the text is quite familiar, but there are some difficult words I find. I don't understand the meanings.)
- R : *Tadi kan ada kegiatan untuk cari kata sulit dan diskusi sama teman sebangku. Masih susah?*  
(There is an activity in which you discuss the meaning of the difficult words with your partner, right? Still difficult?)
- S : *Iya, tapi masih bingung soalnya sama – sama gak tahu?*  
(Right. But, we still feel difficult because both of us do not understand the words.)
- R : *Iya, tadi memang seperti itu, terus baru Mr minta buka kamus.*  
(I see. I just want to try to make you do not depend too much on the dictionary. At last, you may open it.)

(Appendix B/page 139/IT 08)

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In building connection and background knowledge, the students were asked to observe the texts given. They were to make use of what they knew to comprehend the texts. To make them understand the generic structures of a narrative genre, the researcher did questioning. To accomplish the teaching and learning process, he also gave the students some exercises such as: predicting the content of the texts based on the clues given, identifying the generic structures of narrative texts, and using simple past tense. The aim of the exercises was to help them comprehend how a narrative text was constructed and what the texts told about. The transcript below describes the situation in the field.

- 
- R : Researcher  
S : Student(s)
- R : *Selain gambar, ada lagi yang menarik?*  
**(Besides pictures, is there any interesting thing?)**
- S : *Tadi ada prediksi. Belum pernah disuruh memprediksi.*  
**(There is a task to make a prediction. It is something new because we are never asked to make our prediction about the texts.)**
- R : *Trus ada kesulitan dalam membuat prediksi ga?*  
**(Are there any difficulties in making your own prediction?)**
- S : *Kayaknya ga ada, mas. Kan diawal dah diajak memahami karakter tokohnya, trus prediksinya terserah kita berdasar karakter yang dah dibahas.*  
**(I do not think so. Because we have discussed the characters from the pictures and we are asked to make our own prediction based on the discussion.)**
- R : *Oh, gitu. Terima kasih.*  
**(Okay. Thanks.)**

**(Appendix B/page 140/IT 09)**

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- 
- R : Researcher  
S : Student(s)
- S : *Masih bingung polanya cerita. Terus masih bingung kata – katanya.*

*Kalau yang buat mendingan, karena ada kegiatan memprediksi sama ada gambar. Ya, walaupun prediksinya belum tentu benar. Hehehe*

**(I am a bit confused with the story's pattern. Moreover, the words are also difficult. Fortunately, there is an activity in which we can try to predict the story and discuss the vocabulary tasks. There are also pictures, too. However, I am still a bit confused.)**

R : *Oh, begitu. Jadi, paling nggak adek sudah ada minat untuk membaca dan mencoba memprediksi isi cerita.*

**(So, at least you start to try to like reading and you learn about predicting.)**

S : *Iya, mas. Kurang lebih begitu.*

**(Yes, I think so.)**

**(Appendix B/page 140/IT 10)**

The transcripts above show that the students felt excited in joining the lesson. It was because of the use of pictures and some activities that they did not experience before. Furthermore, they did not feel too difficult in joining the activities. The researcher also conducted an interview with the English teacher in order to obtain the data and to know his opinion towards the lesson, especially the actions done. It was also to fulfill dialogic, catalytic and democratic validity. The interview transcript is as follows.

R : Researcher

ET : English Teacher

R : *Pak, bagaimana pengajaran hari ini?*

**(How is the teaching and learning process today, Sir?)**

ET : *Sudah lebih baik, mas. Anak – anak sudah mulai bisa diatur dan nurut.*

**(I think it is better. The students are easier to manage.)**

R : *Kalau untuk kekurangan atau barangkali saran pak?*

**(Is there any weakness or maybe suggestion, Sir?)**

ET : *Untuk sementara belum ada lagi mas. Mas Angga sudah lebih pelan dalam menjelaskan.*

**(I do not find it yet, for now. You have tried to explain the materials slower.)**

R : *Iya, pak. Saya juga berusaha lebih pelan dan lebih simpel dalam memberi instruksi.*

- (Yes, Sir. I will try to explain the instructions slowly and use simple instructions.)**
- ET : *Untuk yang bekerja berpasangan, relatif lebih mudah dikondisikan. Tapi untuk yang bekerja kelompok perlu monitoring yang lebih lagi. Karena, tadi saya lihat hanya beberapa siswa yang bekerja maksimal. Sedangkan yang lain Cuma menyalin dan ngobrol.*
- (For the pair work, it is easier to manage, but for the group work, the students need to be more monitored since I see some students work seriously while the others just copy their friends' work.)**
- R : *Iya, pak. Saya juga masih merasa sulit untuk yang berkelompok. Mungkin akan saya coba campur saja.*
- (Yes, Sir. I also still felt difficult to monitor the group work. Maybe I will try to mix them.)**
- ET : *Iya, mas. Coba dicampur saja. Biar yang satu geng tidak berkumpul terus.*
- (Good. Just mix them, so the students will not always be in the same groups.)**
- R : *Selain itu, pak.*
- (Any other, Sir?)**
- ET : *Kalau dalam menyampaikan perlu diterjemahkan, pakai bahasa Indonesia saja, jangan bahasa Jawa. Sementara itu dulu yang bisa saya sampaikan.*
- (If the explanation needs to be translated, just use Bahasa Indonesia instead of Bahasa Jawa. Those are all that I can say for now.)**

**(Appendix B/page 141/IT 11)**

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Related to the materials used in the teaching and learning process, the students showed positive attitudes. Though many of them were not familiar with some texts, they said that the texts were not long and it made them are willing to read. This condition can be seen in the transcript below.

- 
- R : Researcher  
S : Student(s) (H : Heni, Rn : Ririn, T : Tias)
- R : *Begini, kemarin dan tadi kan Mas Angga mengajar kalian. Menurut kalian bagaimana?*
- (Since yesterday, I have taught you. How is my teaching?)**
- T : *Ya, enak kok mas ngajarnya. Cuma masih kecepetan ngomongnya aja. Terus keseringan pakai bahasa Inggris.*
- (Your teaching is good, but you speak too fast and often use**

- English.)**
- R : *Haha. Namanya juga pelajaran bahasa Inggris, jadi sebisa mungkin pakai bahasa Inggris.*  
**(Of course. Since we learn English, we suppose to use English, don't we?)**
- H : *Iya, sih mas. Tapi, kan kalau neranginnya pakai bahasa Indonesia bias lebih paham. Hehe.*  
**(You are right, Sir. But if you explain in Bahasa Indonesia, we can understand better.)**
- R : *Iya, dek. Makanya, mas pakai bahasa Indonesia juga kan. Kalau tentang cara mengajarnya bagaimana?*  
**(I see. That is why I use Bahasa Indonesia, too. How about the teaching techniques?)**
- T : *Iya, enak. Bacaannya ga terlalu panjang, terus pake tebak – tebak juga.*  
**(It is enjoyable. The texts are not too long and there is also a guessing activity, too.)**
- Rn : *Kalau untuk memahami bacaannya bagaimana?*  
**(Can you understand the texts?)**
- H&T : *Ya, lumayan mas. Udah mulai bisa dikit. Hehe.*  
**(It is good, Sir. I start to understand the texts. Hehe.)**
- R : *Kalau kesulitan yang lain ada nggak?*  
**(Do you have other difficulties?)**
- Rn : *Ya, ada mas. Kata – kata yang gak tahu artinya. Terus tentang penggunaan past tense nya juga.*  
**(Yes, I do. I think about the vocabulary and the use of the tense. There are some words that I do not know the meanings.)**
- R : *Kalau itu, mas coba minta kalian diskusiin kan? Masih susah ya?*  
**(I ask you to discuss about that, right? Is it still difficult?)**
- Rn : *Iya, mas. Lha sama – sama gak tahu artinya.*  
**(Yes, Sir. It is because all of us do not know the meanings.)**
- R : *Ooh, begitu. Ada saran tidak untuk mas?*  
**(I see. Do you have any suggestion for me?)**
- Rn&T : *Kata – katanya jangan yang susah – susah. Terus, waktunya dibanyakin untuk mengerjakan.*  
**(Don't use difficult words, please! And give us more time to do the tasks.)**

**(Appendix B/ page 141/ IT 12)**

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The last two interviews above also show that there were obstructions happened during the teaching and learning process. There were about the class management and the way the researcher delivered the materials. In dividing the

students into groups, he did not vary them. It made the class quite noisy since the boys were grouped with the boys and the girls with the girls, too. Related to the instruction, the students did not understand it clearly because the researcher spoke quite fast. Furthermore, the teacher also gave an additional opinion towards the actions done. The result of the interview is presented below.

- 
- R : Researcher  
ET : English Teacher
- R : *Iya, pak. Saya juga tadi mendengar mereka meributkan pelajaran. Lalu bagaimana, pak? Apa masih perlu ada yang dirubah atau tidak untuk pertemuan berikutnya?*  
(Yes, Sir. I see they make noise when they talk about the lesson. So, how is it, Sir? Do I need to make any changes for the next meeting?)
- ET : *Iya, Mas. Saya masih belum puas dengan apa yang dicapai. Tentunya, mas juga merasakan hal yang sama.*  
(Yes. I do not feel satisfied yet with the progress and I think you feel the same, don't you?)
- R : *Benar, pak.*  
(Certainly, Sir.)
- ET : *Jadi, saya rasa masih perlu adanya tindak lanjut. Kalau cara yang dilakukan, mungkin sebagian besar masih sama juga tidak apa – apa.*  
(That is why I think there must be some further actions. But, from the way you deliver the materials, I think it is alright if you still want to use the same ways.)
- R : *Jadi, untuk menarik minat membaca siswa dengan menampilkan gambar sudah baik, pak?*  
(So, is it alright to attract the students' attention by using pictures, Sir?)
- ET : *Iya, mas. Saya lihat sudah cukup menarik minat siswa. Tapi, masih ada yang kurang.*  
(Yes. I think it is quite interesting to the students. However, there are still some lacks.)
- R : *Kira – kira bagian mana yang perlu diperbaiki, pak?*  
(Which parts need to be repaired, Sir?)
- ET : *Kalau saya perhatikan, untuk mengatasi kesulitan vocabulary, siswa diminta untuk mencari kata sulit dan berdiskusi dengan teman. Tapi, mereka cenderung punya kata – kata sukar yang sama. Jadi, mereka tidak bisa berdiskusi maksimal untuk mencari arti kata.*  
(Through my observation, in order to solve the difficulty related to The vocabulary, the students are asked to search and discuss the



**difficult words with their friends. However, they tend to have the same difficult words. Therefore, they cannot maximize their discussion.)**

- R : *Iya, pak. Saya berencana mengubah kegiatan nya dengan menggunakan guessing dari kalimat atau konteksnya. Bagaimana menurut bapak?*  
**(Yes, Sir. I plan to change the activity. What about guessing through sentences or its contexts?)**
- ET : *Bisa, mas. Bisa dicoba. Sepertinya bisa lebih efektif.*  
**(Yes, you can try it. It sounds more effective.)**

**(Appendix B/ page 142/ IT 13)**

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From the explanations above, it can be said that the actions done were quite successful. However, there were some problems still happened in Cycle I, such as the size and the clarity of the pictures, the way the researcher delivered the lesson, and the aspect of vocabulary mastery. As a response to the students' problems happened during Cycle I, the researcher and the collaborators thought of a plan to overcome the problems. They decided to concern with the vocabulary mastery. This problem was considered urgent since sufficient vocabulary was needed for the students to be able to understand the content of the text. The team decided to make a different activity by providing them with more vocabulary clues, guessing through the contexts and making use of any information related to the text. While in the previous meeting, they were asked to find their own difficult words and discussed them in pairs, the team agreed that building their interpretation and guessing through the contexts were more useful for them to get the meanings and understand the content. This activity was going to be applied in Cycle II. By doing this, it was expected that they could improve their vocabulary mastery. The summary of the reflection in Cycle I is shown in Table 9.

Table 9: The Summary of the Reflection in Cycle I

No.	Before the actions	After the actions	Suggestions
1.	The students did not participate actively in the class.	<ul style="list-style-type: none"> <li>- The students were interested in the topic since they learned different ways of learning.</li> <li>- The students worked in pairs and groups.</li> <li>- The students were more active.</li> </ul>	<ul style="list-style-type: none"> <li>- The researcher needed to concern more in the grouping technique.</li> </ul>
2.	The students were only asked to listen and then answer the questions.	<ul style="list-style-type: none"> <li>- The activities were varied.</li> <li>- The media were provided.</li> </ul>	<ul style="list-style-type: none"> <li>- The LCD projector should be used in the teaching and learning process to make the students be more interested in joining reading class.</li> <li>- The researcher should be aware of the size of the pictures used.</li> </ul>
3.	The students depended too much on the dictionary.	<ul style="list-style-type: none"> <li>- They were asked to find the meaning of words by having pair discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- The students should be able to guess the meanings of words based on the contexts.</li> </ul>
4.	The students had difficulties in finding the main idea of the paragraphs and the topic of the text.	<ul style="list-style-type: none"> <li>- The texts were quite familiar to the students.</li> <li>- The students did prediction of the content and made use of vocabulary learned in the exploring keywords step.</li> </ul>	<ul style="list-style-type: none"> <li>- The texts used were quite familiar to the students.</li> <li>- The texts used in the next cycle should be able to build up more the students' schemata.</li> </ul>

## **C. The Report of Cycle II**

### **1. Planning**

Though the actions done in Cycle I ran quite well, the researcher and the collaborators agreed to continue the actions to Cycle II to reform certain weaknesses in the former cycle. There were three meetings to accomplish Cycle II. To solve the problems, the researcher and the English teacher still applied the same actions with some variations in the activities. Those plans and the actions are presented as follows.

#### **a. First Meeting**

In the first meeting, the researcher did the establishing reading goals and building attention and interest. Those actions were implemented in Building Knowledge of the Field stage (BKOF). In this cycle, the text genre was still narrative but with a different theme. In Cycle I, the texts were about folktales, while in Cycle II the texts were about legend stories. To attract the students' attention, he still used pictures and slides. The English teacher suggested him to use videos, too. In building the students' knowledge, he asked some questions related to the narrative genre. Here were some examples of the questions.

- 1) Did you remember what we have learned in the previous meeting?
- 2) Could you please tell me the generic structures of a narrative text?
- 3) Did you still remember it?

Afterwards, to build up the students' background knowledge, the researcher provided them with some pictures of local stories. He presented several

pictures of legend stories such as: Nyi Roro Kidul, Prambanan, and Lake Toba. The next, he gave a text entitled Nyi Roro Kidul to them to deal with.

b. Second Meeting

In the second meeting, the building interest and attention and exploring the keywords were implemented. Those actions were implemented in Modeling and Deconstructing of the Text and Joint Construction of the Text. The activities were similar to what had been done in Cycle I. The students were still guided to understand the topic and the texts before they started to comprehend the materials given. In addition, they were also asked to observe the generic structures and the language features of a narrative text together from the model text. Then, they observed whether there were any differences related to the generic structures of narrative texts that they read in Cycle II with narrative texts they read in Cycle I. In this meeting, exploring keywords was also applied. They were guided to guess the new words by making use of any information presented in the texts and any information that they had already known.

c. Third Meeting

The last meeting of Cycle II came to the last stage of GBA, it was Independent Constructing of the Text. The activities conducted in the third meeting of Cycle II were like the activities held in Cycle I. The actions applied were also the same. The building connections and background knowledge was applied. In this meeting, the students would be guided to refresh their minds and recall their memories of the previous lesson. After that, they were to do some

tasks in pairs or groups before they were asked to comprehend and do the other tasks independently.

## 2. Actions and Observations

### a. First Meeting

The first meeting was held on Monday, February 3<sup>rd</sup>, 2014. The researcher came to the classroom. He greeted the students cheerfully. Then, he checked their attendance. In this meeting, he explained again the goals of their reading. He also told them that they were going to learn the same genre but the theme was different from their previous meetings. He tried to make them guess the topic. He gave some questions to them in order to help them guess the topic. Then, they were shown some pictures of legend stories. One of them was the story of Nyi Roro Kidul. Because they were all already familiar with this legend story, they were asked to write everything related to the story of Roro Kidul. After some time, some students were asked to tell the story of Nyi Roro Kidul to their friends. The activity is described as follows.

Peneliti membuka kelas dengan mengucapkan salam. "Good morning. How are you?" "Good morning, Mr. Angga. I'm fine, and you?" "I'm fine, too. Thank you." Kemudian peneliti bertanya apa yang telah dipelajari di pertemuan sebelumnya. "Do you remember what you have learned in the last meeting?" Beberapa siswa mengatakan bahwa pertemuan yang lalu membahas tentang "folktales". Kemudian, peneliti meminta siswa menyebutkan jenis – jenis cerita yang pernah mereka ketahui. Para siswa menyebutkan fabel, mitos, legenda, dan cerita fiksi. Setelah itu, peneliti bertanya mengenai cerita legenda. "Do you know some legend stories in Jogja?" Some students answered, "Nyi Roro Kidul, Prambanan Temple, Vredeborg Castle". Kemudian peneliti bertanya tentang cerita legenda di luar Jogja. Beberapa siswa menyebutkan cerita "Malin Kundang, Tangkuban Perahu, dan Mount Bromo". Peneliti kemudian menjelaskan bahwa mereka akan belajar tentang cerita "Nyi Roro Kidul". Setelah memberi beberapa pertanyaan, masing – masing siswa memperoleh satu teks tentang "Nyi Roro Kidul". Sebelum siswa membaca, siswa menuliskan hal – hal yang mereka ketahui tentang "Nyi Roro Kidul".

*(The researcher opened the class by greeting, “Good morning, class. How are you?” “Good morning Mr. Angga. I’m fine, and you?” The teacher answered, “I’m fine, too. Thank you.” Then, he asked what they had learned in the last meeting, “Do you remember what you have learned in the last meeting?” Some students answered, “Folktales”. Then, he asked them to mention what types of stories that they knew. They mentioned fable, myth, legend and fiction stories. After that, he began the lesson by asking them about some legend stories. “Do you know some legend stories in Jogja?” Some students answered, “Nyi Roro Kidul, Prambanan Temple, Vredeborg Castle” He continued asking, “How about the stories from outside Jogja?” They mentioned Malin Kundang, Tangkuban Perahu, Mount Bromo. Next, he told them that they were going to discuss Nyi Roro Kidul. He did questioning. After that the students were given a text of Nyi Roro Kidul. However, before they did reading, they were asked to write anything they knew about Nyi Roro Kidul.)*

**(Appendix A/page 128/FN 08/ lines 1-16)**

Then, the students moved to the next activities. They were asked to do fast reading. Then, they were asked to find the meanings of words in pairs. They were asked to use what they knew about the story and to make use of the information from the text. They were quite enthusiastic in finding the meanings because they were quite familiar with the content of the story. They were allowed to ask the researcher if they found difficult words that they did not know. After they finished discussing the difficult words with their partner, their work was checked together with the researcher. The next, they answered the questions related to the story. After 25 minutes, they were asked to answer the questions in turn. To recall their knowledge related to past tense in narrative stories, they were asked to change the verbs in paragraph two into the correct forms.

After discussing all the tasks, the students and the researcher made a summary together about what had been discussed on that day. The students mentioned about Nyi Roro Kidul, simple past tense, fast reading technique, and

finding difficult words by using their knowledge and the contexts. The class was ended by praying together.

b. Second Meeting

The second meeting was held on Friday, February 7<sup>th</sup>, 2014. The class started at 10.15 am and ended at 11.45 am. The class was opened by praying and checking the students' attendance and condition before reviewing the previous materials. The students were given some questions related to the topics and the objectives of the learning. Afterwards, they paid attention to the slides presented by the researcher. The slides were about references. They were asked to look at the slides and review the materials.

Pelajaran dibuka dengan membaca doa, mengecek kehadiran siswa, serta membahas singkat pelajaran yang sudah didapat pada pertemuan sebelumnya. Siswa diberi beberapa pertanyaan sebagai pemanasan dan pengantar topic pelajaran. Kemudian, siswa mengamati powerpoint yang ditampilkan pada layar. Guru menunjukan slides tentang reference words untuk mengingat kembali apa itu reference words. Guru menjelaskan kembali bahwa untuk membuat cerita menjadi enak dipahami, salah satu caranya adalah adanya penggunaan reference words.

*(The class was opened by praying and checking the attendance, and also having discussion about the previous lesson. The students were to answer some warming-up questions. Then, they were to observe the material in the powerpoint. It was about reference words. The researcher explained that to make a story easily to understand, writers usually used reference words.)*

**(Appendix A/page 130/FN 09/ lines 1-7)**

Beside explaining the reference words, the researcher tried to recall the students' schemata. They were helped to recall their prior knowledge about simple past tense. They were asked to change the verbs in paragraph two into the correct forms. The researcher helped them by giving a short explanation about the tense. In doing this task, they worked in pairs. Afterwards, they were divided into six groups. Each group consisted of five to six members. They were to arrange the

pictures of a story about Malin Kundang. The next, each group gave their answer after finishing arranging the pictures. Below is the description of the activity.

Kemudian, siswa diminta untuk membentuk kelompok terdiri dari enam orang. Masing – masing kelompok mendapat beberapa gambar yang masih acak. Peneliti memberi penjelasan pada siswa. Lalu, para siswa mulai bekerja dalam kelompok untuk mengurutkan gambar. Setelah beberapa waktu, tiap kelompok mengirimkan satu wakilnya untuk menuliskan jawaban mereka ke depan. Setelah semua siswa menuliskan jawaban yang ada, kemudian jawaban – jawaban tersebut dikoreksi bersama –sama.

*(The researcher asked the students to make a group of six. Then, he gave instructions to them. One of them asked again the procedure of the task. After all the students understood the instructions, they began to do the task. They were asked to sequence the jumbled pictures into a good order. After some time, the teacher asked whether they had finished their work or not. Some students said that they had not finished the task yet. Next, the researcher told them that each group had to choose one of the members as their group's representative. Those representatives then should tell the class about their group's answer. After they all finished doing the task, each representative gave their answer. The answers then were checked together.)*

**(Appendix A/page 131/FN 09/ lines 8-15)**

### c. Third Meeting

The third meeting was conducted on Saturday, February 8<sup>th</sup>, 2014. This was the last meeting. In this meeting, the researcher continued teaching the last materials which was still about narrative. He started the class by greeting the students and checking their attendance. All students attended the class. He also did reviewing before moving onto the next reading activities. After that, he presented the story of Cinderelas. They were asked to do fast reading. Then, they were asked to give a little bit information about the story. They could answer well. However, when he asked what they knew about the story, only some students could answer. After previewing, they were to do an exercise on difficult words. They were asked to use the contexts from the sentences to guess the meanings of



the words. They could do the task well because they knew the clues. After that, they discussed the words together.

After knowing the keywords, the students did in-depth reading. After 10 minutes, they answered the questions related to Cindelas. The next, they were asked one by one to answer the questions. To check their comprehension, they were asked to do some tasks individually. The tasks were about Loro Jonggrang and The Story of Panyalahan Village. At the end of the meeting, they summarized the lesson together with the researcher. The researcher also told them that they were going to have a posttest in the next meeting.

### **3. Reflection**

In reference to the plans and actions which were done in Cycle II, the researcher found that the students attained some improvements related to their reading ability. The problems appeared during the teaching and learning process in Cycle I were solved in Cycle II. He analyzed the data gained from the interviews and field notes and discussed the results of Cycle II with the collaborators to analyze the improvement in Cycle II. The results of the reflection in each meeting are described as follows.

At the beginning of the lesson, the researcher helped the students to know the objectives of the lesson by paying attention to the standard competence and basic of competency. It was to make them know the goals of their reading. Moreover, the researcher reminded them about the importance of English for their national examination. All these were through the use of establishing reading goals.

It was expected that by knowing what they could obtain and what they could do after they read, they could join the reading class actively.

In building interest and attention, the researcher presented pictures and familiar texts. The students explored the pictures first before they explored the texts. They were guided to activate their prior schemata by previewing and using aids. They were also asked to remember their previous materials. The researcher chose the familiar texts to make them understand the materials easily. By doing this, they could be ready to absorb the knowledge and to use their schemata. Moreover, they became interested in joining the lesson since they knew the stories of each picture. It was proven to be effective since their background knowledge was recalled though some students seemed bored with the texts. The situation is described in the transcripts below.

---

R : Researcher

S : Students

R : *Halo, dek. Gimana tadi? Bisa mengikuti pelajaran?*  
**(How is the lesson? Can you follow the lesson?)**

S : *Bisa, mas.*  
**(Yes, I can.)**

R : *Apa yang buat adek bisa mengikuti pelajaran hari ini?*  
**(What make you think that you are able to follow the lesson?)**

S : *Ceritanya kan uda terkenal banget mas.*  
**(The stories are very popular.)**

R : *Terus?*  
**(Then?)**

S : *Ya, jadi tadi pas ngerjain prediksi ceritanya, jadi lebih gampang. Kan jadi ga perlu mikir berat. Hehe*  
**(Because the stories are very popular, we can make the prediction easier. So, we do not need to think hard.)**

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(Appendix B/ page 144/ IT 16)

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- 
- R : Researcher  
S : Students
- R : *Lha, itu ceritanya kalian sering denger. Ada yang beda gak?*  
**(You say you know the story. Is there any difference?)**
- S : *Ada, mas. Awalnya ga tau tentang siapa, dan gimana Ratu Kidul.*  
**(Yes, it is. At first, I do not know who Ratu Kidul was and how she became Ratu Kidul.)**
- R : *Lha, tahunya apa, dek?*  
**(What do you know, then?)**
- S : *Cuma tau mitos larangan pake baju ijo aja. Haha.*  
**(I only know the myth that we are prohibited to wear green clothes.)**
- R : *Selain itu?*  
**(What else?)**
- S : *Sama tahu kalo dia penguasa pantai selatan.*  
**(I only know that she was the one who ruled the south ocean.)**
- R : *Ooh, gitu. Jadi, berguna juga kan?*  
**(I see. So, is it helpful?)**
- S : *Iya, sih mas. Hehe.*  
**(Yes, it is.)**

**(Appendix B/ page 144/ IT 15)**

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Besides interviewing the students, the researcher also interviewed the English teacher to know his opinion about the teaching and learning process and the actions applied. It was also to fulfill the dialogic validity. The teacher said that the actions were applied better and the materials could attract the students' attention. He also stated that it was better to use the familiar texts because the students still needed easy exposures. The situation is described in the interview transcript below.

- 
- R : Researcher  
ET : English Teacher
- R : *Bagaimana kegiatan hari ini, pak?*  
**(How is the lesson, Sir?)**

- ET : *Sudah sangat baik, mas. Anak – anak lebih memperhatikan dan mau mengikuti penjelasan dengan baik. Groupingnya juga sudah lebih baik dari pertemuan – pertemuan sebelumnya.*  
**(It is quite well. The students can focus on the lesson and the explanation. The way you group them also runs better than the previous meetings.)**
- R : *Iya, pak. Mereka juga lebih bisa diajak bekerja sama. Kalau tentang materinya?*  
**(Yes, I agree that they can focus on the lesson than before. What about the materials?)**
- ET : *Sesuai yang pernah kita bahas, mas. Kan perlu cerita yang familiar. Nah, cerita – cerita yang diberikan dari pertemuan pertama sampai sekarang cukup bisa membuat mereka tidak merasa sulit.*  
**(As what we have discussed, we need to give them familiar materials. From the beginning of the meeting until now, the materials can make the students understand easily.)**

**(Appendix B/ page 146/ IT 18)**

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In exploring keywords, the students were asked to find the meanings of the words like what they did in Cycle I. First, each student should find their own difficult words. After that, they did the discussion. In discussing the difficult words, they were still prohibited to use dictionary. However, there was something which was different from what was done in Cycle I. In this cycle, the researcher provided them with a different activity. They were to guess the words through the contexts and use their background knowledge about the texts and aids.

This activity was successfully applied. The students could be patient in finding the clues by looking at the pictures, the contexts of the texts and their knowledge of the texts. Therefore, they could do the discussion well since each student in pairs could help each other find the clues. They also enjoyed doing this since they did not need to spend much time on finding the meanings in the dictionary. The situation is described in the excerpts as follows.

- 
- R : Researcher  
S : Students
- R : *Sip, kalo gitu. Trus ada yang baru?*  
**(Good, then. Is there something new?)**
- S : *Iya, mas. Jadi tahu cerita gimana bisa jadi ratu pantai selatan.*  
**(Right. We now know the full story of Nyi Roro Kidul.)**
- R : *Sebelumnya gak tahu?*  
**(Do you mean you do not know the story before?)**
- S : *Ya, tahu mas. Cuma, dari bacaan tadi jadi lebih tahu.*  
**(No, I don't. I mean I know more about the story, now.)**
- R : *Ada kesulitan gak?*  
**(Do you find difficulties?)**
- S : *Biasa mas. Kosa katanya. Tapi kebantu karena paling nggak uda tahu ceritanya dalam versi Indonesia, jadi bisa lebih yakin nebak.*  
**(The vocabulary. Fortunately, we have already known the story in Indonesian version so we are quite confident in guessing.)**

(Appendix B/ page 144/ IT 16)

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- 
- R : Researcher  
S : Students
- R : *Kosa katanya gimana? Ada kesulitan?*  
**(How about the vocabulary? Do you find any difficulties?)**
- S : *Ada sih mas. Tapi tadi ngerjainnya ga sendiri jadi lebih enjoy aja.*  
**(Yes, I do. Fortunately, we work in pairs and groups so we enjoy the task.)**
- R : *Trus, susah gak ngartiin kata – katanya waktu ngerjain sama teman?*  
**(Then, is it difficult to find the meanings of the words together with your friends?)**
- S : *Hhhmm. Ga kok, mas. Selain ceritanya dah tahu, tadi masnya kan sempet ngingetin berkali – kali untuk lihat ke kalimat dan kata – kata yang uda tahu. Hehe.*  
**(No, it is not. Besides working in pairs and groups, we already know the story and you also ask us to pay attention to the familiar words.)**
- R : *Jadi, membantu gak dengan lihat kata – kata yang uda tahu untuk menebak kata yang gak tahu?*  
**(So, do you mean that by paying attention to the words we know, it can help you to guess the difficult words?)**
- S : *Iya, mas.*  
**(Of course.)**

R : *Haha. Okay, dek. Makasih.*  
**(Okay. Thanks.)**

**(Appendix B/ page 144/ IT 15)**

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In building connection and background knowledge, the researcher gave some texts to the students. Then, they were also to observe and predict the content. Since the texts were very popular, they did not feel the task to observe and predict was difficult. To check their understanding, comprehension questions were given. In answering the comprehension questions, they felt quite confident since they already learned how to deal with. The transcript below describes the situation in the field.

---

R : Researcher  
 ET : English Teacher

R : *Tadi kegiatannya lebih banyak mengerjakan tugas langsung. Bagaimana menurut bapak?*  
**(Today, we do a lot of practices. What do you think, Sir?)**

ET : *Iya, mas. Jadi saya tidak bisa berkomentar banyak. Tapi, tadi ada tambahan latihan lagi cara menebak lebih pakai background knowledge mereka. Itu sangat membantu siswa biar tidak putus asa kalau ketemu kata yang sukar.*  
**(Therefore, I cannot give many comments. Today, you give practices on guessing the words through the contexts. It helps the students a lot.)**

R : *Iya, pak, Saya juga berharapnya seperti itu.*  
**(I agree with you.)**

ET : *Jadi, saya rasa tadi siswa cukup bisa lebih yakin bisa menebak dan memahami. Ini pertemuan terakhir kan, mas?*  
**(So, I think the students now are quite confident in guessing and understanding the texts. Is this our last meeting?)**

**(Appendix B/ page 148/ IT 21)**

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In addition, the media used also gave a positive impact. It could be seen from the data gained through the interviews. In doing the interviews, the researcher interviewed the students and the teacher. The first interview transcript was obtained by interviewing the students. The later was the interview transcript with the teacher. Both the teacher and the students gave positive comments. In addition, the transcripts also show that the use of media also successfully built and connected the students' understanding with the texts. Furthermore, they did not feel too difficult in joining the activities. The transcripts are presented as follows.

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---

R : Researcher

S : Students

S : *Tadi pas ngurutin sempet ada yang beda – beda. Tapi akhirnya disetelin videonya. Jadi, bisa tahu urutan aslinya. Hehe.*

**(When we do a task on arranging pictures, we have different opinions. Then, you play the video so we know the correct order.)**

R : *Iya, habisnya tadi kalian pada ribut bingung urutannya. Haha.*

**(Yes, you are right. It is because some groups have different opinions.)**

R : *Membantu gak videonya?*

**(Does the video help you?)**

S : *Membantu mas, lagipula supaya gak bosen.*

**(Yes, it does. Moreover, it can make us not feel bored.)**

**(Appendix B/ page 146/ IT 19)**

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R : Researcher

ET : English Teacher

R : *Kalau penyampaian materinya?*

**(Then, what about the way I deliver the materials?)**

ET : *Sudah baik. Mas tidak terlalu cepat menyampaikan materinya. Tadi juga ada videonya. Itu baik sekali, biar siswa tidak bosan.*

**(You have done well. You do not explain the materials so fast.**

**Moreover, there is a video for today. That is very good and it can entertain the students.)**

R : *Jadi, menurut bapak, video dan gambarnya bisa menarik minat mereka?*

**(So, do you think that the video and the pictures can attract their attention?)**

ET : *Iya, mas. Juga bisa membantu mereka memahami dan menggunakan pengetahuan mereka.*

**(Yes, I do. The media can also help them understand the materials and use their knowledge, too.)**

**(Appendix B/ page 146/ IT 18)**

Different from the situations in Cycle I, the students were much easier to be managed. They also participated in the lesson actively. It meant that the collaborators and the researcher gave a better improvement in the aspects of the class management and the way to deliver the materials. In dividing the students into groups, the researcher varied them. It made the class quite noisy but the atmosphere was more conducive for studying. It was proven by looking at the teacher's opinion from the interview. The transcript of the interview is presented below.

R : Researcher

ET : English Teacher

R : *Bagaimana kegiatan hari ini, pak?*

**(How is the teaching and learning process today)?**

ET : *Sudah sangat baik, mas. Anak – anak lebih memperhatikan dan mau mengikuti penjelasan dengan baik. Groupingnya juga sudah lebih baik dari pertemuan – pertemuan sebelumnya.*

**(It is very good. The students can pay attention more and join the lesson well. The way you group them is also better than the last meeting.)**

**(Appendix B/ page 146/ IT 18)**



From the discussions above, it could be said that the actions done were quite successful. The use of the strategies and the activities applied gave positive effects to the students. Thus, the researcher decided to end the actions up to Cycle II. The evidence was said to be valid since it fulfilled the democratic, process, catalytic, outcome, and dialogic validity. The democratic validity was reached by the existence of the collaborators. The researcher always discussed the plan and the result of the meetings with the collaborators.

The process validity was proven by the students' active participation during the teaching learning activities. The students of Class VIII B of SMPN 1 Gamping Yogyakarta attended the teaching learning process. Their active participation was proven from the observation and the result of the interviews between the researcher and the English teacher, and between the researcher and the students. The catalytic was proven by the changes happened to all of the parties during and after the actions were implemented. The teacher got new insights into the schemata activation strategies to improve the students' reading comprehension ability and how to apply those strategies. The students also got benefits of using their prior knowledge to help them understand materials and comprehend the content of the texts used in the lesson.

The dialogic validity was done by discussing the reflection of each meeting with the collaborators. The discussion covered everything related to the implementation of schemata activation strategies in the teaching reading of narrative texts. The last validity was outcome validity. The outcome validity was proven by the students' results. After carrying out the actions in Cycle II, it can be

concluded that the cycle was successful in improving the students' reading comprehension ability. Table 10 is the summary of the results of the actions in Cycle II.

Table 10: **The Summary of the Reflection in Cycle II**

No.	Components	Cycle II
1.	The students' participation	<ul style="list-style-type: none"> <li>- The students participated in the lesson actively because they were familiar with the texts given.</li> <li>- The students worked actively in group and pair discussions.</li> </ul>
2.	The activities	<ul style="list-style-type: none"> <li>- The activities were varied and could attract the students' attention.</li> <li>- The media were provided.</li> </ul>
3.	The students' vocabulary mastery	<ul style="list-style-type: none"> <li>- The students developed better vocabulary mastery.</li> <li>- They were guided to use guessing technique.</li> </ul>
4.	The students' comprehension of the texts	<ul style="list-style-type: none"> <li>- The students had enough chances to explore the topic.</li> <li>- The pictures and vocabulary helped them in comprehending the texts given.</li> </ul>

Table 10 shows that the use of strategies that can activate the students' schemata to improve their reading comprehension ability worked well as seen based on some evidence above. Therefore, the researcher and the English teacher decided to end the cycles as the improvements were considered sufficient.

#### **D. General Findings and Discussions**

In Cycles I and II, the implementation of the schema activation strategies was successful in improving the students' reading comprehension ability. As a result, there were changes during the implementation of the actions. The summary of the changes that happened before and after the actions were conducted is presented in Table 11.

Table 11: **The Changes after the Implementation**

No.	Before actions were implemented	Cycle I	Cycle II
1.	The classroom interaction was low.	<ul style="list-style-type: none"> <li>- The students were interested in the topic since they learned different ways of teaching.</li> <li>- The students worked in pairs and groups.</li> <li>- The students were more active.</li> </ul>	<ul style="list-style-type: none"> <li>- The students participated in the lesson actively because they were familiar with the texts given.</li> <li>- The group work was more conducive.</li> </ul>
2.	The activities were monotonous and not interesting.	<ul style="list-style-type: none"> <li>- The activities were varied.</li> <li>- The media were provided.</li> </ul>	<ul style="list-style-type: none"> <li>- The activities were varied and could attract the students' attention.</li> <li>- The media such as video and pictures were provided.</li> </ul>
3.	The students' vocabulary mastery was low.	<ul style="list-style-type: none"> <li>- They still depended on dictionary.</li> <li>- They learned more about difficult words.</li> <li>- They did pair discussions to find the meaning of the words.</li> </ul>	<ul style="list-style-type: none"> <li>- The students developed better vocabulary mastery.</li> <li>- They were guided to use guessing technique.</li> </ul>
4.	The students had difficulties in comprehending the text.	<ul style="list-style-type: none"> <li>- The topic was quite familiar.</li> <li>- The students had some chances to explore the topic.</li> <li>- The media were used to recall the students' prior schemata and to help them understand the texts.</li> </ul>	<ul style="list-style-type: none"> <li>- The students had enough chances to explore the topic.</li> <li>- The pictures and vocabulary helped them comprehend the texts given.</li> <li>- The students tried to make a connection between what they got and what they wanted to have by reading the new stories.</li> </ul>

As the final reflection, the discussion of the study was focused on the teaching and learning process during the action research. The results of the research by activating the students' schemata in teaching reading were believed to be effective to improve their reading comprehension ability. Their growing reading comprehension also influenced their ability and behavior during the teaching and learning process.

As what have been said in the previous chapters, readers must do some steps which are not simple in order to be able to understand what they are reading. It is a difficult skill for L2 learners to master since it involved a complex process (Coltheart in Snowling and Hulme: 2005). In addition, Pang (2003) argues that reading consists of two related processes: word recognition and comprehension. Word recognition can be defined as the process of getting how written symbols correspond to one's spoken language. Comprehension can be seen as the process of making the meaning of words, sentences, and the connected text. Before the actions were given, the students had difficulties in comprehending the content of a text such as: finding main ideas, references, and meanings of difficult words. To solve the problems the researcher and the English teacher made plans and agreed to apply the strategies for activating students' schemata.

First, the researcher gave a pre-test to measure the students' reading comprehension ability. Based on the result of the pre-test, then he prepared some actions such as: establishing reading goals, building interest and attention, exploring keywords and building connection and background knowledge as proposed by Willis (2008) and accomplished with some various activities and

media. The result of the pre-test was considered low since it did not meet the KKM.

After giving the pre-test, the researcher did the actions by applying the chosen strategies. The first strategy did by the researcher was establishing the goals of the reading. As stated by Grabe (2009) and Harmer (2001), there are many reasons why people do reading. In line with Harmer and Grabe, Harrison (2004) also argues the importance of identifying the purpose of reading. They state that by reading, the readers can achieve their goals. For instance, they read science books in order to be able to pass a test or an exam. It can be said that reading can be a stepping stone for them to reach what they want to achieve. Therefore, it is important to make them understand why they are asked to read and what benefits they can get from their reading. In this study, the researcher tried to make the students understand why they had to read by explaining the objectives of the lesson that were drawn based on the standard competence and the basic of competency.

To build the students' interest and attention, there are many ways that can be used. It is important because it can motivate and attract them to join the reading class. By getting their interest and attention, the teacher will be easier in managing the class and in asking them to join the activities in reading. To build their interest, he or she can give them some lead-in questions, the models of narrative texts, and activities such as: presenting texts through pictures, and videos to build up their knowledge (Feez & Joyce: 1998). In accordance with the importance of building the students' interest, the researcher tried to use slides and pictures. From

the result of the interviews with the teacher and the students, they were very eager to read the texts since there was information provided in the slides and pictures that could help them understand the content of the texts.

In the exploring keywords, written information such as words used played an important role. The students who have better vocabulary mastery will perform better in comprehending a text than the students who have very limited vocabulary. As argued by Brown (2001), in reading, readers will try to make an association between the phonological aspects and the written form in order to know well the content of a text. They tend to use their linguistic knowledge, for example: sounds and lexical words, rather than their knowledge of the world to help them understand the meaning of a sentence or a paragraph. Therefore, there were some activities applied in the study to help them understand the words. The activities were having pair discussions and guessing meanings from the contexts. The former activity was not successfully conducted in Cycle I. It was because the students had similar difficult words. Therefore, they could not share what words they knew and did not know. To overcome this problem, the researcher changed the activity into guessing through the context. This activity could improve the students' vocabulary mastery during the study.

Related to the importance of the students' prior schemata, the materials should be able to accommodate their background knowledge. As stated by Perego and Boyle in Willis (2008), background knowledge of a text is a powerful variable in reading comprehension for both English and non-English speakers. Readers can reflect what they are reading, evaluate it, compare it with

their previous schemata and try to correlate all to get the message. Therefore, providing familiar topics in this study could make the students understand the content of the texts easily. Besides the evidence which is gained from the interviews and observation, there is also a statistical analysis that can be served as valid and reliable evidence. The statistical analysis can give a clear explanation about the significant improvement. The results of the analysis are presented in Table 12.

Table 12: **The Mean, Minimum, Maximum, and Standard Deviation Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	23.00	80.00	62.9032	14.56332
Posttest	31	57.00	83.00	75.1613	6.09424
Valid N (listwise)	31				

Table 12 shows that there is a significant improvement in the students' reading comprehension ability. It can be seen from the table that the mean score in the posttest is higher than the mean score in the pretest. In the pretest, the mean score is 62.90 while the mean score in the posttest is 75.16. The mean score improves 12.26 points. Moreover, the standard deviation in the posttest that is 6.09 is smaller than the standard deviation in the pretest that is 14.56. It means that the students' reading comprehension ability is homogenous.

In addition, to make the data become more valid and reliable, the researcher also provided the result of t-test in this study. The t-test was conducted to confirm whether there was a significant improvement before and after the

researcher applied the actions. The analysis of t-test used SPSS 20. The result of the t-test analysis is shown in Table 13.

Table 13: **The Result of the t-Test Analysis**

<b>Paired Samples Statistics</b>					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.9032	31	14.56332	2.61565
	Posttest	75.1613	31	6.09424	1.09456

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-12.25806	13.70394	2.46130	-17.28471	-7.23142	-4.980	30	.000

Table 13 above shows that the t-value is -4.980 ( $p < 0.05$ ). The result of the paired-test is negative. The negative value means that the mean score in the pretest is lower than the mean score in the posttest. Hence, there is a significant improvement in the students' reading comprehension ability before and after the actions.



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter presents the conclusions, implications, and suggestions. The conclusions and the implications cover the results which are drawn from the data and some suggestions which are given to the researcher, the English teacher, the students and the future researchers.

#### **A. CONCLUSIONS**

The conclusions of this action research were drawn based on the formulation of the problem and the objective of the study. This study had investigated how schemata activation improved the students' reading comprehension ability. The research findings and discussions presented in Chapter IV showed that the students' reading comprehension ability improved through the use of actions to activate the students' schemata. The actions carried out in two cycles were effective in improving the reading comprehension ability. It was proven by the comparison between the results of the students' pre-test and the post-test that showed that there was a significant improvement related to the students' ability to comprehend narrative texts. In addition, the findings presented in Chapter IV also led the researcher to the following conclusions.

1. Involving the students' schemata or background knowledge was important since the use of prior schemata helped them to develop their previous schemata or create new schemata that were useful to comprehend the text.
2. The use of schemata was believed to be effective to improve students' reading comprehension ability. Their ability in reading narrative texts showed some improvements after the researcher implemented the strategies.

3. The teaching learning process was effective with the use of strategies that could help the students activate their schemata. Those were establishing goals of reading, building interest and attention, exploring keywords, and building connections and background knowledge.
4. The steps in applying the strategies for activating students' schemata were flexible since the steps should be based on the situation in the field and the students' level. The use of media, such as pictures, slides, and videos could attract students' attention and motivation in the teaching and learning process and could make the classroom atmosphere become more fun so that the students are interested in joining reading class.
5. Using familiar materials or texts could promote the students' reading comprehension ability since it would be helpful aids for them to understand the genre of the texts given, the characteristics of the texts, and also the vocabulary used.
6. In exploring vocabulary, the role of contexts and background knowledge of the students was useful for them in understanding difficult or new words.

## **B. IMPLICATIONS**

From the results of the research, some implications could be drawn as follows.

1. The use of strategies of schemata activation could improve the students' reading comprehension ability. It can be seen from the results of the pre-test and post-test. It implies that schemata have an important role for them to

comprehend the texts since schemata involve what they already have on their mind and connect that knowledge with the information gained from the texts.

2. Involving students' schemata could motivate the students to join the reading class. It could be seen from their enthusiasm in joining the activities in the reading teaching and learning process. It implied that it would be easier for the teacher to build up the students' motivation if he or she used familiar materials. The students would not feel the reading texts or materials are difficult.
3. The various strategies and activities in activating students' schemata increased their participation in the teaching and learning process. This implied that the teacher should be creative in creating various activities to activate the students' schemata.

### **C. SUGGESTIONS**

Based on the findings, conclusions and implications of the implementation of strategies of activating students' schemata, there are some suggestions to the researcher, the teacher, the students and the future researchers. The recommendations are intended to enhance and find the best way in teaching reading for junior high school students. The recommendations are presented as follows.

1. To the researcher

Applying strategies for activating students' schemata are highly recommended for the researcher who has conducted the research on reading genre or text types. It gives him a clear and useful new knowledge in improving reading comprehension. It also gives experiences to him in conducting action research.

## 2. To the teachers

Involving the students' schemata can improve their reading comprehension ability significantly. The English teachers are suggested to apply strategies did in this action research or any strategies that can actively involve the students' schemata in teaching reading about various text types. The strategies also give more scaffolding in the teaching learning process for the students' who have low English competence.

## 3. To the students

These strategies are effective to be used in the teaching and learning process. The schemata can stimulate the students' comprehension towards the genre of texts. These strategies guide them to understand what the goal of their reading is and how they can understand the material by involving their prior schemata. Their role is more important in the teaching and learning process. Thus, they are suggested to be active in every activity so that they can completely get involved in the lesson.

## 4. To the future researchers

It is suggested that the other researchers who will conduct similar research can improve and explore other strategies that can activate students' schemata. It is also expected that the results of this research can be used as a good reference in conducting a similar study.

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# APPENDICES



# **APPENDIX A**

## **FIELD NOTES**

### FIELD NOTES

No : FN 01  
 Day / date : Friday, 22<sup>nd</sup> November 2013  
 Activity : Getting Permission

Peneliti datang ke sekolah pukul 7.00. Kemudian, peneliti menuju ruang tata usaha (TU) untuk menyampaikan maksud bertemu kepala sekolah. Salah satu pegawai tata usaha menunjukkan ruang kepala sekolah dan mempersilakan peneliti untuk langsung menemui kepala sekolah. Peneliti mengetuk pintu ruang kepala sekolah sambil mengucapkan salam pada kepala sekolah. Kepala sekolah mempersilakan peneliti untuk duduk dan menanyakan maksud kedatangan peneliti. Peneliti memperkenalkan diri pada kepala sekolah dan menyampaikan tujuan kedatangan untuk melakukan penelitian. Kepala sekolah memberi izin pada peneliti untuk melakukan penelitian dan meminta peneliti untuk menemui guru bahasa Inggris yang bersedia dan segera berkonsultasi. Peneliti mengucapkan terimakasih kepada kepala sekolah dan meminta izin untuk menuju ke ruang guru.

Setelah sampai di ruang guru, peneliti meminta izin menemui salah satu guru bahasa Inggris. Beliau adalah guru bahasa Inggris yang menjadi pendamping peneliti saat menjalani KKN. Beliau bersedia menjadi guru pembimbing penelitian. Kemudian, beliau dan peneliti berdiskusi mengenai waktu yang dapat peneliti gunakan untuk melakukan observasi. Beliau menyarankan pada peneliti untuk dapat melakukan observasi pada hari itu juga karena kebetulan beliau mengajar pada hari tersebut. Peneliti bersedia melakukan observasi pada hari tersebut. Kemudian, beliau menanyakan apa yang akan peneliti lakukan saat observasi. Kemudian, peneliti menjelaskan bahwa peneliti akan melihat situasi kelas, cara penyampaian materi ajar dan proses belajar mengajar. Setelah itu, guru bahasa Inggris tersebut meminta peneliti untuk menunggu jam belajar di ruang guru.

### FIELD NOTES

No : FN 02  
 Day / date : Friday, 22<sup>nd</sup> November 2013  
 Places : Class

Peneliti melakukan observasi kelas pada hari Jumat, 22 November 2013. Pelajaran dimulai pukul 09.15. Guru bahasa Inggris memasuki kelas. Beliau menunggu sampai semua siswa yang masih jajan dan berada di luar masuk ke dalam kelas. Setelah semua siswa berada di dalam kelas, beliau bertanya pada para siswa apakah mereka semua sudah siap untuk menerima pelajaran atau belum.

Guru bahasa Inggris mengucapkan salam untuk membuka kelas. Kemudian, beliau memeriksa kehadiran siswa. Setelah itu, beliau memperkenalkan peneliti pada para siswa. Beliau juga menyampaikan maksud kedatangan peneliti yang akan melakukan pengamatan kegiatan belajar mengajar di kelas. Setelah memperkenalkan peneliti, beliau memulai pelajaran dengan menyampaikan pada para siswa bahwa mereka akan belajar tentang *recount texts*. Kemudian, beliau memberikan bertanya pada para siswa apakah mereka tahu tentang *recount texts* atau tidak. Beberapa siswa mengatakan bahwa mereka tahu tentang jenis teks tersebut dan sebagian lain hanya diam.

Selanjutnya, guru meminta siswa untuk membuka buku paket sekolah "*Let's Talk English*". Guru meminta siswa untuk membaca sebuah teks yang ada pada buku tersebut. Selama membaca, beberapa siswa menanyakan kata – kata sulit pada guru. Karena para siswa menemukan banyak kata sukar dalam bacaan, guru meminta ketua kelas untuk meminjam kamus di perpustakaan sekolah. Kemudian, para siswa diminta untuk mencari arti kata di kamus.

Setelah para siswa selesai membaca, guru menjelaskan *generic structures* dari *recount texts*. Saat guru menjelaskan tentang materi tersebut, beberapa siswa tidak memperhatikan penjelasan yang disampaikan. Beberapa siswa tampak mengantuk, bermain ponsel, dan mengobrol bersama teman yang lain. Kelas menjadi gaduh. Setelah selesai menjelaskan, guru meminta siswa untuk mengerjakan beberapa soal yang ada di buku. Tampak beberapa siswa antusias

mengerjakan. Para siswa laki – laki yang duduk di bagian belakang asyik mengobrol dan tidak mengerjakan tugas. Guru kemudian memperingatkan mereka dan meminta mereka mengerjakan. Tetapi, para siswa tersebut hanya menyalin jawaban teman lain. Setelah selesai menyalin, mereka kembali mengobrol.

Setelah beberapa saat, para siswa memeriksa hasil pekerjaan mereka bersama – sama dengan guru. Guru meminta siswa yang duduk di bagian belakang untuk menjawab pertanyaan. Karena pada hari itu akan diadakan rapat guru, guru mengakhiri kelas dengan member kesimpulan mengenai pelajaran pada hari itu. Kemudian, guru meminta ketua kelas untuk memimpin doa sebelum pulang.

#### FIELD NOTES

No : FN 03  
Day / date : Wednesday, January 22<sup>nd</sup>, 2014  
Activity : Try-out Pretest

Guru dan peneliti memasuki ruang kelas VIII A pukul 10.35. Sehari sebelumnya, guru telah mengumumkan pada siswa bahwa akan diadakan ujicoba tes pada para siswa. Guru mengucapkan salam pada siswa, “*Good morning, students.*” “*Good morning, Mr.Suryo.*”, jawab para siswa. “*How are you today?*” “*I’m fine Mr. and you?*” “*I’m fine too. Thanks.*” “Oya anak-anak, kemarin Bapak sudah memberitahu kalian bahwa akan diadakan tes untuk kalian hari ini. Tes ini akan diberikan oleh Mas Angga. Untuk lebih jelasnya Mas Angga akan menjelaskan secara singkat. Silakan mas.” Peneliti mengucapkan terimakasih pada guru dan menjelaskan secara singkat pada siswa. “Terimakasih, Pak.” “Okay, adik-adik. Hari ini kalian akan mengerjakan soal-soal tentang dengan *narrative texts*. Tes ini untuk mengecek sejauh mana kalian tahu tentang *narrative texts* dan melihat pemahaman kalian tentang *narrative texts*. Kalian sudah siap?” Para siswa menjawab, “Siap mas. Tapi, nilainya berpengaruh nggak, mas?” “Oh, nilainya berpengaruh dek. Jadi kerjakan sebaik mungkin, ya.”

Peneliti dibantu oleh guru membagikan lembar soal dan lembar jawab. Setelah itu, peneliti memberikan kesempatan pada para siswa untuk mulai

mengerjakan. Setelah batas waktu 70 menit habis, para siswa diminta untuk berhenti mengerjakan dan mengumpulkan lembar jawab dan lembar soal mereka. “*Well, the time is up. Stop working.* Kumpulkan lembar jawab dan soal ke depan.” Beberapa siswa bergumam, “Wah, urung rampung e. Yoweslah.” Sebagian lainnya berkata bahwa soal-soal yang diberikan cukup sulit.

Setelah semuanya mengumpulkan lembar jawab dan soal, peneliti mengucapkan terimakasih pada siswa dan guru. Peneliti berkata, “*Well, class.* Terima kasih atas partisipasi kalian dan terimakasih juga untuk Pak Suryo.” “Hari ini cukup sampai disini. Sekali lagi mas ucapkan terimakasih. *See you.*” Siswa menjawab, “*See you too, mas.*” Setelah itu, peneliti berpamitan kepada guru bahasa Inggris.

#### FIELD NOTES

No : FN 04  
 Day / date : Friday, January 24<sup>th</sup>, 2014  
 Activity : Pretest

Peneliti bersama guru masuk ke dalam kelas. Kemudian, guru meminta siswa untuk tenang. Guru menjelaskan bahwa hari itu akan diadakan pretest. Para siswa tampak sudah siap karena mereka sudah diberitahu tentang pretest pada pertemuan sebelumnya. Kemudian, guru mempersilakan peneliti untuk menjelaskan detail pretest. Peneliti memberi penjelasan singkat bahwa pretest tersebut akan digunakan untuk melihat kemampuan mereka sebelum peneliti melakukan penelitian. Peneliti juga menjelaskan batas waktu yang ditentukan dan hal – hal yang berkaitan dengan soal. Setelah semua siswa mengerti, peneliti dibantu oleh guru membagikan lembar soal dan lembar jawab. Siswa diharuskan menyelesaikan tes tersebut dalam 60 menit. Setelah semua siswa memperoleh lembar jawab dan lembar soal, mereka mulai mengerjakan tes. Guru dan peneliti mengawasi siswa dan membantu siswa jika ada hal – hal yang tidak dimengerti. Setelah 60 menit, siswa mengumpulkan lembar jawab dan soal mereka. Peneliti mengucapkan terima kasih pada para siswa. Peneliti juga mengingatkan kembali bahwa untuk pertemuan selanjutnya, peneliti yang akan mengajarkan materi

bahasa Inggris pada mereka. Setelah semua selesai, peneliti berpamitan pada guru bahasa Inggris.

#### FIELD NOTES

No : FN 05  
Day / date : Saturday, January 25<sup>th</sup>, 2014  
Activity : Meeting 1

Peneliti membuka kelas dengan mengucapkan salam pada para siswa. Kemudian, peneliti mengecek kehadiran siswa dan meminta ketua kelas untuk memimpin doa sebelum pelajaran dimulai. Kemudian, peneliti menjelaskan tujuan yang ingin dicapai terkait materi yang akan disampaikan. Siswa diharapkan mampu memahami *generic structures* dari *narrative texts* dan aspek kebahasaan yang digunakan dalam *narrative texts*. Setelah itu, peneliti menanyakan para siswa mengenai masa kecil mereka. Peneliti menanyakan apakah saat mereka berusia antara 5 sampai 10 tahun, orang tua mereka pernah mendongengkan mereka cerita. Banyak siswa yang mengatakan "Iya". Kemudian, siswa – siswa tersebut menyebutkan beberapa cerita yang pernah mereka dengar, seperti "*Kancil Nyolong Timun*". Beberapa siswa menambahkan cerita tentang "*Putri Tidur, Bawang Meranah Bawang Putih, dan Cinderella*". Kemudian peneliti menjelaskan bahwa mereka akan belajar tentang "*Dongeng*".

Setelah itu, peneliti menunjukkan beberapa gambar pada para siswa. Gambar – gambar tersebut tentang beberapa dongeng masa kecil. Para siswa diminta untuk memperhatikan gambar – gambar tersebut. Kemudian peneliti menunjukkan satu persatu gambar sambil menanyakan apakah para siswa tahu cerita mengenai gambar – gambar tersebut. Dari keempat gambar yang ditampilkan, hanya satu gambar yang mereka tidak tahu ceritanya. Kemudian, peneliti mengambil satu gambar dan menunjukkan pada para siswa.

Setelah itu, peneliti meminta siswa untuk memperhatikan gambar tersebut. "*Now, look at the picture. What picture is it?*" Beberapa siswa menjawab "*Bugs Bunny*" salah satu karakter "*Disney*". Peneliti mengiyakan sambil memberikan

pertanyaan selanjutnya. *“Yes, that is Bugs Bunny. But, what kind of animal is Bugs Bunny?”*. Para siswa yang duduk di bagian belakang mengatakan bahwa gambar yang dimaksud adalah *“Kelinci dan Kura-kura”*. Peneliti meminta siswa menerjemahkan dalam bahasa Inggris. Siswa putri menyebutkan *“Rabbit and Turtle”*. Peneliti mengajukan pertanyaan selanjutnya. *“Can you tell me what things come up on their mind when you hear the word “rabbit?”*. Ikhul mengatakan bahwa kelinci itu cepat, memiliki telinga panjang dan kaki yang kuat. Siswa lain menambahkan bahwa kelinci itu hewan yang lucu. Peneliti meminta pendapat siswa tentang kura – kura. *“Now, what about “turtle”?”* Para siswa menyebutkan bahwa kura – kura itu lamban, kuat dan memiliki tempurung. Peneliti bertanya pada siswa apa bahasa Inggris dari *“tempurung”*. Siswa menjawab *“Shell”*.

Setelah itu, peneliti bertanya pada para siswa apakah mereka tahu cerita tentang *“Kelinci dan Kura-kura”*. Banyak siswa yang mengatakan bahwa mereka pernah mendengar cerita tersebut meskipun tidak mengingat semua kejadian yang ada dalam cerita. Oleh karena itu, para siswa kemudian diminta untuk menuliskan prediksi mereka tentang cerita yang akan diberikan berdasarkan apa yang pernah mereka dengar dan ketahui. Peneliti membagikan kertas untuk menuliskan prediksi mereka. Beberapa siswa menanyakan apakah mereka boleh menuliskan dalam bahasa Indonesia atau tidak. Peneliti mengizinkan mereka menggunakan bahasa Indonesia tetapi juga meminta siswa untuk berusaha menuliskan dalam bahasa Inggris.

Setelah 15 menit, sebagian besar siswa selesai menuliskan prediksi mereka. Untuk mengetahui apa yang dituliskan para siswa, beberapa siswa diminta untuk menceritakan prediksi cerita mereka di depan teman – teman yang lain. Kegiatan tersebut dilakukan secara lisan. Setelah para siswa yang ditunjuk selesai menceritakan prediksi mereka, peneliti member kesimpulan bahwa semua prediksi tersebut benar meskipun ada beberapa bagian yang berbeda. Kemudian, siswa mendapat teks yang berjudul *“Hare and Tortoise”*. Tetapi, sebelum para siswa membaca teks, peneliti meminta siswa untuk mencatat kata – kata yang mereka anggap sulit. Kegiatan tersebut dilakukan secara individu. Setelah masing –

masing siswa selesai membuat daftar kata yang mereka anggap sulit, mereka diminta bekerja berpasangan untuk mendiskusikan arti kata – kata sulit yang mereka dapat. Para siswa dilarang untuk membuka kamus sebelum mereka melakukan diskusi. Tetapi, para siswa tampak bingung dalam mencari arti kata sulit tanpa kamus. Pada akhirnya, mereka diizinkan untuk membuka kamus.

Setelah selesai mencari arti kata – kata yang sulit, para siswa membaca teks tersebut. Kemudian, mereka diminta untuk mencocokkan prediksi mereka dengan isi cerita dalam teks setelah mereka membaca. Para siswa tampak senang karena prediksi mereka sebagian besar sama dengan cerita. Setelah itu, mereka diminta untuk menjawab soal – soal yang ada. Kemudian, jawaban soal – soal tersebut didiskusikan bersama – sama. Banyak siswa yang dapat menjawab dengan benar soal – soal terkait cerita “*Hare and Tortoise*”.

Setelah selesai membahas soal – soal dan prediksi cerita, peneliti bersama siswa membuat kesimpulan tentang apa yang dipelajari pada hari itu. Dalam membuat kesimpulan, peneliti mengajukan pertanyaan – pertanyaan untuk membantu siswa mengingat dan menyimpulkan materi yang diberikan. Setelah itu, kegiatan belajar diakhiri dengan berdoa.

#### FIELD NOTES

No : FN 06  
Day / date : Monday, 27<sup>th</sup> January 2014  
Activity : Meeting 2

Peneliti memulai kehiatan belajar dengan mengucapkan salam dan mengecek kehadiran siswa. Setelah itu, peneliti mengulas secara singkat pelajaran yang telah didapat pada pertemuan sebelumnya. Kemudian, peneliti mengatakan bahwa mereka akan melanjutkan materi sebelumnya. Peneliti menyampaikan bahwa mereka akan belajar tentang *generic structures* dari *narrative texts* dan aspek kebahasaan yang digunakan. Peneliti memfokuskan materi pada *generic structures* mengenai *orientation*, *complication*, and *resolution* dan penggunaan *past tense*. Peneliti member pertanyaan seperti “*What can you find in a story?*”, “*Who were the characters?*”, and “*Where and when did the story happen?*” untuk



membantu siswa memahami. Para siswa tampak antusias dalam menjawab pertanyaan – pertanyaan tersebut.

Kemudian, peneliti bertanya, “*Now, what can you find in those stories?*” Para siswa menjawab bahwa dalam cerita ada tokoh cerita. Selanjutnya, peneliti bertanya, “*Are the characters always human beings?*” Siswa menjawab, “*No, Sir.* Di cerita “Kancil Nyolong Timun”, tokohnya adalah Kancil.” Kemudian peneliti memberi pertanyaan, “*Yes, great. The characters in a story are not only humans but also animals and maybe plants. Did the story happen at unknown places?*” Siswa menjawab, “Kadang tidak disebutkan, tapi biasanya disebutkan tempatnya seperti di suatu desa, kerajaan atau hutan.” Peneliti memuji siswa dengan berkata “*Excellent*”. Kemudian, peneliti menanyakan tentang waktu dalam cerita. Karena para siswa tidak ada yang menjawab, peneliti memberi penjelasan dan menyebutkan kata – kata seperti “*one day, a long time ago, and once upon a time.*”

Setelah itu, peneliti menampilkan teks berjudul “*Snow White*” dan meminta siswa untuk memperhatikan teks tersebut. Peneliti menjelaskan tentang kalimat dan paragraph dalam “*narrative texts*” yang berisi tentang tokoh, waktu dan tempat yang disebut “*orientation*”. Kemudian, menjelaskan tentang letak “*orientation*” dalam cerita. Dia juga menjelaskan tentang bagian yang disebut “*complication*” yang berisi tentang masalah yang dihadapi tokoh dan “*resolution*” yang berisi tentang bagaimana tokoh cerita menyelesaikan masalah yang dihadapi.

Para siswa diminta untuk membuat prediksi mereka tentang isi cerita berdasarkan petunjuk yang diberikan. Peneliti berkeliling untuk melihat pekerjaan siswa dan membantu siswa yang mengalami kesulitan. Setelah beberapa lama, siswa dan peneliti membahas tentang prediksi yang dibuat. Peneliti menunjuk beberapa siswa untuk menceritakan prediksi mereka. Setelah itu, peneliti bertanya pada siswa lain apakah mereka memiliki prediksi yang sama atau tidak. Kemudian siswa membaca teks yang diberikan dan membandingkan hasil prediksi mereka sebelum dan sesudah membaca teks. Karena para siswa kesulitan memahami arti kata dalam teks, peneliti menampilkan gambar untuk memudahkan mereka

mengerti arti kata yang sulit. Setelah selesai, siswa diminta mengerjakan dalam kelompok untuk menunjukan bagian – bagian dari *narrative texts*.

Kemudian, peneliti mulai menerangkan tentang penggunaan *simple past tense* dalam *narrative texts*. Para siswa memperhatikan dengan baik penjelasan yang ditampilkan di layar dan contoh yang diberikan. Untuk mempermudah siswa memahami penjelasan yang diberikan, para siswa diminta untuk mengamati teks materi sebelumnya. Para siswa diminta untuk mencoba mencari penggunaan *past tense* dalam teks tersebut. Setelah itu, mereka mengerjakan soal – soal tentang *past tense*. Sebelum pelajaran berakhir, peneliti dan siswa membuat kesimpulan tentang materi yang diberikan hari itu. Peneliti juga menanyakan bagian – bagian yang masih di anggap sulit dan berjanji memberi penjelasan pada pertemuan berikutnya. Pelajaran diakhiri dengan berdoa bersama. Peneliti meminta ketua kelas untuk memimpin doa.

#### FIELD NOTES

No : FN 07  
Day / date : Saturday, February 1<sup>st</sup>, 2014  
Activity : Meeting 3

Peneliti membuka kelas dengan mengucapkan salam. Setelah itu, peneliti mengecek kehadiran siswa. Ketua kelas diminta untuk memimpin doa sebelum memulai pelajaran. Peneliti menanyakan para siswa apa yang telah mereka pelajari di pertemuan sebelumnya. Kemudian, mereka membuat cerita berdasarkan gambar. Mereka mengurutkan gambar untuk membentuk sebuah cerita “*The Thirsty Crow*”. Mereka bekerja dalam grup. Setelah selesai, tiap perwakilan kelompok menuliskan urutan cerita yang mereka buat. Setelah membahas urutan yang tepat, peneliti membagikan teks berisi cerita tentang “*The Thirsty Crow*”. Siswa kemudian mencari kata – kata yang sulit dan membahasnya dalam kelompok. Siswa diminta untuk tidak membuka kamus tetapi menggunakan informasi yang ada dalam teks dan gambar untuk menebak arti kata sulit yang mereka dapat.

Setelah sekesai mencari arti kata, siswa mengerjakan latihan *past tense*.

Siswa mengubah bentuk kata kerja dalam teks “*The Thirsty Crow*” ke dalam bentuk lampau kemudian dibahas bersama. Kemudian, siswa baru diminta untuk membaca teks tentang “*The Thirsty Crow*”. Selama membaca, peneliti membagikan kertas yang berisi tugas untuk mencari *orientation*, *complication*, *characters*, dan *resolution* dari teks tersebut. Setelah beberapa lama, para siswa diminta untuk menyampaikan hasil pekerjaan mereka dan membahasnya bersama – sama.

Setelah itu, peneliti membagikan kertas yang berisi tugas selanjutnya. Untuk tugas tersebut, siswa diminta untuk mengerjakan secara individu. Para siswa tampak kurang antusias, karena mereka lebih suka bekerja dalam kelompok. Namun, peneliti memberi pengertian pada mereka bahwa tugas selanjutnya tersebut berguna untuk melatih pemahaman mereka dan mengecek pemahaman mereka tentang materi yang disampaikan. Para siswa kemudian mengerjakan tugas yang diberikan. Karena waktu yang tersisa tidak cukup untuk menyelesaikan tugas yang diberikan, para siswa diminta untuk melanjutkan mengerjakan di rumah. Kemudian, peneliti dan siswa membuat kesimpulan tentang apa yang telah dipelajari. Peneliti juga menyampaikan bahwa mereka masih akan belajar tentang teks naratif. Kelas diakhiri dengan berdoa bersama.

#### FIELD NOTES

No : FN 08  
Day / date : Monday, February 3<sup>rd</sup>, 2014  
Activity : Meeting 4

Peneliti membuka kelas dengan mengucapkan salam.”*Good morning. How are you?*” “*Good morning, Mr.Angga. I’m fine, and you?*””*I’m fine, too.Thank you.*”Kemudian peneliti bertanya apa yang telah dipelajari di pertemuan sebelumnya. “*Do you remember what you have learned in the last meeting?*”Beberapa siswa mengatakana bahwa pertemuan yang alu membahas tentang “*folktales*”. Kemudian, peneliti meminta siswa menyebutkan jenis – jenis cerita yang pernah mereka ketahui. Para siswa menyebutkan fabel, mitos, legenda,

dan cerita fiksi. Setelah itu, peneliti bertanya mengenai cerita legenda. “*Do you know some legend stories in Jogja?*” Some students answered, “*Nyi Roro Kidul, Prambanan Temple, Vredeborg Castle*” Kemudian peneliti bertanya tentang cerita legenda di luar Jogja. Beberapa siswa menyebutkan cerita “*Malin Kundang, Tangkuban Perahu, dan Mount Bromo*”. Peneliti kemudian menjelaskan bahwa mereka akan belajar tentang cerita “*Nyi Roro Kidul*”. Setelah memberi beberapa pertanyaan, masing – masing siswa memperoleh satu teks tentang “*Nyi Roro Kidul*”. Sebelum siswa membaca, siswa menuliskan hal – hal yang mereka ketahui tentang “*Nyi Roro Kidul*”. Untuk membangkitkan minat siswa, peneliti menggunkan gambar dan *warming-up questions*. Siswa tampak cukup antusias dalam menjawab. Para siswa meminta peneliti menceritakan teks tentang *Cinderelas*. Tetapi, peneliti menjelaskan sekali lagi bahwa mereka akan belajar tentang cerita *Nyi Roro Kidul* dan berjanji untuk menerangkan tentang *Cinderelas* di pertemuan selanjutnya.

Setelah siswa menuliskan cerita yang mereka ketahui tentang *Nyi Roro Kidul*, beberapa siswa diminta untuk membacakan cerita yang mereka tulis. Setelah itu, peneliti membagikan teks tentang *Nyi Roro Kidul* dan meminta mereka untuk membaca cepat. Kemudian, siswa diminta untuk mencari arti kata sulit yang telah dibuat oleh peneliti secara berpasangan. Para siswa diminta untuk menggunakan konteks yang ada dalam teks dan juga menggunakan pengetahuan mereka tentang cerita tersebut sehingga penggunaan kamus dalam kegiatan tersebut dilarang. Para siswa cukup antusias mengerjakan, karena mereka cukup mengenal cerita dan mereka bekerja berpasangan.

Selang beberapa lama, peneliti dan para siswa membahas arti kata sulit yang ada. Satu persatu siswa membaca jawaban mereka dan saling berdiskusi jika ada jawaban teman lain yang tidak sama dengan jawaban mereka. Peneliti membantu member penjelasan saat para siswa tidak mengerti arti kata dan saat ada perbedaan jawaban. Kemudian, siswa diminta untuk membaca teks tentang “*Nyi Roro Kidul*” sekali lagi untuk menjawab pertanyaan tentang isi cerita. Sebelum melanjutkan ke materi selanjutnya, para siswa membahas jawaban mereka.

Materi selanjutnya yang disampaikan adalah *reference words*. Peneliti menampilkan penjelasan *reference words* di powerpoint. “Tahu maksud kata ‘her’ dan ‘she’ disana dek?” “Tidak tahu.” jawab beberapa siswa. Lalu Guru menjelaskan maksud kata-kata tersebut. “Sudah paham?” Siswa tampak antusias memperhatikan. Kemudian, siswa mengerjakan latihan *reference words* secara lisan. Setelah siswa dirasa paham, siswa diminta mengerjakan tugas *reference words* yang ada dalam cerita *Nyi Roro Kidul*. Selama siswa mengerjakan, peneliti mengawasi dan berkeliling untuk membantu siswa yang kesulitan. Setelah siswa selesai, pekerjaan mereka dibahas. Para siswa dapat menjawab soal – soal latihan tersebut dengan benar. Kemudian, materi dilanjutkan dengan menampilkan materi tentang “*adjectives*”. Peneliti menjelaskan singkat tentang “*adjectives*” dan meminta siswa untuk mengerjakan latihan tentang “*adjectives*”. Siswa diminta untuk mengelompokkan kata – kata sifat yang ada ke dalam dua kelompok.

Untuk kegiatan selanjutnya, siswa diminta untuk membaca teks berjudul “*The Origin of Panyalahan Village*” dan mengerjakan soal – soal terkait teks tersebut. Setelah itu, bersama – sama dengan peneliti, siswa membahas pekerjaan mereka. Kemudian, peneliti menanyakan apakah masih ada kesulitan dalam memahami materi yang disampaikan. Beberapa siswa mengatakan bahwa mereka lebih mengerti cara memahami bacaan dari konteks. Sebagai penutup, siswa menyebutkan kembali materi yang disampaikan. Kemudian, kelas diakhiri dengan doa bersama sebelum pulang.

#### FIELD NOTES

No : FN 09  
Day / date : Friday, February 7<sup>th</sup>, 2014  
Activity : Meeting 5

Pelajaran dibuka dengan membaca doa, mengecek kehadiran siswa, serta membahas singkat pelajaran yang sudah didapat pada pertemuan sebelumnya. Siswa diberi beberapa pertanyaan sebagai pemanasan dan pengantar topic

pelajaran. Kemudian, siswa mengamati powerpoint yang ditampilkan pada layar. Guru menunjukan slides tentang reference words untuk mengingat kembali apa itu reference words. Guru menjelaskan kembali bahwa untuk membuat cerita menjadi enak dipahami, salah satu caranya adalah adanya penggunaan reference words.

Kemudian, siswa diminta untuk membentuk kelompok terdiri dari enam orang. Masing – masing kelompok mendapat beberapa gambar yang masih acak. Peneliti memberi penjelasan pada siswa tentang apa yang akan dilakukan. Para siswa diminta untuk mengurutkan gambar yang acak tersebut menjadi urutan yang benar. Lalu, para siswa mulai bekerja dalam kelompok untuk mengurutkan gambar. Setelah beberapa waktu, tiap kelompok mengirimkan satu wakilnya untuk menuliskan jawaban mereka ke depan. Setelah semua siswa menuliskan jawaban yang ada, kemudian jawaban – jawaban tersebut dikoreksi bersama – sama. Karena ada perbedaan pendapat antara beberapa kelompok, peneliti memutar video yang berisi urutan gambar dan jalan cerita yang benar. Siswa tampak antusias mengamati video yang diputar. Setelah itu, semua siswa dapat mengerti urutan dan jalan cerita yang dimaksud.

Setelah itu, peneliti membagikan teks cerita yang menceritakan gambar – gambar yang sudah diurutkan tadi. Siswa diminta untuk berdiskusi mencari kata – kata sulit dan menuliskan kata – kata sulit yang mereka dapat di papan tulis. Setelah itu papan tulis penuh dengan kata – kata sulit yang siswa dapat, semua siswa diminta untuk berdiskusi mencari arti kata dengan melihat konteks cerita, pengetahuan mereka tentang cerita tersebut dan juga melalui gambar – gambar yang tadi diberikan. Siswa tampak antusias karena mereka mulai dapat lebih lancar untuk mencari arti kata berdasar konteks meskipun kadang mereka tetap perlu membuka kamus. Kemudian, satu – persatu kata – kata sulit tersebut dibahas. Peneliti menyampaikan bagaimana dan letak *clues* yang bisa digunakan untuk menebak kata.

Setelah membahas arti kata sulit, siswa diminta membaca teks tersebut. Selesai membaca, siswa mengerjakan soal – soal pemahaman yang berkaitan dengan cerita dalam teks tersebut. Setelah itu, pekerjaan siswa dibahas bersama. Sebelum mengakhiri pelajaran, siswa membuat ringkasan tentang pelajaran yang

telah dilakukan pada hari itu. Peneliti menyampaikan bahwa pada pertemuan terakhir, para siswa akan lebih banyak mengerjakan tugas sendiri. Setelah itu, pelajaran diakhiri dengan doa bersama.

#### FIELD NOTES

No : FN 10  
 Day / date : Saturday, February 8<sup>th</sup>, 2014  
 Activity : Meeting 6

Hari ini adalah pertemuan terakhir. Peneliti memasuki ruang kelas. Kemudian mengucapkan salam pada siswa dan mengecek kehadiran siswa. Siswa dan peneliti mereview ulang materi yang sudah dibahas pada pertemuan sebelumnya. Kemudian, para siswa dibagikan kertas yang berisi bacaan tentang “*Cindelas*”. Para siswa cukup antusias ketika melihat judul teks yang diberikan. Namun, ada juga siswa yang mengeluh karena bacaan yang diberikan cukup panjang.

Kemudian, para siswa diminta untuk mencermati gambar yang ada dalam bacaan. Beberapa siswa tampak senang karena mereka tahu cerita yang dimaksud setelah melihat gambar. Peneliti meminta siswa untuk membaca cepat teks tersebut. Kemudian meminta siswa untuk mengerjakan latihan menebak kata sulit terkait teks. Peneliti meminta siswa untuk bekerja sendiri. Akan tetapi, para siswa meminta untuk bekerja berpasangan dalam mencari arti kata sulit karena teks yang diberikan cukup panjang. Oleh karena itu, peneliti pun memperbolehkan siswa untuk bekerja berpasangan.

Saat para siswa mencoba mencari arti kata, peneliti berkeliling untuk mengamati pekerjaan siswa dan membantu siswa yang kesulitan. Setelah beberapa lama, para siswa tampak selesai mengerjakan. Kemudian, peneliti menunjuk beberapa siswa untuk menjawab arti kata tersebut. Setelah itu, siswa diminta untuk membaca ulang dan mengerjakan *comprehension questions* secara individu. Selain itu, peneliti membagikan kertas berisi teks tentang “*Loro Jonggrang*” dan meminta siswa untuk mengerjakan soal – soal yang ada dalam teks tersebut. Kemudian, hasil pekerjaan mereka dikumpulkan. Sebelum menutup pelajaran,

peneliti member tahu siswa bahwa untuk pertemuan berikutnya akan diadakan posttest untuk mengevaluasi hasil belajar mengajar yang sudah dilakukan. Para siswa tampak kaget dan kurang senang. Kemudian, pelajaran diakhiri dengan berdoa bersama.

#### FIELD NOTES

No : FN 11  
 Day / date : Monday, February 10<sup>th</sup>, 2014  
 Activity : Posttest

Peneliti dan guru bahasa Inggris memasuki kelas. Para siswa sudah berada dalam kelas. Guru bahasa Inggris memberitahukan pada para siswa bahwa pada hari itu akan diadakan pot-test. Beliau menambahkan bahwa melalui hasil posttest tersebut, dapat diketahui apakah para siswa sudah cukup berhasil memahami apa yang telah disampaikan atau belum. Beliau juga menambahkan bahwa siswa diminta untuk mengerjakan soal – soal yang diberikan dengan sebaik – baiknya. Kemudian, guru bahasa Inggris mempersilakan peneliti untuk memulai pelaksanaan posttest. Peneliti dibantu guru bahasa Inggris membagikan lembar soal dan lembar jawab pada para siswa. Setelah semua siswa mendapat lembar jawab dan soal, siswa bisa mulai untuk mengerjakan dengan alokasi waktu 60 menit. Guru dan peneliti mengawasi pelaksanaan posttest sambil membantu siswa jika ada hal – hal yang ingin ditanyakan atau kurang jelas.

Setelah 1 jam, peneliti memberi tahu bahwa waktu habis dan meminta siswa untuk mengumpulkan lembar jawab dan lembar soal. Kemudian, peneliti menanyakan pada para siswa mengenai soal yang diberikan. Sebagian siswa mengatakan bahwa mereka cukup percaya diri dalam menjawab soal. Setelah berbincang sebentar dengan para siswa, peneliti mengucapkan terima kasih atas partisipasi mereka dan berpamitan. Kemudian peneliti dan guru mendiskusikan sebentar tentang kegiatan penelitian dan hasil yang dicapai. Setelah itu, peneliti menyampaikan ucapan terima kasih dan memohon bimbingan pada guru bahasa Inggris.



# **APPENDIX B**

## **INTERVIEW**

### **TRANSCRIPTS**

### INTERVIEW TRANSCRIPT

- No : IT 01  
 Day / date : Friday, 22<sup>nd</sup> November , 2013  
 Activity : Observation
- R : Sejauh ini, jenis teks apa yang sudah siswa pelajari?  
 ET : Sejauh ini, saya baru mengajarkan teks descriptive, recount, dan narrative.  
 R : Kalau untuk mengajar membaca, teknik atau kegiatan apa yang Bapak biasa lakukan?  
 ET : Biasanya saya meminta siswa untuk membaca teks dan jika ada kata sulit, saya meminta mereka untuk membuka kamus, kemudian mengerjakan soal – soal yang ada.  
 R : Apakah Bapak berusaha membangun pengetahuan mereka tentang teks yang akan diajarkan sebelum mereka diminta membaca?  
 ET : Ya, biasanya saya memberikan warming-up questions saja sebagai pengantar.  
 R : Apakah ada media yang digunakan untuk membantu siswa memahami teks?  
 ET : Biasanya di buku sudah ada gambarnya, jadi tinggal memakai gambar yang sudah ada di buku. Tapi kalau tidak ada, siswa saya minta untuk mengartikan kata – kata yang sulit supaya bisa memahami bacaan.

### INTERVIEW TRANSCRIPT

- No : IT 02  
 Day / date : Friday, 22<sup>nd</sup> November, 2013  
 Activity : Observation
- R : Researcher  
 S : Students
- R : Oh, Fhristya. Fhristya suka bahasa Inggris gak?  
 S : Suka mas. Tapi, ya gitu.  
 R : Ya, gitu gimana dek?  
 S : Ya tapi seringnya gak dong apa yang dibaca?  
 R : Lha kok bisa?  
 S : Ya itu mas. Tulisannya pake bahasa Inggris semua. Hehehe.  
 R : Haha. Adek bisa aja. Kan pelajarannya memang bahasa Inggris.  
 S : Iya, sih mas. Haha.  
 R : Jadi, adek ga dong karena ga tahu artinya gitu?  
 S : Iya, mas.  
 R : Trus biasanya adek gimana biar tahu artinya?  
 S : Ya, buka kamus kalau nggak tanya Pak Suryo.  
 R : Oh, gitu. Trus, kalau dari Pak Suryo, nyuruh gimana?

S : Ya, itu mas. Suruh buka kamus.  
 R : Lalu, senang tidak diajar pak guru?  
 S : Seneng mas. Habisnya, gurunya baik banget dan kalem. Jadi gak tegang.  
 R : Berarti gampang dong pahamnya?  
 S : Ya gak gitu juga mas. Gurunya lebih sering ngasih jawaban karena pada males baca.  
 R : Ooh, gitu. Makasih ya dek untuk informasinya.  
 S : Iya, mas. Sama – sama

### INTERVIEW TRANSCRIPT

No : IT 03  
 Day / date : Friday, 22<sup>nd</sup> November 2013  
 Activity : Interview

R : Researcher                      S2 : Student 2  
 S1 : Student 1                      SS : Student 1 and Student 2

R : Adek suka pelajaran bahasa Inggris gak?  
 SS : Jujur aja ya mas. Saya ga begitu suka.  
 R : kok pada gak suka. Emang kenapa?  
 S1 : Susah.  
 R : Susahnya dimana? Trus gak dongnya yang mana?  
 S1 : Susah ngartiinnya mas. Jadi, ya gak dong isinya apa.  
 R : Oh, masih susah kosa katanya ya.  
 S1 : Iya, mas.  
 R : Biasanya gimana biar tahu?  
 S2 : Kalau di kelas sih disuruh buka kamus. Tapi males mas buka terus.  
 R : Lha, kan emang kalau gak tahu biasanya emang buka kamus.  
 S2 : Ya, tapi males aja mas. Pengennya langsung tahu. Hahaha.  
 R : Haha. Trus gimana biar langsung tahu?  
 S2 : Tanya temennya aja mas yang lebih pinter atau yang udah nyari di kamus. Hehehe  
 R : Trus, seneng gak diajar gurunya?  
 SS : Ya, seneng mas. Tapi, males juga.  
 R : Apanya dek?  
 S1 : Habisnya disuruh baca terus padahal gak dong artinya.  
 R : Ya, kan namanya juga pelajaran membaca, dek. Trus adek penginnya gimana?  
 S1 : Penginnya paham dulu trus baru ngerjain, mas.  
 R : Ooo, gitu. Kalo topik yang dipakai?  
 S2 : Kebanyakan dari buku paket kalo gak LKS mas.  
 R : Ooh, buku paket “Let’s Talk English itu ya?  
 SS : Iya, mas.  
 R : Okay, dek. Makasih ya uda mau diwawancara.

SS : Iya ga apa - apa, mas.

### INTERVIEW TRANSCRIPT

No : IT 04

Day / date : Friday 22<sup>nd</sup> November, 2013

Activity : Interview

R : Researcher

S : Students (Eksa = E, Isnan = I, Haris = H)

R : Kalian suka pelajaran bahasa Inggris ora?

S : Ora mas. Lha aku ora duwe rencana meh lungo ning luar negeri.

R : Tapi kan kalian ada ujian bahasa Inggris untuk kelulusan.

E : Lha, wong ora dong artine e mas. Dadi males

R : Lha kalian sudah mencoba baca gak?

H : Nek aku gak mas. Lha males.

R : Nah itu penyebabnya. Trus kalau di kelas piye?

H&I : Ya nek dikon garap yo takon koncone mas. Kan mesti ono sing pinter.

R : Lha kalian gak pengen pinter?

S : Pengin mas, ning sesuk wae nek wes ngroso butuh.

R : Terus, gimana kalian mau belajar bahasa Inggris?

E : Ya, dibikin menarik mas.

R : Contohnya?

E : Ya banyak kerja kelompoknya biar ga susah mikir.

R : Trus?

I : Neranginnya yang simple wae mas, trus jangan kebanyakan pake bahasa Inggris biar mudeng.

R : Lha kan pelajaran bahasa Inggris, masa gak pake bahasa Inggris.

H : Ya yang ga panjang – panjang perintahnya sama kalo bisa diterjemahin. Hehe.

R : Ooh, jadi kalian maunya seperti itu. Ya uda. Makasih ya, adek – adek.

S : Iya, mas.

### INTERVIEW TRANSCRIPT

No : IT 05

Day / date : Saturday, 25 January, 2014

Activity : Meeting 1

R : Researcher

S : Student(s)

R : Bagaimana pelajaran tadi, dek?

S : Tadi pelajarannya lebih nyenengin, mas.  
 R : Menariknya di mana dek?  
 S : Ada gambarnya, jadi lebih menarik dan membantu memahami.  
 R : Selain itu dek?  
 S : Dibantu memahami topik teksnya sebelum membaca.  
 R : Jadi, adek mulai tertarik untuk mau membaca?  
 S : Iya, mas. Tapi ya lihat besok gimana, kalau masih menarik ya saya mau baca.  
 R : Syukurlah kalo begitu.  
 S : Tapi neranginnya jangan kecepetan, mas.  
 R : Ooh, masih kecepetan ya?  
 S : Iya, mas. Trus jangan pake bahasa Inggris semua.  
 R : Baiklah, dek. Ada saran lain.  
 S : Belum, mas.  
 R : Okay, makasih.  
 S : Sip.

#### INTERVIEW TRANSCRIPT

No : IT 06  
 Day / date : Saturday, 25<sup>th</sup> January, 2014  
 Activity : Interview

R : Researcher  
 ET : English Teacher

R : Bagaimana proses belajar mengajar tadi, pak?  
 ET : Ya, masih belum bisa kelihatan jelas perubahannya karena baru pertemuan pertama. Tapi, tadi sudah cukup baik dalam menyampaikan materi. Selain itu, tadi mas –nya pake peraga gambar. Itu sudah cukup baik untuk menarik minat siswa. Gambarnya cukup jelas cuma masih terlalu kecil, lebih baik kalau ditampilkan di LCD langsung, mas. Biar yang belakang bisa liat juga sejak awal.  
 R : Iya, pak. Saya juga menyadari tadi.  
 ET : Selebihnya, sudah baik. Tapi, masih perlu kita liat dipertemuan berikutnya.

### INTERVIEW TRANSCRIPT

No : IT 07  
 Day / date : Saturday, 25<sup>th</sup> January, 2014  
 Activity : Interview

R : Researcher  
 S : Students

R : Tadi ada tugas cari kata – kata sulit, susah gak?  
 S : Kalau cari kata – katanya sih gampang, tapi cari artinya susah.  
 R : Tadi kan ngerjainnya berpasangan, masih susah?  
 S : Masih, soalnya kata- kata sulit yang kita punya sama. Jadi, sama – sama ga tau.  
 R : Ada saran, dek?  
 S : Kata – katanya jangan yang susah – susah, mas.  
 R : Selain tu?  
 S : Dibolehin buka kamus aja, mas biar ga susah.  
 R : Lho, tapi banyak yang males buka kamus, kan?  
 S : Iya sih, mas. Tapi daripada nebak – nebak susah. Hehe  
 R : Ooh gitu. Okay, dek. Makasih sarannya.  
 S : Iya, sama – sama, mas.

### INTERVIEW TRANSCRIPT

No : IT 08  
 Day / date : Monday, 27<sup>th</sup> January, 2014  
 Activity : Interview

R : Researcher  
 S : Student(s)

R : Ada yang susah gak, tadi.  
 S : Masih bingung yang kata-kata sulit meskipun teksnya agak umum.  
 R : Tadi kan ada kegiatan untuk cari kata sulit dan diskusi sama teman sebangku. Masih susah?  
 S : Iya, tapi masih bingung soalnya sama – sama gak tahu?  
 R : Kalian sudah mencoba berdiskusi?  
 S : Sudah, mas. Tapi ya bingung. Jadi buka kamus.  
 R : Iya, tadi memang seperti itu. Karena pada bingung, terus baru Mr minta buka kamus. Ada saran?  
 S : Diajarin gimana biar tahu artinya mas. Hehe.  
 R : Ya, tapi kalian harus coba dulu berdiskusi dan liat konteksnya.  
 S : Oke, mas.

### INTERVIEW TRANSCRIPT

No : IT 09  
 Day / date : Monday, 27<sup>th</sup> January, 2014  
 Activity : Interview

R : Researcher  
 S : Student(s)

R : Gimana, pelajaran tadi?  
 S : Lumayan, mas.  
 R : Lumayan gimana?  
 S : Yah, agak lebih mudah dipahami, ada gambarnya juga.  
 R : Selain gambar, ada lagi yang menarik?  
 S : Tadi ada prediksi. Belum pernah disuruh memprediksi.  
 R : Trus ada kesulitan dalam membuat prediksi ga?  
 S : Kayaknya ga ada, mas. Kan diawal dah diajak memahami karakter tokohnya, trus prediksinya terserah kita berdasar karakter yang dah dibahas.  
 R : Oh, gitu. Adek suka gak?  
 S : Ya, suka, mas. Biasanya gak ada gitu. Cuma disuruh langsung baca.  
 R : Ada saran lain?  
 S : Wah, ga tahu juga mas. Uda cukup kayak e. Hehe.  
 R : Ooh, gitu. Makasih, dek.

### INTERVIEW TRANSCRIPT

No : IT 10  
 Day / date : Monday, 27<sup>th</sup> January, 2014  
 Activity : Interview

R : Researcher  
 S : Student(s)

R : Gimana, dek. Ada kesulitan?  
 S : Masih bingung polanya cerita. Terus masih bingung kata – katanya. Kalau yang buat mendingan, karena ada kegiatan memprediksi sama ada gambar. Ya, walaupun prediksinya belum tentu benar. Hehehe.  
 R : Oh, begitu. Jadi, paling nggak adek sudah ada minat untuk membaca dan mencoba memprediksi isi cerita.  
 S : Iya, mas. Kurang lebih begitu.

### INTERVIEW TRANSCRIPT

No : IT 11  
 Day / date : Friday, February 7<sup>th</sup>, 2014  
 Activity : Interview

R : Researcher  
 ET : English Teacher

R : Pak, bagaimana pengajaran hari ini?  
 ET : Sudah lebih baik, mas. Anak – anak sudah mulai bisa diatur dan nurut.  
 R : Kalau untuk kekurangan atau barangkali saran pak?  
 ET : Untuk sementara belum ada lagi mas. Mas Angga sudah lebih pelan dalam menjelaskan.  
 R : Iya, pak. Saya juga berusaha lebih pelan dan lebih simpel dalam memberi instruksi.  
 ET : Untuk yang bekerja berpasangan, relatif lebih mudah dikondisikan. Tapi untuk yang bekerja kelompok perlu monitoring yang lebih lagi. Karena, tadi saya lihat hanya beberapa siswa yang bekerja maksimal. Sedangkan yang lain cuma menyalin dan ngobrol.  
 R : Iya, pak. Saya juga masih merasa sulit untuk yang berkelompok. Mungkin akan saya coba campur saja.  
 ET : Iya, mas. Coba dicampur saja. Biar yang satu geng tidak berkumpul terus.  
 R : Selain itu, pak.  
 ET : Kalau dalam menyampaikan perlu diterjemahkan, pakai bahasa Indonesia saja, jangan bahasa Jawa. Sementara itu dulu yang bisa saya sampaikan

### INTERVIEW TRANSCRIPT

No : IT 12  
 Day / date : Friday, February 7<sup>th</sup>, 2014  
 Activity : Interview

R : Researcher  
 S : Student(s) (H = Heni, Rn = Ririn, T = Tias)

R : Begini, kemarin dan tadi kan Mas Angga mengajar kalian. Menurut kalian bagaimana?  
 T : Ya, enak kok mas ngajarnya. Cuma masih kecepetan ngomongnya aja. Terus keseringan pakai bahasa Inggris.  
 R : Haha. Namanya juga pelajaran bahasa Inggris, jadi sebisa mungkin pakai bahasa Inggris.  
 H : Iya, sih mas. Tapi, kan kalau neranginnya pakai bahasa Indonesia bisa



	lebih paham. Hehe.
R :	Iya, dek. Makanya, mas pakai bahasa Indonesia juga kan. Kalau tentang cara mengajarnya bagaimana?
T :	Iya, enak. Bacaannya ga terlalu panjang, terus pake tebak – tebak juga.
R :	Kalau untuk memahami bacaannya bagaimana?
H&T :	Ya, lumayan mas. Udah mulai bisa dikit. Hehe.
R :	Kalau kesulitan yang lain ada nggak?
Rn :	Ya, ada mas. Kata – kata yang gak tahu artinya. Terus tentang penggunaan past tense nya juga.
R :	Kalau itu, mas coba minta kalian diskusiin kan? Masih susah ya?
Rn :	Iya, mas. Lha sama – sama gak tahu artinya.
R :	Ooh, begitu. Ada saran tidak untuk mas?
Rn&T:	Kata – katanya jangan yang susah – susah. Terus, waktunya dibanyakin untuk mengerjakan.

#### INTERVIEW TRANSCRIPT

No : IT 13  
 Day / date : Friday, February 7<sup>th</sup> , 2014  
 Activity : Interview

R : Researcher  
 ET : English Teacher

R : Iya, pak. Saya juga tadi mendengar mereka meributkan pelajaran. Lalu bagaimana, pak? Apa masih perlu ada yang dirubah atau tidak untuk pertemuan berikutnya?

ET : Iya, Mas. Saya masih belum puas dengan apa yang dicapai, Tentunya, mas juga merasakan hal yang sama.

R : Benar, pak.

ET : Jadi, saya rasa masih perlu adanya tindak lanjut. Kalau cara yang dilakukan, mungkin sebagian besar masih sama juga tidak apa – apa.

R : Jadi, untuk menarik minat membaca siswa dengan menampilkan gambar sudah baik, pak?

ET : Iya, mas. Saya lihat sudah cukup menarik minat siswa. Tapi, masih ada yang kurang.

R : R : Kira – kira bagian mana yang perlu diperbaiki, pak?

ET : Kalau saya perhatikan, untuk mengatasi kesulitan vocabulary, siswa diminta untuk mencari kata sulit dan berdiskusi dengan teman. Tapi, mereka cenderung punya kata – kata sukar yang sama. Jadi, mereka tidak bisa berdiskusi maksimal untuk mencari arti kata.

R : Iya, pak. Saya berencana mengubah kegiatan nya dengan menggunakan guessing dari kalimat atau konteksnya. Bagaimana menurut bapak?

ET : Bisa, mas. Bisa dicoba. Sepertinya bisa lebih efektif.  
 R : Baik, pak.

#### INTERVIEW TRANSCRIPT

No : IT 14  
 Day / date : Monday, 3<sup>rd</sup> February, 2014  
 Activity : Interview

R : Researcher  
 ET : English Teacher  
 R : Ini pertemuan ke empat, masih tentang naratif tapi topiknya berbeda. Bagaimana menurut bapak pelajaran hari ini?  
 ET : Ya, menurut saya sudah baik mas dibanding yang kemarin. Apalagi, kita sudah sepakat untuk tetap pakai langkah yang sama tapi dengan ada perbedaan kegiatan saja.  
 R : Iya, pak. Sesuai saran bapak juga, jadi langkah tidak berubah karena saya juga melihat cukup bisa mengarahkan siswa dengan langkah tersebut.  
 ET : Iya, mas. Lebih banyak penggunaan LCD-nya kalau untuk menampilkan gambar. Karena gambarnya kan kadang kalau dicetak tidak begitu jelas.  
 R : Iya, pak. Saya akan memanfaatkan LCD-nya. Lagipula, lebih jelas dilihat anak – anak yang ada di belakang.  
 ET : Iya, mas. Biar anak lebih termotivasi dan tertarik.  
 R : Ada saran lain, pak?  
 ET : Sementara belum. Cukup pertahankan yang sudah baik.  
 R : Oh, baik, pak. Saya akan usahakan. Terima kasih, pak.

#### INTERVIEW TRANSCRIPT

No : IT 15  
 Day / date : Monday, 3<sup>rd</sup> February, 2014  
 Activity : Interview

R : Researcher  
 S : Student(s)  
 R : Gimana pelajaran hari ini, dek?  
 S : Yah, ceritanya kurang update, mas.  
 R : Ooh, gitu. Maksudnya biar kalian bisa lebih paham mengikuti

pelajarannya. Jadi, mas pake cerita yang paling sering kalian denger, *Nyi Roro Kidul*.

S : Iya, sih mas. Tapi ya gak apa – apa.

R : Lha, itu ceritanya kalian sering denger. Ada yang beda gak?

S : Ada, mas. Awalnya ga tau tentang siapa, dan gimana Ratu Kidul.

R : Lha, tahunya apa, dek?

S : Cuma tau mitos larangan pake baju ijo aja. Haha

R : Selain itu?

S : Sama tahu kalo dia penguasa pantai selatan.

R : Ooh, gitu. Jadi, berguna juga kan?

S : Iya, sih mas. Hehe.

R : Kosa katanya gimana? Ada kesulitan?

S : Ada sih mas. Tapi tadi ngerjainnya ga sendiri jadi lebih enjoy aja.

R : Trus, susah gak ngartiin kata – katanya waktu ngerjain sama teman?

S : Hhhmm. Ga kok, mas. Selain ceritanya dah tahu, tadi masnya kan sempet ngingetin berkali – kali untuk lihat ke kalimat dan kata – kata yang uda tahu. Hehe.

R : Jadi, membantu gak dengan lihat kata – kata yang uda tahu untuk menebak kata yang gak tahu?

S : Iya, mas. Ya, meskipun tetap ada yang susah. Hehe

R : Haha. Okay, dek. Makasih.

#### INTERVIEW TRANSCRIPT

No : IT 16  
 Day / date : Monday, 3<sup>rd</sup> February 2014  
 Activity : Interview

R : Researcher  
 S : Student(s)

R : Halo, dek. Gimana tadi? Bisa mengikuti pelajaran?

S : Bisa, mas.

R : Apa yang buat adek bisa mengikuti pelajaran hari ini?

S : Ceritanya kan uda terkenal banget mas.

R : Terus?

S : Ya, jadi tadi pas ngerjain prediksi ceritanya, jadi lebih gampang. Kan jadi ga perlu mikir berat. Hehe

R : Sip, kalo gitu. Trus ada yang baru?

S : Iya, mas. Jadi tahu cerita gimana bisa jadi ratu pantai selatan.

R : Sebelumnya gak tahu?

S : Ya, tahu mas. Cuma, dari bacaan tadi jadi lebih tahu.

R : Ada kesulitan gak?

S : Biasa mas. Kosa katanya. Tapi kebantu karena paling nggak uda tahu ceritanya dalam versi Indonesia, jadi bisa lebih yakin nebak. Lagipula,

kalimatnya gak terlalu sulit.  
 R : Trus ada lagi selain itu?  
 S : Tadi, kalo ga salah tentang *reference words*. Nah itu lumayan lebih gampang mas.  
 R : Gampangnya gimana?  
 S : Ya, kan cuma nunjukan kata ganti ini merujuk ke siapa. Nah, asal tahu perubahan kata gantinya, kan gampang.  
 R : Berarti, tadi betul semua jawabnya?  
 S : Gak, juga. Ada yang salah. Hehe.  
 R : Kenapa?  
 S : Kurang teliti. Hehe.  
 R : Nah, berarti tetep harus teliti meskipun gampang.  
 S : Siap, mas. Haha

#### INTERVIEW TRANSCRIPT

No : IT 17  
 Day / date : Friday, 7<sup>th</sup> February, 2014  
 Activity : Interview

R : Researcher  
 S : Student(s)

R : Dek, mau tanya – tanya, boleh?  
 S : Tanya apa, mas?  
 R : Tentang kegiatan belajar hari ini.  
 S : Ooh, boleh kok mas. Jangan susah – susah tanyanya. Hehe  
 R : Okay. Menurut kamu, tadi gimana mas ngajar?  
 S : Enak – enak aja kok mas.  
 R : Kalo materinya?  
 S : Yah, materinya kan masih tentang naratif, jadi ya masih hafal. Kan tiap pertemuan bahas naratif terus. Hehe.  
 R : Haha. Iya, dek. Trus, tadi kan kalian ngurutin gambar, gimana?  
 S : Seneng, mas. Kayak pas yang dulu juga pernah.  
 R : Susah gak, ngurutinnya?  
 S : Ya, gak susah – susah banget kok. Lagipula ceritanya terkenal.  
 R : Jadi, adek suka kegiatan hari ini?  
 S : Iya, mas.  
 R : Ada saran?  
 S : Udah bagus kok mas. Hehe.  
 R : Haha. Makasih ya kalo gitu.  
 S : Iya, sama – sama.

### INTERVIEW TRANSCRIPT

No : IT 18  
 Day / date : Friday, 7<sup>th</sup> February 2014  
 Activity : Interview

R : Researcher  
 ET : English Teacher

R : Bagaimana kegiatan hari ini, pak?  
 ET : Sudah sangat baik, mas. Anak – anak lebih memperhatikan dan mau mengikuti penjelasan dengan baik. Groupingnya juga sudah lebih baik dari pertemuan – pertemuan sebelumnya.  
 R : Iya, pak. Mereka juga lebih bisa diajak bekerja sama. Kalau tentang materinya?  
 ET : Sesuai yang pernah kita bahas, mas. Kan perlu cerita yang *familiar*. Nah, cerita – cerita yang diberikan dari pertemuan pertama sampai sekarang cukup bisa membuat mereka tidak merasa sulit.  
 R : Kalau penyampaian materinya?  
 ET : Sudah baik. Mas tidak terlalu cepat menyampaikan materinya. Tadi juga ada videonya. Itu baik sekali, biar siswa tidak bosan.  
 R : Jadi, menurut bapak, video dan gambarnya bisa menarik minat mereka?  
 ET : Iya, mas. Juga bisa membantu mereka memahami dan menggunakan pengetahuan mereka.  
 R : Ada saran lain?  
 ET : Belum ada mas. Oya, untuk pertemuan selanjutnya bagaimana?  
 R : Masih sama pak, tapi lebih banyak praktek buat mereka. Apalagi waktu untuk pertemuan selanjutnya hanya satu jam pelajaran.  
 ET : Ooh, begitu. Baiklah mas.

### INTERVIEW TRANSCRIPT

No : IT 19  
 Day / date : Friday, 7<sup>th</sup> February 2014  
 Activity : Interview

R : Researcher  
 S : Student(s)

R : Gimana pelajaran hari ini?  
 S : Gampang, mas.  
 R : Apa yang menurut kamu membuat gampang?  
 S : Teksnya sama kegiatannya.  
 R : Teksnya gimana?

- S : Ya, kan tentang Malin Kundang sama tentang asal usul Desa Penyalahan. Kalo yang Malin Kundang kan uda sering denger. Kalo yang satunya dulu pernah baca waktu mas nya ngasih tes pertama kali itu.
- R : Oiya. Bener juga. Jadi, adek bisa lebih gampang paham?
- S : Iya, mas. Apalagi ada kegiatan ngurutin gambarnya, bikin asyik aja. Hehe.
- R : Trus apa lagi?
- S : Tadi pas ngurutin sempet ada yang beda – beda. Tapi akhirnya disetelin videonya. Jadi, bisa tahu urutan aslinya. Hehe.
- R : Iya, habisnya tadi kalian pada ribut bingung urutannya. Haha. Membantu gak videonya?
- S : Membantu mas, lagipula supaya gak bosan.
- R : Kalo tentang *reference words* sama *adjectives* gimana?
- S : Uda lumayan bisa, kan lebih gampang dari pada cari isi cerita. Hehe.
- R : Ada saran dek?
- S : Gak ada, mas. Aku bingung mau kasih saran apa. Haha.
- R : Owalah. Haha. Ya sudah. Makasih ya.
- S : Iya, mas.

#### INTERVIEW TRANSCRIPT

No : IT 20  
 Day / date : Saturday, 8<sup>th</sup> February, 2014  
 Activity : Interview

R : Researcher  
 S : Student(s)

- R : Gimana tadi dek? Bisa ngerjain soalnya?
- S : Lumayan, mas.
- R : Tadi diajarin *guessing* lagi. Gimana?
- S : Lumayan, mas. Kan ada *clues*-nya jadi bisa nebak lebih mudah.
- R : Membantu gak buat kamu bisa memahami bacaan?
- S : Membantu, mas. Kan jadi bisa mengira – ngira dengan liat ke kata – kata yang kita tahu atau kalo ada gambar bisa diliat juga.
- R : Selain itu?
- S : Nambah cerita, mas. Hehe. Lebih yakin juga uda paham naratif.
- R : Masih hafal kan ciri – cirinya?
- S : Masih dong, mas. Haha.
- R : Ada saran?
- S : Semoga mas-nya cepet lulus. Haha.
- R : Aamiin. Pertemuan terakhir ada tes. Gimana?

S	:	Siap, mas. Yakin dapet bagus. Haha.
R	:	Haha. Aamiin.

### INTERVIEW TRANSCRIPT

No	:	IT 21
Day / date	:	Saturday, 8 <sup>th</sup> February, 2014
Activity	:	Interview
R	:	Researcher
ET	:	English Teacher
R	:	Tadi kegiatannya lebih banyak mengerjakan tugas langsung. Bagaimana menurut bapak?
ET	:	Iya, mas. Jadi saya tidak bisa berkomentar banyak. Tapi, tadi ada tambahan latihan lagi cara menebak lebih pakai <i>background knowledge</i> mereka. Itu sangat membantu siswa biar tidak putus asa kalau ketemu kata yang sukar.
R	:	Iya, pak, Saya juga berharapnya seperti itu.
ET	:	Jadi, saya ras tadi siswa cukup bisa lebih yakin bisa menebak dan memahami. Ini pertemuan terakhir kan, mas?
R	:	Iya, pak. Bagaimana?
ET	:	Ya, menurut saya sudah cukup baik dari awal dan akhir. Tinggal melihat bagaimana hasil tes terakhir mereka.
R	:	Benar, pak. Mudah – mudahan mereka bisa mengaplikasikan apa yang mereka dapat dan mereka tahu.
ET	:	Iya, jadi untuk menggunakan <i>schemata</i> memang membantu. Selama ini, terus terang hanya terpaku dengan buku paket saja dan tanpa ada awalan sebelum membaca dan saat membaca.
R	:	Iya, pak. Mudah – mudahan bisa membantu siswa juga. Kalau begitu, saya pamit dulu, pak.
ET	:	Oh, iya. Silakan, mas.
R	:	Terima kasih, pak atas bimbingan bapak selama ini. Maaf, jika ada yang kurang berkenan.
ET	:	Iya, mas. Sama – sama. Kita juga saling belajar satu sama lain. Baiklah, mas. Hati – hati di jalan.
R	:	Terima kasih, pak.

# **APPENDIX C**

## **COURSE GRID**



**Course Grid for Teaching-learning of Reading  
for Grade Eight of SMP Negeri 1 Gamping in the Academic Year of 2013/2014**

Cycle	Standard of Competence	Basic Competence	Text Type	Language Focus	Materials	Input Text	Activities	Indicators	Schemata Activation Strategies	Time Allocations
<b>I</b>	11. Understanding meanings of short essay texts in the form of recount and narrative in the daily life context to interact with the surroundings.	11.3. Responding to meanings and rhetorical steps of simple and short essay accurately, appropriately and fluently in the form of recount and narrative in the daily life context.	<b>Narrative (FOLKTALES)</b>	<ul style="list-style-type: none"> <li>• Generic structure of a narrative text</li> <li>• Chronological conjunctions</li> <li>• Action verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Generic Structure:               <ul style="list-style-type: none"> <li>- Orientation</li> <li>- Complication</li> <li>- Resolution</li> </ul> </li> <li>• Chronological conjunctions</li> <li>• Adjectives such as kind, honest, evil and so forth.</li> <li>• Narrative Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Written narrative texts</li> <li>• Pictures</li> <li>• Video</li> </ul>	<b><u>BKOF:</u></b> <ul style="list-style-type: none"> <li>- The students are introduced to the topic.</li> <li>- The students find vocabulary related to the topic.</li> <li>- The students do exercises in vocabulary.</li> </ul> <b><u>MDOT:</u></b> <ul style="list-style-type: none"> <li>- The students pay attention to the teacher's explanation about narrative texts.</li> <li>- The students do some exercises on adjectives.</li> <li>- The students do exercises on difficult words.</li> <li>- The students underline past verbs in the text.</li> <li>- The students predict the content of the story.</li> </ul>	1. Identify the communicative purpose of a narrative text. 2. Identify the generic structures of a narrative text. 3. Understand the meaning of difficult words. 4. Identify the subject and verb of past tense sentences. 5. Identify main ideas.	1. Establishing reading goals 2. Building interest and attention	5 x 40 minutes (3 meetings)
									1. Building interest and attention 2. Exploring keywords	

							<p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>- The students arrange the jumbled pictures based on their predictions.</li> <li>- The students watch a video and match their predictions while they are watching.</li> </ul> <p><b>ICOT:</b></p> <ul style="list-style-type: none"> <li>- The students read the full text.</li> <li>- The students do exercises on difficult words in groups.</li> <li>- The students do an exercise related to comprehension questions related to the text.</li> </ul> <p><b>LRT:</b></p> <ul style="list-style-type: none"> <li>- The teacher explains other types of narrative texts, for example, other legend stories.</li> </ul>		<ol style="list-style-type: none"> <li>1. Exploring keywords</li> <li>2. Building connections and background knowledge</li> </ol>	
<b>II</b>	11. Understanding meanings of short essay texts in the form of recount and	11.3. Responding to meanings and rhetorical steps	<b>Narrative (MYTH/LEGEND)</b>	<ul style="list-style-type: none"> <li>• Generic structure of a narrative text</li> <li>• Reference words</li> <li>• Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Generic Structure:               <ul style="list-style-type: none"> <li>- Orientation</li> <li>- Complication</li> <li>- Resolution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Written narrative texts</li> <li>• Pictures</li> <li>• Video</li> </ul>	<p><b>BKOF:</b></p> <ul style="list-style-type: none"> <li>- The students are introduced to the topic.</li> <li>- The students find difficult</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the generic structure of a narrative</li> </ol>	<ol style="list-style-type: none"> <li>1. Establishing reading goals</li> <li>2. Building interest and attention</li> </ol>	5 x 40 minutes (3 meetings)

	narrative in the daily life context to interact with the surroundings.	of simple and short essay accurately, appropriately and fluently in the form of recount and narrative in the daily life context.			<ul style="list-style-type: none"> <li>• Chronological conjunctions</li> <li>• Narrative Texts</li> </ul>	<p>vocabulary related to the topic.</p> <ul style="list-style-type: none"> <li>- The students do exercises on vocabulary.</li> </ul> <p><b><u>MDOT:</u></b></p> <ul style="list-style-type: none"> <li>- The students pay attention to the teacher's explanation about reference words. (<i>Activity 3</i>)</li> <li>- The students do an exercise related to reference words.</li> <li>- The students study the adjectives.</li> <li>- The students explore the adjectives in the previous text.</li> <li>- The students categorize some adjectives.</li> </ul> <p><b><u>JCOT:</u></b></p> <ul style="list-style-type: none"> <li>- The teacher distributes a text entitled The Origin of Panyalahan Village.</li> <li>- The students read the text and answer the questions.</li> <li>- The students</li> </ul>	<p>text.</p> <p>2. Understand the meaning of difficult words.</p> <p>3. Identify adjectives and reference words.</p> <p>4. Find the information presented in narrative texts.</p>	<p>1. Building interest and attention</p> <p>2. Exploring keywords</p>	<p>1. Exploring keywords</p> <p>2. Building connections and background knowledge</p>
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							<p>arrange the jumbled pictures based on their predictions.</p> <ul style="list-style-type: none"> <li>- The students watch a video and match their predictions while they are watching.</li> </ul> <p><b><u>ICOT:</u></b></p> <ul style="list-style-type: none"> <li>- The students read the full text.</li> <li>- The students do exercises on difficult words in groups.</li> <li>- The students do an exercise related to comprehension questions related to the text</li> </ul> <p><b><u>LRT:</u></b></p> <ul style="list-style-type: none"> <li>- The teacher explains the other types of narrative texts, for example, fables.</li> </ul>		<p>Building connections and background knowledge</p>	
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# **APPENDIX D**

# **LESSON PLANS**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

School : SMP N 1 Gamping

Subject : English

Class/semester : VIII/ 2

Skills : Reading

Time Allocation : 5x 40 minutes

Text type : Narrative (Folktales)

**A. Standard of Competence**

11. Understanding meanings of short essay texts in the form of recount and narrative in the daily life context to interact with the surroundings.

**B. Basic Competence**

11.3. Responding to meanings and rhetorical steps of simple and short essay texts accurately, appropriately and fluently in the form of recount and narrative in the daily life context.

**C. Learning Objective**

At the end of the lesson, students are expected to be able to find the detail information from narrative texts, to answer the questions based on the information presented in the narrative texts.

**D. Indicators**

Students are able to:

- identify the communicative purpose of a narrative text.
- identify the generic structures of a narrative text.
- understand the meaning of difficult words.

- identify the subject and verb of past tense sentences.
- identify main ideas and supporting ideas.

### E. Learning Method

Genre-based Approach

### F. Learning Materials

Enclosed

### G. Learning Activities

Phase	Activities
<b>Pre-teaching</b>	<ul style="list-style-type: none"> <li>- Greeting, praying</li> <li>- Checking the students' attendance</li> <li>- Checking the students' readiness</li> </ul>
<b>BKOF</b>	<ul style="list-style-type: none"> <li>- The students mention stories they have ever heard. <b>(LEAD IN)</b></li> <li>- The students pay attention to the pictures presented by the teacher.</li> <li>- The students pay attention to a picture of a narrative story presented by the teacher. <b>(The Hare and The Tortoise)</b></li> <li>- The students mention what they know about the picture. <b>(The Hare and The Tortoise)</b></li> <li>- The students guess the content of the text and write down their predictions. <b>(Activity 1.A)</b></li> <li>- The teacher distributes a narrative text to the students.</li> <li>- The students read the text at a glance. <b>(Activity 1.B)</b></li> <li>- The students find difficult words before they read the text thoroughly. <b>(Activity 1.B)</b></li> <li>- The students answer the comprehending questions about the text and match their predictions after they read the text. <b>(Activity 2)</b></li> </ul>
<b>MDOT</b>	<ul style="list-style-type: none"> <li>- The students pay attention to the teacher's explanation about the generic structures of a narrative text. <b>(Activity 3)</b></li> <li>- The teacher shows a picture and the clues related to the picture entitled <i>The Lion and the Mouse</i> to the students.</li> <li>- The students guess the content of the text given and write down their predictions by looking at the clues. <b>(Activity 4)</b></li> <li>- The teacher distributes the text to the students.</li> </ul>

	<ul style="list-style-type: none"> <li>- The students read the text and make use of the previous information that they have to check their prediction.</li> <li>- The students discuss the content of the text together assisted by the teacher.</li> <li>- The students try to find the generic structure of the text (<i>The Lion and the Mouse</i>). (<b>Activity 4</b>)</li> <li>- The students pay attention to the teacher's explanation of simple past tense. (<b>Activity 5</b>)</li> <li>- The students are to find past verbs used in the text entitled <i>The Lion and the Mouse</i>.</li> <li>- The students are to do an exercise related to simple past tense.</li> </ul>
<b>JCOT</b>	<ul style="list-style-type: none"> <li>- The teacher distributes pictures of another text. (<b>The Thirsty Crow</b>)</li> <li>- The students arrange the jumbled pictures based on their predictions in groups. (<b>Activity 6</b>)</li> <li>- The students read the full text at glance.</li> <li>- The students find difficult words. (<b>Activity 6</b>)</li> <li>- The students do exercises on difficult words in groups.</li> <li>- The students' discuss their predictions.</li> <li>- The students change the verbs used in the text into past verbs.</li> <li>- The students do an exercise related to generic structures in the text.</li> </ul>
<b>ICOT</b>	<ul style="list-style-type: none"> <li>- The students answer the comprehension questions related to the texts. (<b>Activity 7</b>)</li> </ul>
<b>LTRT</b>	<ul style="list-style-type: none"> <li>- The students mention the other types of narrative texts.</li> </ul>
<b>Post-teaching</b>	<ul style="list-style-type: none"> <li>- Checking the students' understanding</li> <li>- Summarizing</li> <li>- Reflection</li> <li>- Praying, leave taking</li> </ul>

#### H. Teaching Aids

- chalk
- worksheet
- dictionary
- LCD Projector
- computer



**I. Resources**

<http://bforball.com/hare-and-tortoise.php>

<http://bforball.com/the-lion-and-the-mouse.php>

<http://bforball.com/the-thirsty-crow-.php>

<http://schoolofdisney.com/Stories/Cinderella/readthestory.htm>

<http://www.childrenstory.com/tales/indexhare.html>

<http://englishforum789.blogspot.com/2012/03/student-worksheet-91.html>

*New Standard English Reader for Elementary School, p. 36*

**J. Assessment**

1. For each correct answer (ICOT): 1 (total: 28 items)
2. Maximal score: 10
3. Student's score : (correct answers + 2)/3

Yogyakarta, January 2014

English Teacher

Researcher

Suryo Winasto  
NIP 19600528 198103 1 005

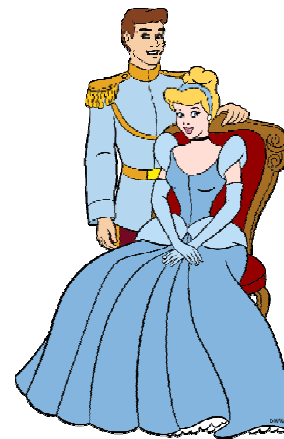
Hadrian Priangga Puti  
NIM 09202241024

# READING

## FOLKTALES



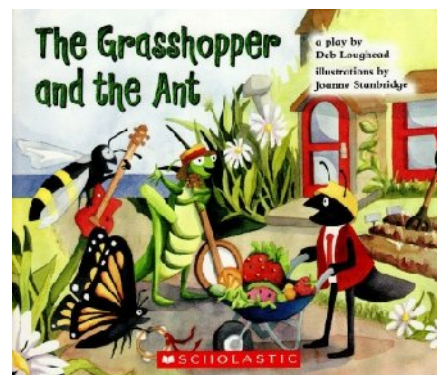
<http://bforball.com>



[www.schoolofdisney.com](http://www.schoolofdisney.com)



[www.schoolofdisney.com](http://www.schoolofdisney.com)



[www.joannestanbridge.com/](http://www.joannestanbridge.com/)

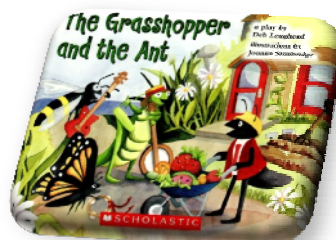
## LEAD-IN

Look at the pictures below and answer the following questions.



<http://bforball.com>

1



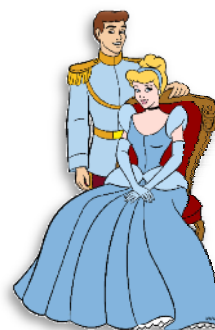
[www.joannestanbridge.com/](http://www.joannestanbridge.com/)

2



[www.englishonline.tki.org](http://www.englishonline.tki.org)

3



[www.schoolofdisney.com](http://www.schoolofdisney.com)

4

### Lead-in questions.

1. Are you familiar with those pictures?
2. What do you know about those pictures?
3. Have you ever heard the story of each picture?
4. When did you heard the stories?
5. How is the story of each picture?



### ACTIVITY 1

A. Predict the content of a story entitled “The Hare and the Tortoise”. Write down your prediction in the box below.

**CHARACTERS:**

**THE STORY:**

B. Read the text below.

### THE HARE AND THE TORTOISE

Many animals lived happily in the forest. Tortoise and rabbit also lived in the forest. But, one day they had an argument about who was faster. They decided to go on a race to find who was better. Finally, they went on a race in front of all the animals.



As everyone knew, the rabbit ran very fast but the tortoise walked slowly. After sometime, rabbit looked back and the tortoise was far behind. The rabbit decided to take rest for sometime and run again. The rabbit slept. The tortoise walked slowly and crossed the rabbit. The rabbit woke up suddenly and saw that

the tortoise was nearing the winning post. The rabbit started to run. But, the tortoise won the race.

Adapted from: <http://bforball.com>

**Find your difficult words in the text. Discuss the meanings with your partner.**

My Own Difficult Words	Meanings



## ACTIVITY 2

*A. Read the text again and answer the questions below.*

1. What does the story tell us about?
2. Who were the characters in the story?
3. Why did they hold a race?
4. Did the rabbit lead the race from the start?
5. Why did the rabbit finish the last?
6. What is the moral value you can get from the text?

**B. Check your prediction. Is it similar to or the same as the text?**



## ACTIVITY 3

*Read the explanation about Narrative texts below.*

### Narrative

A narrative text is a piece of writing that tells a story. The story is usually an imaginary story. A narrative always deals with some problems that lead to the climax and then turn into a **solution** to the **problems**.

#### The Communicative purpose:

- to tell a story about something.
- to amuse or entertain the readers or listeners.

### The Text Organization:

- **Orientation** sets the scene (where and when the story happen) and introduces the participants of the story (who and what are involved in the story)
- **Complication** tells the beginning of the problems which lead to the crisis (climax) of the main participants.
- **Resolution** provides the solution to the problems either in a happy ending or in a sad (tragic) ending.
- **Re-orientation** (optional) gives a closing remark to the story. It consists of a moral lesson or advice.

### Important Language Features

- **Past tense**, e.g. Many animals **lived** happily in the forest.  
They **decided** to go on race.
- **Nouns**, e.g. animals, tortoise, hare, etc.
- **Time connectives and conjunctions**, e.g. one day, then, a long time ago, when, first, finally, etc.
- **Adjectives**, e.g. fast, etc.
- **Adverbs**, e.g. happily, etc.

### Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talk about leaving Snow White in the castle because they both wanted to go to another place and they didn't have enough money to take care of her. Snow White didn't want them to do that so she decided that it would be better if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. Then, she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There, they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, "Whats your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh. Could I? Thank you." Then, she told them the whole story. At last, they dwarfs lived happily ever after.

ORIENTATION

COMPLICATION

RESOLUTION



#### ACTIVITY 4

A. Here, there is a picture. Try to predict the story and write it down. Use the clues below.



<http://bforball.com>

Clues : a lion

a mouse

forest

a hunter

net

What is your prediction?	How is it in fact?

**B. Read the text below and match the story with your previous prediction.**

### **The Lion and the Mouse**

There was a beautiful forest. There lived a mouse near a lion's cage. The mouse was very playful. One day, the mouse went to the lion's cage. Without knowing the lion's power, it started to play over the lion. The lion suddenly woke up. It got angry and began to roar loudly. Then, the lion caught the mouse and threatened that he would eat the mouse. The mouse said sorry and pleaded the lion to let him free. The lion took pity and let the mouse go. Two days later, a hunter came to the forest. The hunter saw the lion and trapped it using his net. The hunter went to his village to find more people to kill the lion. The lion kept shouting for help. The mouse heard the lion's cries and came to help him. It cut the net in to pieces and freed the lion. Finally, the lion escaped from the net. The lion thanked the mouse for his help. Then, the two started to live as friends forever.

Adapted from: <http://bforball.com>

**C. Write down the information related to the story above.**

<b>ORIENTATION</b>	Who: Where: When:
--------------------	-------------------------



COMPLICATION	
RESOLUTION	



### ACTIVITY 5

A. *Study the use of simple past tense.*

Simple past tense is used to indicate activities done in the past.  
Simple past tense is also used in narrative texts.

Pattern

**S + Verb2**

Examples:     The rabbit lived in a forest.  
                      The turtle won the race.

B. Find the past verbs used in the previous text entitled “The Lion and the Mouse”.

C. Complete the paragraph below with the past verbs in the box.

happen    scream    walk    finish    drop  
rob    escape    jump    grab

Once upon a time, two bandits <sup>1</sup> . . . an old lady. The robbery <sup>2</sup>... near the old bridge over the river. The old lady <sup>3</sup> . . . shopping and <sup>4</sup> . . . toward the bridge. When she was near the bridge, two bandits <sup>5</sup> . . . toward her and <sup>6</sup> . . . her purse. She <sup>7</sup> . . . , and they <sup>8</sup> . . . it. Then, they <sup>9</sup> . . . through the forest.



#### ACTIVITY 6

A. Predict the story of *The Thirsty Crow* by the help of these jumbled pictures. Do it in groups.



1



2



3



4



5



6



7



8



9



10

**B. Find difficult words and try to guess the meanings by making use of the previous story pictures.**

My Own Difficult Words	Meanings

**C. Change the verbs into the correct form.**

### **The Thirsty Crow**

Once, there is a crow which was very thirsty. It **start** searching for water. For a long time it could not find the water. Suddenly, it **see** a pot with water. But, there was only little water in the pot. The crow could not reach the water. Fortunately, the crow saw some pebbles around the pot and suddenly **get** an idea. The crow **pick** the pebbles. Then, the crow **drop** the pebbles into the pot. The water level **rise** up slowly. After that, the clever crow **drink** the water. Finally, the crow flew away happily.

Adapted from: <http://bforball.com>

**D. Read the text and find these information:**

No.	Information	Answers
1.	The character(s)	
2.	The orientation	
3.	The complication	
4.	The resolution	



### ACTIVITY 7

*Do the following tasks individually.*

#### TEXT 1

#### SNOW WHITE

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her step-mother. She was very jealous of her beauty. So, she wanted her to die. Snow White knew about the evil plan. She escaped into a forest. There, she made friends with seven dwarfs. The queen turned herself into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years. Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

*<http://englishforum789.blogspot.com/2012/03/student-worksheet-91.html>*

#### A. Write down the information related to the story above.

<b>ORIENTATION</b>	Who: Where: When:
<b>COMPLICATION</b>	
<b>RESOLUTION</b>	

**B. According to the story, say whether each statement below is true or false.**

No.	Statements	T/F
1.	Snow White was a beautiful queen.	
2.	Her step-mother was jealous of her beauty.	
3.	Snow White ran away from the palace.	
4.	She lived with Prince Charming in a forest.	
5.	Snow White was poisoned by her step-mother.	
6.	Her step-mother made an evil plan.	
7.	The dwarfs helped Prince Charming revive Snow White.	
8.	Snow White and Prince Charming lived happily ever after.	

## TEXT 2

### The Wolf and the Crane



One day, a wolf was eating his dinner. He was very greedy. He ate so quickly that a bone stuck in his throat. He tried hard to get it out but all was in vain. Then, he went to the crane and said, “Good morning, Crane. Will you help me to do something?”

“What can I help you?” asked the crane. “I have a bone stuck in my throat. You have a long bill, so you can draw it out”, said the wolf. “If you do that for me, I will give you a reward.” “Let me try,” said the crane. “It is not difficult for me to do so.” The wolf opened his mouth wide. The crane put her bill in and drew out the bone. “Now, will you give me the reward, please?” the crane asked the wolf. “Reward?” said the wolf. “Don’t talk about

that. You should be thankful to me. Although you put your head into my mouth, I did not bite you. What more do you want?"

*Taken from: New Standard English Reader for Elementary School, p. 36*

### Vocabulary Lists

- |          |                |            |                   |
|----------|----------------|------------|-------------------|
| - crane  | = bangau       | - wide     | = lebar           |
| - stuck  | = tersangkut   | - bite     | = menggigit       |
| - throat | = kerongkongan | - thankful | = berterima kasih |
| - bill   | = paruh        | - drew     | = menarik         |
| - reward | = hadiah       |            |                   |

**A. Put T if the statement is True and F if it is False. Then, correct the wrong statements.**

Statements	T/F	Correction
1. The wolf was very greedy.		
2. The wolf ate slowly that a bone got stuck in his throat.		
3. He could draw the bone out.		
4. He asked a crane to take the bone out.		
5. The crane got a reward for helping the wolf.		

**B. Answer the following questions based on the text above.**

1. What happened to the wolf when he was eating?
2. What did the wolf do?
3. Why did the wolf go to the crane?
4. What was the wolf's promise?
5. How did the crane take out the bone?
6. Did the crane get the reward from the wolf?
7. What is the moral value you can get?

### RENCANA PELAKSANAAN PEMBELAJARAN

**(RPP)**

School	:	SMP N 1 Gamping
Subject	:	English
Class/semester	:	VIII/ 2
Skills	:	Reading
Time Allocation	:	5x 40 minutes
Text type	:	Narrative (Legend)

**A. Standard of Competence**

11. Understanding meanings of short essay texts in the form of recount and narrative in the daily life context to interact with the surroundings.

**B. Basic Competence**

11.3. Responding to meanings and rhetorical steps of simple and short essays accurately, appropriately and fluently in the form of recount and narrative in the daily life context.

**C. Learning Objective**

At the end of the lesson, students are expected to be able to find the detail information from narrative texts, to answer the questions based on the information presented in the narrative texts.

**D. Indicators**

Students are able to:

- identify the generic structure of a narrative text.
- understand the meaning of difficult words.
- identify adjectives and reference words.
- find the information presented in narrative texts.

**E. Learning Method**

Genre-based Approach

**F. Learning Materials**

Enclosed

**G. Learning Activities**

Phase	Activities
<b>Pre-teaching</b>	<ul style="list-style-type: none"> <li>- Greeting, praying</li> <li>- Checking the students' attendance</li> <li>- Checking the students' readiness</li> </ul>
<b>BKOF</b>	<ul style="list-style-type: none"> <li>- The students mention stories that they have already known.</li> <li>- The students pay attention to pictures that are provided by the teacher. <i>(LEAD IN)</i></li> <li>- The students mention what they know about the pictures. <i>(LEAD IN)</i></li> <li>- The students define the meanings of some narrative types. <i>(Activity 1)</i></li> <li>- The teacher shows a picture. <i>(Activity 2)</i></li> <li>- The students pay attention to the picture.</li> <li>- The students are to make a short prediction about the story related to the picture.</li> <li>- The teacher distributes a text entitled <i>Nyi Roro Kidul</i>.</li> <li>- The students read the text and define the meanings of some words. <i>(Activity 2)</i></li> <li>- The students answer the questions related to the text. <i>(Activity 2)</i></li> </ul>
<b>MDOT</b>	<ul style="list-style-type: none"> <li>- The students pay attention to the teacher's explanation about reference words. <i>(Activity 3)</i></li> <li>- The students do an exercise related to reference words.</li> </ul>



	<ul style="list-style-type: none"> <li>- The students study the adjectives.</li> <li>- The students explore adjectives in the previous text.</li> <li>- The students categorize some adjectives.</li> </ul>
<b>JCOT</b>	<ul style="list-style-type: none"> <li>- The teacher distributes a text entitled The Origin of Panyalahan Village.</li> <li>- The students read the text and answer the questions.</li> <li>- The students arrange the jumbled pictures based on their predictions.</li> <li>- The students watch and observe a video related to the text.</li> <li>- The students discuss their predictions together after they watch the video.</li> </ul>
<b>ICOT</b>	<ul style="list-style-type: none"> <li>- The students answer the comprehension questions related to the texts. ( <i>Activity 7</i> )</li> </ul>
<b>LTRT</b>	<ul style="list-style-type: none"> <li>- The students pay attention to the teacher's explanation of other types of narrative, for example, fables.</li> </ul>
<b>Post-teaching</b>	<ul style="list-style-type: none"> <li>- Checking the students' understanding</li> <li>- Summarizing</li> <li>- Reflection</li> <li>- Praying, leave taking</li> </ul>

#### **H. Teaching Aids**

- White board
- Board marker
- Worksheet
- LCD Projector
- Computer

#### **I. Resource**

Priana, J., Riandi, Mumpuni, A.P. 2008. *Scaffolding Grade 8*. Depdiknas.

<http://luthfiannis.blogspot.com/2013/05/exploring-narrative-text.html>

<http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Myths-legends-and-folk-tales>

**J. Assessment**

1. For each correct answer (ICOT): 1 (total: 25 items)
2. Maximal score:  $25 \times 4 = 100$
3. Student's score = correct answer(s)  $\times 4$

Yogyakarta, January 2014

English Teacher

Researcher

Suryo Winasto  
NIP19600528 198103 1 005

Hadrian Priangga Puti  
NIM 09202241024

## READING

# LEGEND STORIES



[www.lokerseni.com](http://www.lokerseni.com)



<http://feradesliaahyar.word>



[www.lokerseni.com](http://www.lokerseni.com)



<http://feradesliaahyar.word>

## LEAD-IN

Look at the pictures below and answer the following questions.



[www.lokerseni.com](http://www.lokerseni.com)

1



<http://feradesliaahyar.word>

2



[www.lokerseni.com](http://www.lokerseni.com)

3



<http://feradesliaahyar.word>

4

Answer the following questions.

1. Are you familiar with those pictures?
2. What do you know about those pictures?
3. Have you ever heard the story of each picture?
4. When did you heard the stories?
5. What does each picture tell us about?



### ACTIVITY 1

A. Match the words in column A with the correct meanings in column B.

A	B
1. Fable	a. Stories about ancient times
2. Myth	b. Stories based on imagination and untrue
3. Fiction	c. Stories about animals
4. Legend	d. Stories may deal with real people
5. Folk tale	e. A story that has been passed down from one generation to generation



### ACTIVITY 2

A. Look at the picture below and make a prediction of the story.



*nnramma.wordpress.com*

	CHARACTER(s):
Problem	
Problem	
Problem	
Problem	
Problem	
	Resolution:

**B. Read the text carefully.**

**NYI RORO KIDUL**

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called Dewi Srengenge. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son. The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. Therefore, she asked the king to send Kadita away. Unfortunately, the king did not agree.

Dewi Mutiara asked a black wizard to curse Kadita. She wanted Kadita's body full of ulcer. Then, Kadita's body was full of ulcer and she cried. The king was very sad because no one could cure his daughter's illness. The king did not want her daughter to be a rumour so he sent his daughter away. The poor princess did not know where to go. However, she had a noble heart that made her did not have any bad feeling to her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. She jumped to the sea.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before and she also had a power to command the South Ocean. She turned to be a fairy called Nyi Roro Kidul.

*Adapted from: Scaffolding Grade 8 by Joko Priyana*

**C. Find the meanings of these words. You may work in pairs.**

No.	Words	Meanings
1.	expect	
2.	wizard	
3.	curse	
4.	ulcer	
5.	cure	
6.	illness	
7.	rumour	
8.	poor	
9.	noble	
10.	miracle	

**D. Read the text above again and answer the questions.**

1. What does the story tell us about?
2. Who was Kadita?
3. Why was Kadita called Dewi Srengenge?
4. Who was Kadita's step mother?
5. What did Dewi Mutiara do to send Kadita away?
6. What did the black magician do to Kadita?
7. What did The King do to Kadita?
8. What happened to Kadita after she jumped into the ocean?



### ACTIVITY 3

#### A. Study the use of reference words below.

**Reference words** are **words** used for **linking ideas** and **information** across sentences in a text. The words refer to something that is **mentioned before**. They are used to **avoid repeating the words** and to make a text is easy to understand.

There are some types of reference words, one of which is personal pronouns.

Examples:

**Personal pronouns:** I, me, he, she, it, you, we, his, her, my, mine, etc.

- **Tortoise and rabbit** also lived in the forest. But, one day **they** had an argument about who was faster.
- **Lion** suddenly woke up. **It** got angry and began to roar loudly.

#### B. Read the previous text and find the reference of the underlined words.

1. The underlined word “her” in paragraph 1 line 1 refers to ...
2. The underlined word “she” in paragraph 1 line 2 refers to ...
3. The underlined word “he” in paragraph 1 line 2 refers to ...
4. The underlined word “she” in paragraph 1 line 5 refers to ...
5. The underlined word “his” in paragraph 2 line 4 refers to ...
6. The underlined word “she” in paragraph 2 line 5 refers to ...
7. The underlined word “her” in paragraph 3 line 1 refers to ...





#### ACTIVITY 4

A. Study the use of adjectives in the explanation below.

### ADJECTIVES

**Adjectives** are words that **describe** people or things in a sentence, sentences, or in a text. In narrative texts, the adjectives are usually used to describe the characteristics of the characters.

- Tom is a naughty cat.
- The prince is clever.
- Bawang Putih is beautiful.

B. Below are some common adjectives used for describing characters in a story. Put these adjectives into the appropriate column.

<b>charming</b> [ˈtʃɑːmɪŋ]	<b>wicked</b> [ˈwɪk.ɪd]	<b>honest</b> [ˈɒn.ɪst]	<b>cruel</b> [ˈkruː.əl]	<b>generous</b> [dʒenərəs ]
<b>foolish</b> [ˈfuː.lɪʃ]	<b>smart</b> [smɑːt]	<b>Wise</b> [waɪz]	<b>mischievous</b> [ˈmɪs.tʃɪ.vəs]	<b>ugly</b> [ˈʌg.li]
<b>cowardly</b> [ˈkaʊ.əd.li]	<b>lazy</b> [ˈleɪ.zi]	<b>brave</b> [breɪv]	<b>evil</b> [ˈiː.vəl]	<b>kind</b> [kaɪnd]

\_\_\_\_\_

<b>patient</b> ['peɪʃənt]	<b>strong</b> [strɒŋ]	<b>frightening</b> ['fraɪtənɪŋ]	<b>beautiful</b> ['bju:tɪfl]	<b>arrogant</b> ['ærəɡənt]
------------------------------	--------------------------	------------------------------------	---------------------------------	-------------------------------

Positive Characters	Negative Characters
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.



### ACTIVITY 5

**A. Read the text carefully and answer the questions.**

#### THE ORIGIN OF PANYALAHAN VILLAGE

Long time ago, in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had a tiger. When the couple went to work on the paddy field, the tiger looked after their baby. At noon, they went home. When the couple arrived at home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious.

Then, the husband looked at the tiger carefully. He was shocked. The tiger's mouth was full of blood. Then, he remembered his baby. He thought the tiger had eaten the baby. "Why is your mouth full of blood?" he asked the tiger. "You must have done

something bad to my baby! Have you killed him? Why did you do that?” he was very furious. The husband took his knife and killed the tiger in anger.

After that, they both entered the house. They were shocked. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. The baby woke up and opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood. “Oh, my wife,” the husband said. “The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? Forgive me, please?”

The couple felt very guilty. They had killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then, the couple’s village was called Panyalahan. The word “Panyalahan” is derived from the word “nyalahan”, which means “wrong guess”.

*Adapted from: [www.indonesianfolklore.blogspot.co](http://www.indonesianfolklore.blogspot.co)*

**B. According to the story of Panyalahan Village, say whether each statement below is true or false.**

No.	Statements	T/F	Corrections
1.	The couple was farmers.		
2.	They did not have a baby.		
3.	They had a tiger as their pet.		
4.	The tiger was tame.		
5.	There was a snake near the cradle.		
6.	The baby was killed by the tiger.		
7.	The couple did not trust their tiger to look after their baby.		
8.	The tiger’s mouth was full of the baby’s blood.		
9.	The husband killed the tiger.		
10.	The young couple made a wrong decision by killing the tiger.		



## ACTIVITY 6

A. Arrange these jumbled pictures into a correct order.



1



2



3



4



5



6



7



8



9



10

B. Read the text and answer the following questions.

### MALIN KUNDANG

Once upon a time, there was a boy named Malin Kundang. He lived with his only mother. His father was a sailor but he had passed away when Malin was a baby. Malin and his mother had to live hard everyday. Malin was a smart boy but a bit naughty. He always chased chickens and hit them with a broom, until one day he slipped off and hurt himself. The wound left a scar on his head.

When Malin grew up, he decided to go to the city, so one day he would become rich by the time he went back to the village. Malin's mother disagreed with his decision because he was the only one she had. But, Malin had already made up his mind. His mother had no choice but to let her only child go. Malin was travelling by sea, so he came along with one rich merchant. He was hoping to

become one of his crew and learn from that merchant. Malin went to any place wherever the winds took him. Soon, he became a great successful man.

Many years had passed since then. Malin had become a rich merchant because of his hard work and married the most beautiful girl in the world and he had forgotten his mother as well as the village. On the other hand, Malin's mother was getting older. She missed her child so much that she had always waited for Malin's return at the harbour everyday. One day, there was a merchant who stopped by the village.

She knew that the merchant was Malin the moment she saw him. What made her so sure was because of the scar on his hand. But, Malin denied her as his mother because Malin felt ashamed to his wife and the crews. Then, he left the village. Malin's mother was really upset then she started to curse him. On his journey, Malin's ship began to shake and soon it turned into a stone until now.

*Adapted from: [www.youtube.com](http://www.youtube.com)*

1. What does the story tell us about?
2. Who are the characters in the story?
3. Why did Malin want to go to the city?
4. What did Malin do after deciding to leave his village?
5. Did Malin remember his mother?
6. Why did Malin deny her mother?
7. Why did Malin's mother so sure that the rich merchant was her son?
8. What is the moral value you can get from the text?



## ACTIVITY 7

**Do the task individually.**

### TEXT 1

**Read the text carefully.**

### CINDELARAS

Raden Putra was the king of Jenggala. He had a beautiful and kind empress. He also had a beautiful concubine. The empress had a noble heart. Unlike the queen, the concubine had bad personalities. The concubine of King Raden Putra felt jealous of the empress. She had a bad plan. "It should be me. I am the empress. I must find a way to get rid of the empress," she thought. Then, the concubine conspired with a royal physician. She pretended to be sick. The royal physician was called immediately. The physician said that someone had put a deadly poison in the lady's drink.

The physician lied to Raden Putra. The king was angry. He immediately ordered the Duke of Jenggala or his Patih to dispose the empress into the forest. Patih immediately brought the empress who was pregnant into the wild forest. But, he didn't want to kill her. Apparently, he had known the concubine's malicious intent. "Princess no need to worry, I will report to the king that I have killed you." said Patih. After leaving the empress alone in the forest, the kind Patih went back to the kingdom. To trick the king, Patih smeared his sword with a rabbit's blood.



After several months, the empress gave birth to a child. The baby was named Cindelas. Cindelas became a smart and handsome child. Since his childhood, Cindelas had been friends with the forest-dwelling animals. One day, when he was playing, an eagle dropped an egg. "Hmm, a good hawk. He gave the egg to me."

After 3 weeks, the egg hatched. The chick grew into a strong rooster. But, there was something strange with the rooster. The crowing of the rooster was

truly amazing! "Kukuruyuk... My master Cindelaras, his house is in the middle of the jungle, the roof is made of palm leaves, his father is Raden Putra."

Cindelaras was amazed to hear the rooster's crowing and immediately showed to his mother. Then, his mother told Cindelaras about who they were and why they were in the forest. Listening to his mother, Cindelaras committed himself to go to the palace. Then, Cindelaras went to the palace accompanied by his rooster. When traveling, there were some people who were doing cock fighting. Cindelaras was called by the cock fighter. "Come on. If you dare, fight your rooster with my chicken," he challenged.



When fighting, Cindelaras' rooster could beat his opponent easily. After several matches, Cindelaras' rooster was still unbeatable. The rooster was really tough. News about the greatness of Cindelaras' rooster spread quickly. Raden Putra heard the news. Then, Raden Putra told a messenger to invite Cindelaras. "I came to Your Majesty," said Cindelaras respectfully. "The boy is handsome and intelligent, it seems he is not a descendant of common people," thought the king.

Cindelaras' rooster fought with Raden Putra's rooster with one condition. If Cindelaras' rooster lost, he would be punished. But, if the rooster won, then a half wealth of Raden Putra belonged to Cindelaras. Raden Putra agreed with the condition. Then, the two chickens were fighting bravely.

In a short time, Cindelaras' rooster managed to conquer the rooster of the king. "Okay, you win. I will keep my promise. But who are you?" asked the king. Cindelaras whispered something to his chicken. The rooster immediately crowed. "Kukuruyuk... My master Cindelaras, his house is in the middle of the jungle, the roof is made of palm leaves, his father is Raden Putra ..." the rooster's crowed over and over again.

Raden Putra surprised to hear that. "Is it true?" asked the astonished king. "Yes Sir, my name is Cindelaras, my mother is the empress of this kingdom," Cindelaras said. At the same time, Patih (the duke) immediately told the king the events that actually happened to the empress. "I've made a mistake," said the king

Raden Putra. "I will give a punishment to the mistress," continued the king in a rage.



Then, the concubine disposed into the forest. After that, Raden Putra and the guards immediately picked up the empress from the forest. Finally, Raden Putra, the empress and Cindelaras could live together. After Raden Putra died, Cindelaras replaced the position of his father. He ruled his country wisely.

*Taken from: ceritarakyat.50webs.com*

**A. Find the meaning of these words by making use of your knowledge and the clues.**

Concubine =

1. He also had a beautiful **concubine**.
2. A king usually has a queen and many **concubines**.

Empress =

1. The king has a beautiful **empress**.
2. **Empress** is king's wife.

Get rid of =

1. I must find a way to **get rid of** the empress.
2. Mr. Suryo **gets rid of** his bad student by asking that student to go out of the class.

Physician =

1. She pretended to be sick. The royal **physician** was called immediately.
2. The **physician** cures the illness of the patient.

Dispose =

1. The king ordered his Patih to **dispose** the empress into the forest.
2. Mr. Suryo **disposes** his bad students by asking the students to go out of the class.

Pregnant =

1. "..... the empress who was **pregnant** into the wild forest."



2. She's five and a half months **pregnant.**

Smear =

1. Patih **smeared** his sword with the rabbit's blood.
2. The witch **smeared** the apple before she gave the apple to Snow White.

Hawk =

1. Hmm, a good **hawk**. He gave the egg to me."
2. The **hawk** is a symbol used by USA.

Strange =

1. There was something **strange** with the rooster.
2. Don't believe a **strange** people.

Commit =

1. Cinderaras **committed** himself to go to the palace.
2. I **commit** myself to try again.

Astonish =

1. "Is it true?" asked the **astonished** king.

2. My mom looked **astonished** when she knew I got bad marks in my exam.

Accompany =

1. Cinderaras went to the palace **accompanied** by his rooster.
2. My friend **accompanies** me to the toilet.

Tough =

1. The rooster was really **tough**.
2. He is a **tough** person because he does not want to give up.

Punish =

1. If the Cinderaras' rooster lost, he would be **punished**.
2. Students who do cheating will be **punished**.

**B. Read the text again and answer the questions.**

1. What does the story tell us about?
2. Who were the characters in the story?
3. Who was Raden Putra?
4. Who was sent to the forest?
5. How did the concubine get rid of the queen?
6. What is the main idea of the first paragraph?
7. Why was the empress still alive?
8. How did the duke trick the king?
9. Who was the name of the empress' son?
10. What is the main idea of paragraph 4?
11. What did Cindelarass do to prove the truth?
12. What did the king feel after he knew the truth?
13. What happened to the concubine?
14. How was the ending of the story?
15. What is the moral value you can get?

## TEXT 2

**Read the text carefully.**

### **The Story of Lorojonggrang**

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called *Bandung*. Therefore, Bondowoso was called Bandung Bondowoso. Bandung, Bondowoso fell in love with a beautiful princess, Lorojonggrang. He wanted to marry her but she was not interested in him. Lorojonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused.

To make things difficult for Bandung Bondowoso to marry her, Lorojonggrang gave some requirements. She asked him to build her one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. It was amazing how fast Bandung Bondowoso and his allies built the temples. At four o'clock in the morning, Bandung Bondowoso had only five more temples to build. Lorojonggrang got panic because she knew he would complete the task.

Suddenly, Lorojonggrang had an idea. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come. Bandung Bondowoso was extremely angry when he found out what Lorojonggrang had done to him. He cursed Lorojonggrang and turned her into a statue.

*Adapted from: A Javanese folk tale in Real Time book written by Nina Bates*

**State whether the following statements are true or false. Write T if it is true and F if it is false.**

<b>No.</b>	<b>Statements</b>	<b>T/F</b>
1.	Lorojonggrang wanted to marry Bandung Bondowoso because she afraid of him.	
2.	Bandung Bondowoso was given some requirements before he could marry Lorojonggrang.	
3.	Bandung Bondowoso did not want to do the requirements.	
4.	Bandung Bondowoso did the task with the help of genies	
5.	Lorojonggrang called all the women to celebrate her marriage with Bandung Bondowoso.	
6.	Bandung Bondowoso completed the task and married Lorojonggrang.	
7.	Lorojonggrang believed that Bandung could completed the temples.	
8.	Bandung Bondowoso was sad that he could not finish the temples.	
9.	Bandung Bondowoso finally knew Lorojonggrang's trick.	
10.	Lorojonggrang was the last statue to complete the temples.	

# **APPENDIX E**

## **PRETEST AND**

## **POSTTEST**

**PRETEST GUIDELINE**  
**(Table of Specification)**  
**Based on the Revision of Bloom's Taxonomy**

No.	Indicators	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	Finding the main idea/topic	16, 17, 22, 30, 31	1, 13, 14				
2.	Identifying important information	3, 5, 6, 7, 12, 24, 36, 38	2, 4, 19, 23		8, 11, 27, 37		
3.	Deducing the meaning of unfamiliar lexical items		40				
4.	Making inferences				9, 20, 28, 29, 33		
5.	Understanding references	10, 18, 25, 26, 32, 34, 39					
6.	Finding the message				21, 35		
7.	Identifying the function of the text	15					

## PRETEST (PROTOTYPE)

Subject : English Class :  
 Date and Time : Time : 70 minutes

*Choose the best answer by crossing a, b, c, or d on the answer sheet.*

Read the following text and answer questions 1 to 3.

### The Lamb and the Wolf

One day, the wolf was slaking his thirst at a stream when he chanced to see a lamb also drinking at a distance down the stream. Annoyed, he growled, "You are muddying my drinking water, now I shall eat you." The lamb protested, "But, Sir, how can I be muddying your drinking water? I am farther down stream than you are. The water is flowing from your part of the stream to where I am." "Up stream or down stream, your drinking is muddying my water, and I shall eat you." So, the wolf leaped upon the lamb and **devoured** him.

*<http://jondrapianda.blogspot.com/2011/01/latihan-un-sekolah-mapel-bahasa-inggris.html>*

1. The wolf got angry with the lamb because ...
  - a. the lamb drank at the same stream.
  - b. the wolf wanted to eat the lamb.
  - c. the lamb muddied the water.
  - d. the lamb bothered the wolf.
2. The synonym of the underlined word "**devoured**" is ...
  - a. killed.
  - b. ate.
  - c. bit.
  - d. caught.

3. What is the moral value of the text?
  - a. Do not drink in the river.
  - b. Do not clean our body on the stream.
  - c. Do not bother others.
  - d. Do not misuse our power.

**The text is for questions 4 to 6. Read the text carefully.**

Once upon a time there was a fox. He was very hungry because he did not eat for a week. He was in search of food here and there. At last he reached a garden. There he saw bunches of grapes hanging on a tree. His mouth began to water. He went to the tree. He wanted to get the grapes, but the grapes were very high from the ground. He jumped again and again to pick the grapes. At last he was tired, so he went away.

*Adapted from: [www.australianstorytelling.org.au/txt/fables.php](http://www.australianstorytelling.org.au/txt/fables.php)*

4. What was the fox searching for?
 

a. A tree	c. Water
b. Grapes	d. Food
5. Why was the fox in search of food?
 

a. He was starving.	c. He was very hungry for grapes.
b. He wanted to eat the grapes.	d. He wanted to get the grapes.
6. What did the fox do to get the grapes?
 

a. He picked the grapes.	c. He ran to the tree.
b. He jumped.	d. He climbed the tree.



Read the text to answer questions 7 to 12.

### THE FOX AND THE SICK LION

One day, an old lion realized that he was too tired to hunt for his prey anymore. Therefore, he went to his den sadly knowing that soon he would die. But before he lied down, he stopped at the entrance, breathing with great difficulty. Speaking in slow, low voice, he told the world of his sad condition.

The news of the lion's illness soon spread throughout the forest and attracted many animals to come to visit. One by one they came to visit him and paid their respects. However, the lion's age had also made him wily, and as each animal entered his lair and came within reach, they fell as an easy prey to the lion, which soon grew fat.

One day early in the morning, the fox who was *renowned* for his cunning came. He approached the den carefully. From a distance, the fox stood and inquired about the lion's condition since the lion looked healthy. "Ah, my dearest friend," said the lion "Is it you? I can hardly see you. You are so far away. Come closer, please and give me some words of consolation for I have not long to live."

The fox, meanwhile, had been looking closely at the ground in front of the lion's den. At last he looked up, and turned to go. He remarked, "Bless you, but excuse me if I do not stay, for, to tell the truth, I feel quite uneasy about many footsteps I see leading into your den yet none do I see emerging."

*Taken from: <http://englishahkam.blogspot.com>*

7. What does the story tell us about?

- |                  |                       |
|------------------|-----------------------|
| a. The beasts    | c. The lion's friends |
| b. The sick lion | d. The cunning fox    |

8. The main idea of the third paragraph is ....

- the fox was cunning.
- the fox visited the lion.
- the lion invited the fox.
- the lion wanted to eat the fox.

9. The word “**they**” in paragraph 2 refers to ...
- a. the lion.
  - b. the animals.
  - c. the fox and other animals.
  - d. the lion and the fox.
10. What did the lion probably do to the animals that came to his den?
- a. He asked them to pray for his health.
  - b. He invited them to eat together.
  - c. He ate the animals.
  - d. He was surprised by them.
11. The word “*renowned*” is best replaced by ...
- a. strange.
  - b. familiar.
  - c. unknown.
  - d. famous.
12. What can we learn from the story above?
- a. It teaches us to be careful of someone’s trick.
  - b. It teaches us to help our friends.
  - c. It teaches us that health is valuable.
  - d. It teaches about how to trick someone.

**The text is for questions 13 to 17.**

### **A Stupid Man and His Cows**

One day, a stupid man went to a market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way home, he counted **them**, but he could only see five cows. He counted them again and again. He was sure that he had lost one. He was afraid that he would be blamed by his wife.

His wife was waiting for him in front of the house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

*Adapted from: [www.text-narrative.blogspot.com](http://www.text-narrative.blogspot.com)*

13. How many cows did the stupid man buy?

- |         |          |
|---------|----------|
| a. One  | c. Six   |
| b. Five | d. Seven |

14. Which of the following statements is true according to the text?

- a. The stupid man thought that he had lost one of his cows.
- b. The stupid man spent much money on cows.
- c. The stupid man was blamed by his wife.
- d. The stupid man had lost one of his cows on his way home.

15. How many cows did the man bring when he went home?

- |          |         |
|----------|---------|
| a. Four  | c. Five |
| b. Seven | d. Six  |

16. What does the word “**them**” in paragraph 1 line 3 refer to?

- |                  |                    |
|------------------|--------------------|
| a. The cow       | c. The cows        |
| b. The lost cows | d. One of the cows |

17. Which of the following words is the antonym of “*certain*”?

- |          |             |
|----------|-------------|
| a. Sure  | c. Positive |
| b. Clear | d. Unsure   |

**Read the text to answer questions 18 to 24.**

There was a girl named Bawang Putih. She lived with her step-mother and her step-sister named Bawang Merah. Bawang Putih's life was sad. Her step-mother and her step-sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Bawang Putih followed the river flow to find the clothes. Finally, she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Bawang Putih sliced the pumpkin in front of her step-mother and step-sister. They were all surprised when they found jewelry inside it. Bawang Putih's step-mother was greedy so she asked Bawang Merah to go to the river. She said, “Bawang Merah hurry up. Go to the river then find the old woman and take the biggest pumpkin.” In short, Bawang Merah found the old woman and got the pumpkin. When her step-mother sliced the pumpkin, they were screaming. There were a lot of snakes inside the pumpkin.

Finally, both of them realized their mistakes. They apologized and Bawang Putih forgave them. Then, they lived happily ever after.

*Adapted from: <http://sofianoviani.blogspot.com>*

18. The aim of the text is ...

- to inform the readers about Bawang Merah and Bawang Putih.
- to entertain the readers about Bawang Putih's kindness.
- to entertain the readers about Bawang Putih and Bawang Merah.
- to inform the readers about Bawang Putih's kindness.

19. What is the story about?

- a. Bawang Putih and Bawang Merah
- b. Bawang Putih's kindness
- c. Bawang Putih's family
- d. Bawang Putih's honesty

20. Who was Bawang Merah?

- a. Bawang Putih's mother
- b. Bawang Putih's older sister
- c. Bawang Putih's sibling
- d. Bawang Putih's step-sister

21. The underlined word "***She***" refers to .... (*paragraph 2, line 6*)

- a. the old women.
- b. an old man.
- c. a woman.
- d. the old woman.

22. Why were Bawang Merah and her mother screaming?

- a. There was a snake inside the pumpkin.
- b. They found jewelry.
- c. The clothes fell down to the river.
- d. There were a lot of snakes inside the pumpkin.

23. What do you think of the end if Bawang Merah and her mother did not take the bigger pumpkin?

- a. They were not screaming.
- b. They would not see snakes.
- c. They found much jewelry.
- d. They would not realize their mistakes.

24. What is the moral value of the text?

- a. Don't be a greedy person.
- b. Love your step-mother and step-sister.
- c. Don't wash your clothes in a river.
- d. Don't take the big pumpkin.

**The text is for questions 25 to 28.**

### **Juhha's Wonders**

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village, everybody knew each other and knew every little or big problems that went on in the village. In this small village, there was a bakery that was popular for its delicious bread.

One day, a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery. Suddenly, the baker caught the old man and shouted at him demanding the price of the bread's scent. He almost dragged him to the police.

A very famous wise man named Juhha heard the baker shouting. So, he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution. After a few minutes, Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?" The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the

baker replied, and with big smile Juhha said "Well then, this is the price of your bread's scent!"

*<http://bayuadiyasa.blogspot.com/2011/03/juhhas-wonders.html>*

25. Who stopped to smell the scent of the bread?

- |               |                     |
|---------------|---------------------|
| a. The baker  | c. The old poor man |
| b. The police | d. Juhha            |

26. What did the baker do to the old man?

- a. He wanted to hear the sound of the old man money.
- b. He demanded the old man to pay for the scent.
- c. He dragged the old man to the police.
- d. He gave the old man some solution.

27. "In this small village, there was a bakery that was popular for its delicious bread." (paragraph 1)

The underlined word means ...

- |           |                |
|-----------|----------------|
| a. salty. | c. bitter.     |
| b. tasty. | d. unpleasant. |

28. What can we learn from the story above?

- a. We must help poor people.
- b. We must take the benefit of what we offer.
- c. We should pay nothing for things we use.
- d. We shouldn't ask other to pay for what they don't get.

**The following text is for questions 29 to 32.**

**The Old Grandfather and His Grandson**

Once upon a time, there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees 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 wife 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 could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather 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 grandson 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.

<http://englishsulis.blogspot.com/2012/03/narrative-text.html>



29. How did the old grandfather's son and his son's wife treat him?

- a. They treated him nicely.
- b. They treated him badly.
- c. They treated him like a child.
- d. They treated him very carefully.

30. Who gave inadequate food to the old grandfather?

- a. His daughter
- b. His son
- c. His daughter-in-law and his son
- d. His son's wife and his daughter

31. What does the word "they" in paragraph 4 refer to?

- a. The man and the grandson.
- b. The man and the woman.
- c. The woman and the grandson.
- d. The man and the grandfather.

32. Which of the following words is the synonym of "enough"?

- a. Less
- b. Correct
- c. Many
- d. Adequate

**Read the text to answer questions 33 to 40.**

Long time ago, in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had a tiger. When the couple went to work on the paddy field, the tiger looked after their baby. Before they left, they asked the tiger to look after their baby.

At noon, they went home. When the couple arrived at home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious.

Then, the husband looked at the tiger carefully. He was shocked. The tiger's mouth was full of blood. Then, he remembered his baby. He thought the tiger had eaten the baby. "Why is your mouth full of blood?" he asked the tiger. "You must have done something bad to my baby! Have you killed him? Why did you do that?" he was very furious. The husband took his knife and killed the tiger in anger.

After that, they both entered the house. They were shocked. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. The baby woke up and opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood. "Oh, my wife," the husband said. "The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? Forgive me, please?"

The couple felt very guilty. They had killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then, the couple's village was called Panyalahan. The word "Panyalahan" is derived from the word "nyalahan", which means "wrong guess".

*Adapted from: [www.indonesianfolklore.blogspot.com](http://www.indonesianfolklore.blogspot.com)*

33. What is the best title for the text?
- a. Panyalahan Village
  - b. The Panyalahan Tiger
  - c. The Faithful Tiger
  - d. The Origin of Panyalahan Village
34. The tiger acted differently because ...
- a. the baby was crying.
  - b. the farmers did not come back till dawn.
  - c. the farmers saw a snake near the cradle.
  - d. the tiger killed the snake.
35. What did the tiger do?
- a. It killed the baby.
  - b. It ate the snake.
  - c. It attacked the baby.
  - d. It attacked the snake.
36. The word "him" in paragraph 3 line 4 refers to ...
- a. the tiger.
  - b. the snake.
  - c. the baby.
  - d. the young couple.
37. "...he was very furios." The underlined word is best replaced by, *except*...
- a. mad.
  - b. angry.
  - c. calm.
  - d. upset.
38. Why did the husband take his knife?
- a. He wanted to kill the snake.
  - b. He wanted to kill his baby.
  - c. He felt afraid of the snake.
  - d. He wanted to kill the tiger.

39. The following statements are true, *except* ...
- a. The young couple was farmers.
  - b. The tiger was a tame animal.
  - c. The husband killed the tiger.
  - d. The snake was killed by the farmer.
40. What happened if the husband checked the baby first?
- a. The tiger would not die.
  - b. He would see the dead baby.
  - c. He would not find the snake.
  - d. He would kill the snake.

#### ANSWER KEY

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

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.633	0.514	0.402	A	0.167	-0.410	-0.275	*
					B	0.100	-0.350	-0.205	
					C	0.633	0.514	0.402	
					D	0.100	-0.169	-0.099	
					other	0.000	-9.000	-9.000	
2	0-2	0.533	0.508	0.405	A	0.200	-0.326	-0.228	*
					B	0.533	0.508	0.405	
					C	0.133	0.136	0.086	
					D	0.133	-0.651	-0.413	
					other	0.000	-9.000	-9.000	
3	0-3	0.633	0.528	0.413	A	0.167	-0.177	-0.118	*
					B	0.100	-0.260	-0.152	
					C	0.100	-0.622	-0.364	
					D	0.633	0.528	0.413	
					other	0.000	-9.000	-9.000	
4	0-4	0.600	0.513	0.404	A	0.133	-0.553	-0.350	*
					B	0.100	-0.320	-0.187	
					C	0.167	-0.092	-0.062	
					D	0.600	0.513	0.404	
					other	0.000	-9.000	-9.000	
5	0-5	0.800	0.363	0.254	A	0.800	0.363	0.254	*
					B	0.100	-0.652	-0.381	
					C	0.033	-0.990	-0.409	
					D	0.067	0.667	0.346	
					other	0.000	-9.000	-9.000	
6	0-6	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	*
					B	1.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	

CHECK THE KEY  
A was specified, D works better

7	0-7	0.567	0.510	0.367	A	0.167	-0.304	-0.204	
					B	0.133	0.235	0.149	
					C	0.133	-0.282	-0.179	
					D	0.567	0.510	0.367	*
					other	0.000	-9.000	-9.000	

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		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
8	0-8	0.500	0.691	0.551	A	0.200	-0.326	-0.228	*
					B	0.500	0.691	0.551	
					C	0.133	0.136	0.086	
					D	0.167	-0.855	-0.573	
					other	0.000	-9.000	-9.000	
9	0-9	0.533	0.468	0.373	A	0.167	-0.389	-0.261	*
					B	0.533	0.468	0.373	
					C	0.200	-0.363	-0.254	
					D	0.100	0.072	0.042	
					other	0.000	-9.000	-9.000	
10	0-10	0.600	0.513	0.404	A	0.000	-9.000	-9.000	*
					B	0.167	-0.558	-0.374	
					C	0.600	0.513	0.404	
					D	0.233	-0.192	-0.139	
					other	0.000	-9.000	-9.000	
11	0-11	0.467	0.105	0.084	A	0.167	-0.240	-0.161	*
					B	0.467	0.105	0.084	
					C	0.200	-0.023	-0.016	
					D	0.167	0.099	0.066	
					other	0.000	-9.000	-9.000	
12	0-12	0.800	0.363	0.254	A	0.800	0.363	0.254	*
					B	0.167	-0.262	-0.175	
					C	0.000	-9.000	-9.000	
					D	0.033	-0.490	-0.203	
					other	0.000	-9.000	-9.000	

13	0-13	0.667	0.782	0.603	A	0.133	-0.922	-0.584	*
					B	0.133	-0.159	-0.101	
					C	0.067	-0.399	-0.207	
					D	0.667	0.782	0.603	
					other	0.000	-9.000	-9.000	
14	0-14	0.700	0.606	0.460	A	0.033	-0.205	-0.085	*
					B	0.100	-0.592	-0.346	
					C	0.167	-0.368	-0.246	
					D	0.700	0.606	0.460	
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics						
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key		
15	0-15	0.667	0.436	0.358	A	0.067	-0.317	-0.164	*		
					B	0.133	-0.011	-0.007			
					C	0.667	0.436	0.358			
					D	0.133	-0.061	-0.038			
					other	0.000	-9.000	-9.000			
16	0-16	0.933	-0.175	-0.091	A	0.933	-0.175	-0.091	*		
					B	0.067	0.175	0.091	?		
					CHECK THE KEY						
					A was specified, B works better						
					C	0.000	-9.000	-9.000			
17	0-17	0.700	0.881	0.668	A	0.100	-0.199	-0.117	*		
					B	0.100	-0.924	-0.540			
					C	0.100	-0.622	-0.364			
					D	0.700	0.881	0.668			
					other	0.000	-9.000	-9.000			
18	0-18	0.667	0.724	0.558	A	0.100	-0.199	-0.117	*		
					B	0.100	-0.924	-0.540			
					C	0.133	-0.307	-0.194			
					D	0.667	0.724	0.558			
					other	0.000	-9.000	-9.000			

19	0-19	0.700	0.453	0.320	A	0.133	-0.676	-0.428	*
					B	0.100	-0.048	-0.028	
					C	0.067	0.339	0.176	
					D	0.700	0.453	0.320	
					other	0.000	-9.000	-9.000	
20	0-20	0.533	0.482	0.384	A	0.100	-0.380	-0.223	*
					B	0.233	-0.555	-0.402	
					C	0.133	0.210	0.133	
					D	0.533	0.482	0.384	
					other	0.000	-9.000	-9.000	
21	0-21	0.633	0.585	0.457	A	0.633	0.585	0.457	*
					B	0.167	-0.346	-0.232	
					C	0.133	-0.184	-0.116	
					D	0.067	-0.727	-0.377	
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
22	0-22	0.600	0.403	0.318	A	0.167	-0.389	-0.261	*
					B	0.600	0.403	0.318	
					C	0.100	0.163	0.095	
					D	0.133	-0.405	-0.257	
					other	0.000	-9.000	-9.000	
23	0-23	0.667	0.928	0.716	A	0.133	-0.307	-0.194	*
					B	0.100	-0.924	-0.540	
					C	0.100	-0.622	-0.364	
					D	0.667	0.928	0.716	
					other	0.000	-9.000	-9.000	
24	0-24	0.700	0.881	0.668	A	0.133	-0.307	-0.194	*
					B	0.067	-0.686	-0.355	
					C	0.100	-0.863	-0.505	
					D	0.700	0.881	0.668	
					other	0.000	-9.000	-9.000	



25	0-25	0.433	0.037	0.029	A	0.167	-0.431	-0.289	
					B	0.233	0.345	0.250	?
					C	0.433	0.037	0.029	*
					D	0.167	-0.049	-0.033	
					other	0.000	-9.000	-9.000	
	CHECK THE KEY C was specified, B works better								
26	0-26	0.567	0.394	0.313	A	0.133	-0.135	-0.085	
					B	0.167	-0.092	-0.062	
					C	0.567	0.394	0.313	*
					D	0.133	-0.479	-0.303	
					other	0.000	-9.000	-9.000	
27	0-27	0.633	0.613	0.479	A	0.100	0.012	0.007	
					B	0.133	-0.282	-0.179	
					C	0.133	-0.799	-0.506	
					D	0.633	0.613	0.479	*
					other	0.000	-9.000	-9.000	
28	0-28	0.567	0.691	0.548	A	0.000	-9.000	-9.000	
					B	0.167	-0.558	-0.374	
					C	0.567	0.691	0.548	*
					D	0.267	-0.402	-0.299	
					other	0.000	-9.000	-9.000	

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		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
29	0-29	0.567	0.435	0.345	A	0.567	0.435	0.345	*
					B	0.167	-0.346	-0.232	
					C	0.167	-0.049	-0.033	
					D	0.100	-0.411	-0.240	
					other	0.000	-9.000	-9.000	
30	0-30	0.600	0.458	0.361	A	0.600	0.458	0.361	*
					B	0.167	-0.346	-0.232	
					C	0.100	-0.320	-0.187	
					D	0.133	-0.159	-0.101	
					other	0.000	-9.000	-9.000	

31	0-31	0.533	0.735	0.586	A	0.533	0.735	0.586	*
					B	0.133	-0.233	-0.148	
					C	0.200	-0.382	-0.268	
					D	0.133	-0.627	-0.397	
					other	0.000	-9.000	-9.000	
32	0-32	0.333	-0.097	-0.075	A	0.233	-0.555	-0.402	
					B	0.333	-0.097	-0.075	*
					C	0.233	0.276	0.200	
					D	0.200	0.431	0.302	?
					other	0.000	-9.000	-9.000	
33	0-33	0.530	0.452	0.330	A	0.100	0.072	0.042	
					B	0.167	-0.092	-0.062	
					C	0.530	0.452	0.330	*
					D	0.233	-0.330	-0.239	
					other	0.000	-9.000	-9.000	
34	0-34	0.633	0.585	0.457	A	0.167	-0.134	-0.090	
					B	0.100	-0.501	-0.293	
					C	0.100	-0.562	-0.328	
					D	0.633	0.585	0.457	*
					other	0.000	-9.000	-9.000	
35	0-35	0.200	-0.534	-0.374	A	0.200	-0.534	-0.374	*
					B	0.100	0.193	0.113	
					C	0.167	-0.368	-0.246	
					D	0.533	0.522	0.416	?
					other	0.000	-9.000	-9.000	

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		Prop. Correct	Biser.	Point Biser.		Prop. Endorsing	Biser.	Point Biser.	
36	0-36	0.533	-0.118	-0.094	A	0.367	0.007	0.005	
					B	0.033	-0.133	-0.055	
					C	0.533	-0.118	-0.094	*
					D	0.067	0.421	0.218	?
					other	0.000	-9.000	-9.000	

37	0-37	0.267	0.066	0.049	A	0.500	0.651	0.519	?
					B	0.067	-0.686	-0.355	
					C	0.167	-0.770	-0.517	
					D	0.267	0.066	0.049	*
					other	0.000	-9.000	-9.000	
38	0-38	0.667	0.665	0.513	A	0.133	-0.307	-0.194	
					B	0.100	-0.380	-0.223	
					C	0.100	-0.622	-0.364	
					D	0.667	0.665	0.513	*
					other	0.000	-9.000	-9.000	
39	0-39	0.467	0.558	0.445	A	0.100	-0.380	-0.223	
					B	0.233	-0.417	-0.301	
					C	0.467	0.558	0.445	*
					D	0.200	-0.098	-0.069	
					other	0.000	-9.000	-9.000	
40	0-40	0.533	0.482	0.384	A	0.100	-0.380	-0.223	
					B	0.200	-0.344	-0.241	
					C	0.167	-0.113	-0.076	
					D	0.533	0.482	0.384	*
					other	0.000	-9.000	-9.000	

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There were 30 examinees in the data file.

#### Scale Statistics

scale:	0
-----	
N of Items	40
N of Examinees	30
Mean	23.867
Variance	39.582
Std. Dev.	6.291
Skew	-0.655
Kurtosis	-0.246
Minimum	10.000
Maximum	32.000
Median	24.000
Alpha	0.799
SEM	2.821
Mean P	0.597
Mean Item-Tot.	0.334
Mean Biserial	0.426

#### Items deleted: 10 items

- Item facility values were below 0.3 or above 0.7 = 5, 6, 12, 16, 35, 37
- Item discrimination indices were under 0.3 = 17, 25, 32, 36

**PRETEST GUIDELINE**  
**(Table of Specification)**  
**Based on the Revision of Bloom's Taxonomy**

No	Cognitive Level Materials	Remem bering	Unde rstan ding	Appl ying	Analy zing	Evalua ting	Creati ng	Total
1.	Scanning information	1,9,11,15,20,23,24,27,	7,17,28					11
2.	Deducing the meaning of unfamiliar lexical items in context		2,8,12,21,					4
3.	Making inferences						18,30	2
4.	Finding the main idea and the topic of the paragraph		4,5,13,14,26					5
5.	Understanding references			6,16,25				3
6.	Distinguish between relevant and irrelevant statement from the text				10,29			2
7.	Finding the message					3,19,22		3
	<b>Total</b>	8	12	3	2	3	2	30

## PRETEST

Subject : English Class :  
 Date and Time : Time : 60 minutes

*Choose the best answer by crossing a, b, c, or d on the answer sheet.*

Read the following text and answer questions 1 to 3.

### The Lamb and the Wolf

One day the wolf was slaking his thirst at a stream when he chanced to see a lamb, also drinking, at some distance down the stream. Annoyed, he growled, "You are muddying my drinking water, now I shall eat you." The lamb protested, "But, Sir, how can I be muddying your drinking water? I am farther down stream than you are. The water is flowing from your part of the stream to where I am." "Up stream or down stream, your drinking is muddying my water, and I shall eat you." So saying, the wolf leaped upon the lamb and **devoured** him.

*<http://jondrapianda.blogspot.com/2011/01/latihan-un-sekolah-mapel-bahasa-inggris.html>*

1. The wolf got angry with the lamb because ...
  - a. the lamb drank at the same stream.
  - b. the wolf wanted to eat the lamb.
  - c. the lamb muddied the water.
  - d. the lamb bothered the wolf.
  
2. The synonym of the underlined word "**devoured**" is ...
 

a. killed.	c. bit.
b. ate.	d. caught.

3. What is the moral value of the text?
- Do not drink in the river.
  - Do not clean our body on the stream.
  - Do not bother others.
  - Do not misuse our power.

**Read the text to answer questions 4 to 8.**

### THE FOX AND THE SICK LION

One day, an old lion realized that he was too tired to hunt for his prey anymore. Therefore, he went to his den sadly knowing that soon he would die. But before he lay down, he stopped at the entrance, breathing with great difficulty. Speaking in slow, low voice, he told the world of his sad condition.

The news of the lion's illness soon spread throughout the forest and attracted many animals to come to visit. One by one, they came to visit him and paid their respects. However, the lion's age had also made him wily, and as each animal entered his lair and came within reach, they fell as an easy prey to the lion, which soon grew fat.

One day, early in the morning, the fox who was renowned for his cunning came. He approached the den carefully. From a distance, the fox stood and inquired about the lion's condition since the lion looked healthy. "Ah, my dearest friend," said the lion "Is it you? I can hardly see you, you are so far away. Come closer, please and give me some words of consolation for I have not long to live."

The fox, meanwhile, had been looking closely at the ground in front of the lion's den. At last he looked up, and turned to go. He remarked, "Bless you, but excuse me if I do not stay, for, to tell the truth, I feel quite uneasy about many footsteps I see leading into your den yet none do I see emerging."

*Taken from: <http://englishahkam.blogspot.com>*

4. What does the story tell us about?
- |                  |                       |
|------------------|-----------------------|
| a. The beasts    | c. The lion's friends |
| b. The sick lion | d. The cunning fox    |

5. The main idea of the third paragraph is ....
  - a. the fox was cunning.
  - b. the fox visited the lion.
  - c. the lion invited the fox.
  - d. the lion wanted to eat the fox.
6. The word “they” in paragraph 2 refers to ...
  - a. the lion.
  - b. the animals.
  - c. the fox and other animals.
  - d. the lion and the fox.
7. What did the lion probably do to the animals that came to his den?
  - a. He asked them to pray for his health.
  - b. He invited them to eat together.
  - c. He ate the animals.
  - d. He was surprised by them.
8. The word “*renowned*” is best replaced by ...
  - a. strange.
  - b. familiar.
  - c. unknown.
  - d. famous.

**The text is for questions 9 to 12.**

### **A Stupid Man and His Cows**

One day, a stupid man went to a market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way home, he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be blamed by his wife.

His wife was waiting for him in front of the house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could

only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

*Adapted from: [www.text-narrative.blogspot.com](http://www.text-narrative.blogspot.com)*

9. How many cows did the stupid man buy?
  - a. One
  - b. Five
  - c. Six
  - d. Seven
10. Which of the following statements is true according to the text?
  - a. The stupid man thought that he had lost one of his cows.
  - b. The stupid man spent much money on cows.
  - c. The stupid man was blamed by his wife.
  - d. The stupid man had lost one of his cows on his way home.
11. How many cows did the man bring when he went home?
  - a. Four
  - b. Seven
  - c. Five
  - d. Six
12. Which of the following words is the antonym of “*certain*”?
  - a. Sure
  - b. Clear
  - c. Positive
  - d. Unsure

**Read the text to answer questions 13 to 19.**

There was a girl named Bawang Putih. She lived with her step-mother and her step-sister named Bawang Merah. Bawang Putih's life was sad. Her step-mother and her step-sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Bawang Putih followed the river flow to find the clothes. Finally, she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Bawang Putih sliced the pumpkin in front of her step-mother and step-sister. They were all surprised when they found jewelry inside it. Bawang Putih's step-mother was greedy so she asked Bawang Merah to go to the river. She said, “Bawang Merah hurry up. Go to the river then find the old woman and take the biggest pumpkin.” In short, Bawang Merah found the old woman and got the pumpkin. When her step-mother sliced the pumpkin, they were screaming. There were a lot of snakes inside the pumpkin.

Finally, both of them realized their mistakes. They apologized and Bawang Putih forgave them. Then, they lived happily ever after.

*Adapted from: <http://sofianoviani.blogspot.com>*



13. The aim of the text is ...
- to inform the readers about Bawang Merah and Bawang Putih.
  - to entertain the readers about Bawang Putih's kindness.
  - to entertain the readers about Bawang Putih and Bawang Merah.
  - to inform the readers about Bawang Putih's kindness.
14. What is the story about?
- |                                  |                           |
|----------------------------------|---------------------------|
| a. Bawang Putih and Bawang Merah | c. Bawang Putih's family  |
| b. Bawang Putih's kindness       | d. Bawang Putih's honesty |
15. Who was Bawang Merah?
- |                                |                               |
|--------------------------------|-------------------------------|
| a. Bawang Putih's mother       | c. Bawang Putih's sibling     |
| b. Bawang Putih's older sister | d. Bawang Putih's step-sister |
16. The underlined word "***She***" refers to .... (*paragraph 2, line 6*)
- |                   |                  |
|-------------------|------------------|
| a. the old women. | c. a woman.      |
| b. an old man.    | d. the old woman |
17. Why were Bawang Merah and her mother screaming?
- There were a lot of snake inside the pumpkin.
  - They found jewelry.
  - The clothes fell down to the river.
  - There were a lot of snakes inside the pumpkin.
18. What do you think of the end if Bawang Merah and her mother did not take the bigger pumpkin?
- They were not screaming.
  - They would not see snakes.
  - They found much jewelry.
  - They would not realize their mistakes.
19. What is the moral value of the text?
- Don't be a greedy person.
  - Love your step-mother and step-sister.
  - Don't wash your clothes in a river.
  - Don't take the big pumpkin.

**The text is for questions 20 to 22.**

### **Juhha's Wonders**

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village, everybody knew each other and knew every little or big problems that went on in the village. In this small village, there was a bakery that was popular for its delicious bread.

One day, a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery. Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost dragged him to the police.

A very famous wise man named Juhha heard the baker shouting. So he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution. After a few minutes Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?" The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the baker replied, and with big smile Juhha said "Well then, this is the price of your bread's scent!"

<http://bayuadiyasa.blogspot.com/2011/03/juhhas-wonders.html>

20. What did the baker do to the old man?
- He wanted to hear the sound of the old man money.
  - He demanded the old man to pay for the scent.
  - He dragged the old man to the police.
  - He gave the old man some solution.
21. "In this small village, there was a bakery that was popular for its delicious bread." The underlined word means ...
- salty.
  - tasty.
  - bitter.
  - unpleasant.
22. What can we learn from the story above?
- We must help poor people.
  - We must take the benefit of what we offer.
  - We should pay nothing for things we use.
  - We shouldn't ask other to pay for what they don't get.

**The following text is for questions 23 to 25.**

### **The Old Grandfather and His Grandson**

Once upon a time, there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees 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 wife 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 could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded.

However, the old grandfather 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 grandson 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.

*<http://englishsulis.blogspot.com/2012/03/narrative-text.html>*

23. How did the old grandfather's son and his son's wife treat him?

- |                             |                                     |
|-----------------------------|-------------------------------------|
| a. They treated him nicely. | c. They treated him like a child.   |
| b. They treated him badly.  | d. They treated him very carefully. |

24. Who gave inadequate food to the old grandfather?

- a. His daughter
- b. His son
- c. His daughter-in-law and his son
- d. His son's wife and his daughter

25. What does the word "they" in paragraph 4 refer to?

- a. The man and the grandson
- b. The man and the woman
- c. The woman and the grandson
- d. The man and the grandfather

**Read the text to answer questions 26 to 30.**

Long time ago, in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had a tiger.

When the couple went to work on the paddy field, the tiger looked after their baby. Before they left, they asked the tiger to look after their baby.

At noon, they went home. When the couple arrived at home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious.

Then, the husband looked at the tiger carefully. He was shocked. The tiger's mouth was full of blood. Then, he remembered his baby. He thought the tiger had eaten the baby. "Why is your mouth full of blood?" he asked the tiger. "You must have done something bad to my baby! Have you killed him? Why did you do that?" he was very furious. The husband took his knife and killed the tiger in anger.

After that, they both entered the house. They were shocked. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. The baby woke up and opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood. "Oh, my wife," the husband said. "The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? Forgive me, please?"

The couple felt very guilty. They had killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then, the couple's village was called Panyalahan. The word "Panyalahan" is derived from the word "nyalahan", which means "wrong guess".

*Adapted from: [www.indonesianfolklore.blogspot.com](http://www.indonesianfolklore.blogspot.com)*

26. What is the best title for the text?
- a. Panyalahan Village
  - b. The Panyalahan Tiger
  - c. The Faithful Tiger
  - d. The Origin of Panyalahan Village
27. The tiger acted differently because ...
- a. the baby was crying.
  - b. the farmers did not come back till dawn.
  - c. the farmers saw a snake near the cradle.
  - d. the tiger killed the snake.
28. Why did the husband take his knife?
- a. He wanted to kill the snake.
  - b. He wanted to kill his baby.
  - c. He felt afraid of the snake.
  - d. He wanted to kill the tiger.
29. The following statements are true, *except* ...
- a. The young couple was farmers.
  - b. The tiger was a tame animal.
  - c. The husband killed the tiger.
  - d. The snake was killed by the farmer.
30. What happened if the husband checked the baby first?
- a. The tiger would not die.
  - b. He would see the dead baby.
  - c. He would not find the snake.
  - d. He would kill the snake.

**POSTTEST GUIDELINE**  
(Table of Specification)

**Based on The Revision of Bloom's Taxonomy**

No.	Indicators	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1.	Finding the main idea/topic	3, 7, 9, 35,	10, 14, 21, 22, 25, 29, 34,				
2.	Identifying important information	1, 4, 11, 12,17,18,20	5, 8,19,		37		
3.	Deducing the meaning of unfamiliar lexical items		38				
4.	Making inferences		6, 15, 16, 24, 33		27, 30		
5.	Understanding references		2, 13, 32, 39				
6.	Finding the message				23, 26, 28, 31, 36,40		

## POSTTEST (PROTOTYPE)

<b>Subject</b>	<b>: English</b>	<b>Class</b>	<b>:</b>
<b>Date and Time</b>	<b>:</b>	<b>Time</b>	<b>: 70 minutes</b>

---

*Choose the best answer by crossing a, b, c, or d on the answer sheet.*

**The following text is for questions 1 to 5.**

Once upon a time, there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning, they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there. Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But, Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looking behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

*Taken from: <http://andriantanjungenglish.blogspot.com>*

1. Who was the naughty rabbit ?
 

a. Flopsy	c. Cotton-tail
b. Mopsy	d. Peter
  
2. What did Flopsy, Mopsy and Cotton-tail eat?
  - a. Carrot
  - b. Blackberries
  - c. Lettuce
  - d. Strawberry



3. What did Peter lose while he was running?
  - a. One of his shoes
  - b. One of his shoes and a jacket
  - c. A jacket
  - d. A pair of shoes
4. Why did Peter get sick? Because ....
  - a. he was so tired.
  - b. he did not eat.
  - c. he caught a cold.
  - d. he ate too much.
5. Whom did Peter meet at the garden?
  - a. Flopsy
  - b. Mrs. McGregor
  - c. Mr. McGregor
  - d. His father

**Read the text and answer questions 6 to 9.**

### **Ant and Dove**

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown" he cried, "Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the Ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice, "Thank you, kind dove, you have saved my Life", but of course the dove couldn't hear him.

Several days afterwards, the dove was again sitting on the tree when a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant. He cried out with pain and dropped his gun. This frightened the dove, and she flew away, "Thank you, kind ant" said the dove. The ant heard it and happy that he could help her.

*Source: [www.zenius.net](http://www.zenius.net)*

6. Why did the hunter cry out with pain?
  - a. His gun was dropped down.
  - b. His gun did not work.

- c. His leg was bitten by the ant.
  - d. His hands were bitten by the dove.
7. What is the main idea of the third paragraph?
- a. The dove saved the ant's life.
  - b. The ant called the dove.
  - c. The ant was thankful to the dove.
  - d. The dove couldn't hear the ant.
8. What does the text tell us about?
- a. The ant and the dove
  - b. The ant near the river
  - c. The dove on the tree
  - d. The hunter and the dove
9. What can we learn from the story?
- a. We do not need others' help.
  - b. We must help each other.
  - c. We must not hunt animals
  - d. We must use a gun carefully.

**Read the text and answer questions 10 to 13.**

### **The Smartest Animal**

Once there was a farmer in Laos. Every morning and evening he plowed his field with the help of his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small man. He wanted to know more about the buffalo and the man.

After the man went home, the tiger spoke to the buffalo. "You are so big and strong. Why do you do everything the man tells you?" "Oh, the man is very intelligent." So the next day, the tiger said to the man. "Can I see your intelligence?" But the man answered, "It's at home.". "Can you go and get it?" asked the tiger. "Yes." said the man. "But I'm afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to a tree, he didn't go home to get his intelligence. He took his plow and hit the tiger with a stick. Then, he said, "Now you know about my intelligence even if you haven't seen it."

Source: [www.zenius.net](http://www.zenius.net)

10. How did the tiger find out that the man was intelligent?
  - a. The tiger asked the man.
  - b. The man tied the buffalo to a tree.
  - c. The man tricked the tiger.
  - d. The buffalo told the tiger.
11. "The tiger was surprised to see big animal listening to a small man."
 

The underlined word has similar meaning to...

a. hear.	c. afraid.
b. obey.	d. weak.
12. The underlined word "you" in paragraph 2 refers to ...
 

a. the man.	c. the tiger.
b. the buffalo.	d. the buffalo and the tiger.
13. What can we learn from the story?
  - a. We should not listen to a small man.
  - b. We should not underestimate others.
  - c. We do not need to be strong to trick someone.
  - d. We should be smart to trick someone.

**The text is for questions 14 to 18.**

Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?" The hen loved the brave strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together." The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

It happened that the hen had already promised to marry a rooster. So, when

the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk was so furious that he cursed the hen. "Why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk. The curse seems to have come true.

<http://dharmapathni.wordpress.com/>

14. What is the story about?
  - a. A hen and a rooster
  - b. A rooster and a hawk
  - c. A hawk and a hen
  - d. A hawk, a hen and a rooster
15. Why did not the hen say "Yes" right away? It was because ...
  - a. she did not love the hawk.
  - b. she had to learn how to fly as high as the hawk.
  - c. it would make the roaster angry.
  - d. the hawk was too brave and strong.
16. "The hawk flew down from the sky and asked the hen, "Won't you marry me?" (Par 1). What does the underlined utterance mean?
  - a. The hen wanted to marry the hawk.
  - b. The hen refused to marry the hawk.
  - c. The hen agreed to be the hawk's wife.
  - d. The hawk proposed the hen to be his wife.
17. Why was the rooster angry when he saw the ring?
  - a. The hen had betrayed him.
  - b. The hen had stolen his ring.
  - c. The hand wore the ring.
  - d. The ring was not good for the hen.

18. What can we learn from the story? We have to ...

- a. take care of our children.
- b. listen to others.
- c. keep our promise.
- d. marry soon.

**Read the text and answer questions 19 to 21.**

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. After six years of marriage, they had not had any children. They prayed, pleaded to Gods for children. Their prayer was granted in one condition. They had to sacrifice their youngest son to the Bromo crater.

After sometime, Rara Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happily and forgot about the agreement. The Mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But, they did not want their youngest son, Raden Kusuma, to be sacrificed to the crater.

Raden Kusuma learned about the deal his parents had made. Meanwhile, the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore, he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.

After that day, the Tengger people have given offering to the crater, as Raden Kusuma had sacrificed himself before.

*Taken from: [indonesianfolklore.blogspot.com](http://indonesianfolklore.blogspot.com)*

19. Why did Roro Anteng and Joko Seger have to sacrifice their youngest son?

- a. They already had 25 children.
- b. They had a promise.
- c. The youngest son was a naughty boy.
- d. The son broke the promise.

20. What is the main idea of paragraph 3?
- Raden Kusuma sacrificed himself.
  - Raden Kusuma could not stop the eruption.
  - Raden Kusuma went to the crater.
  - Raden Kusuma helped the villagers.
21. The moral of the story is ....
- we do not need to keep our promise.
  - all parents love their children.
  - we have to pray to God.
  - we have to fulfill our promise.

**Read the text and answer questions 22 to 24.**

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went sailing to other place. Ever since Malin Kundang leaving, his mother went to the shore everyday, waiting for Malin Kundang to return.

After years, her waiting came to an end when luxurious ship arrived at the shore. A young couple in extravagant clothes stepped down from the ship. Malin's mother was sure that the young man was her son. She tried to embrace him, but he threw her away. He didn't admit the woman as his mother.

Being denied and humiliated, Malin's mother cursed her son. After a moment, the luxurious ship was attacked by a hurricane and the cursed son turned into rock.

*Source: dungteng.wordpress.com*

22. The old woman cursed her son because ....
- her son decided to leave her alone.
  - her son did not come back for years.
  - her son did not admit her as his mother.
  - her son threw her away.

23. What is the main idea of paragraph 3?
- Malin Kundang was cursed.
  - Malin's mother got angry.
  - Malin Kundang left the village.
  - The luxurious ship was attacked by a hurricane.
24. What can we learn from the story?
- Admit your mother.
  - Don't leave your mother alone.
  - Be careful with what you say.
  - Don't throw away your mother.

**The text is for questions 25 to 30.**

Long time ago, in West Java lived a woman named Dayang Sumbi. She lived alone in a forest. One day, Dayang Sumbi was quilting when suddenly, her quilt fell off from her house. Then, she prayed to God. "If a man picks up my quilt, he will be my husband. If a woman, she will be my sister." Then a male dog picks it up. For keeping her words, Dayang Sumbi married the dog and called him Tumang. Dayang Sumbi gave birth to a baby, named him Sangkuriang but never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and asked him to go.

Many years later, the wandering Sangkuriang found a house in the forest and an old beautiful woman was in the house. The woman, Dayang Sumbi recognized the adventurer as Sangkuriang. Sangkuriang forced her to marry him and Dayang Sumbi asked him to make a vast boat in one night. In the night, Sangkuriang called his friends, ghosts, and forest fairies, to help him. Dayang Sumbi feared the boat could be finished on time, so she asked some women nearby to help her. The women hit the grain punchers to make noise which

disturbed the ghosts and the fairies. The ghosts and the fairies ran away before completing the boat. Sangkuriang was very angry. He kicked away the boat upside down, and it turned into a mountain called Tangkuban Perahu. It means the down side boat, which stood in the north Bandung.

Source: <http://barlinkesuma.blogspot.com>

25. What does the story tell us about?
  - a. Dayang Sumbi
  - b. Sangkuriang
  - c. Dayang Sumbi and Sangkuriang
  - d. The origin of Tangkuban Perahu
26. Why did Dayang Sumbi expel Sangkuriang? It was because ....
  - a. Sangkuriang did not bring food.
  - b. Sangkuriang failed to make a boat.
  - c. Sangkuriang killed his father.
  - d. Sangkuriang hit the dog.
27. What should be made by Sangkuriang?
  - a. A mountain
  - b. Tangkuban Perahu
  - c. A boat
  - d. Tangkuban Perahu boat
28. The following statements are true, *except*...
  - a. Dayang Sumbi fulfilled her promise.
  - b. Tumang was Dayang Sumbi's husband.
  - c. Sangkuriang managed to make a boat.
  - d. Sangkuriang did not marry Dayang Sumbi.
29. Why did Sangkuriang kick away the boat upside down?
  - a. He failed to make the boat.
  - b. He wanted to make a mountain from the boat.
  - c. He was disappointed.
  - d. He wanted to show his strength to Dayang Sumbi.



30. What is the moral value of the story?

- a. Do not trust ghosts and fairies.
- b. Do not blame someone for our failure.
- c. Tell the truth to avoid something unexpected.
- d. Do the work patiently without asking for someone's help.

**Read the text and answer questions 31 to 35.**

Maura, who liked to be thought as the most beautiful and powerful queen of Arabia, had many suitors. One by one, she had discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some leftover food; the second gave her some unappetizing camel's tails; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day, the queen invited the three sheiks to have dinner at her palace. She ordered her servants to give each sheik exactly what they had given to her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you," she announced her choice to the sheiks. "So, it is Hakim I will marry."

*Taken from: dungteng.wordpress.com*

31. The text tells us that the queen ....

- a. was the most powerful queen in Arabia.
- b. was very proud of her beauty and riches.
- c. was very careful in deciding whom she would marry.
- d. was very satisfied with the food given by the sheiks.

32. The queen ordered her servants to give the sheiks the same kind of food as that she got from them because she wanted ....
- to entertain her guest.
  - to test the sheik's food.
  - to see the sheik's reactions.
  - to repay the sheik's kindness.
33. The word "**discarded**" is best replaced by ...
- accepted.
  - rejected.
  - invited.
  - recognized.
34. What's the moral value that you can learn from the story?
- Don't look at someone from the appearance.
  - Give the best food to others.
  - Don't trick someone.
  - Treat other kindly and nicely.
35. "One by one she had discarded **them**," The word '**them**' refers to ... .
- three sheiks.
  - servants.
  - Arabians.
  - suitors.

**The following text is for questions 36 to 40.**

### **The Legend of Aji Saka**

In Kingdom of Medang Kamulan, in Java, came a young man called Aji Saka to fight Dewatacengkar, the cruel king who had a habit to eat human flesh of his own people. Aji Saka himself came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to go to Java. He told them that while he was away, both of them had to keep his Heirloom / Pusoko. No one except Aji Saka himself was allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die. He became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile, a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period, the egg vanished and a snake found in the rice barn. The villagers would like to kill the snake, but the snake said, "I'm the son of Aji Saka. Bring me to him".

Aji Saka told the snake, that he would admit him as his son, if the snake could kill Bajul Putih in the South Sea. After a long battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised, the snake was recognized as Aji Saka's son and he was given a name of Jaka Linglung (a stupid boy). In the palace, Jaka Linglung greedily ate domestic pets of the palace. He was punished by the king and expelled him to live in the Jungle of Pesanga. He was tightly roped until he could not move his head. He was instructed only to eat things which fell to his mouth.

One day, a group of 9 (nine) village boys were playing around in the Jungle. Suddenly, it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease and dirty, had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys were vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

*<http://andriantanjungenglish.blogspot.com/2012/05/soal-soal-narrative-pilihan-ganda.html>*

36. Who was Dewatacengkar?

- |                        |                  |
|------------------------|------------------|
| a. The cruel king      | c. Bajul Putih   |
| b. The white crocodile | d. The young man |

37. Where did the woman put the egg?

- |                     |                    |
|---------------------|--------------------|
| a. In a rice barn   | c. In the palace   |
| b. In the south sea | d. Inside the cave |

38. Where did Aji Saka come from?

- a. Medang Kamulan
- b. Jungle of Pesanga
- c. Bumi Majeti
- d. Dadapan Village

39. Who was Jaka Linglung?

- a. A greedy snake
- b. A stupid boy
- c. Dewaracengkar's son
- d. Aji Saka's son

40. Why did the king punish Jaka linglung to live in the jungle of Pesanga? It was because .....

- a. Jaka linglung greedily ate human flesh of the village.
- b. Jaka linglung greedily ate domestic pets of the palace.
- c. Jaka linglung put the egg in the rice born.
- d. Jaka linglung pushed Dewata Cengkor to fall to the south sea.

#### ANSWER KEY

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

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
1	0-1	0.633	0.517	0.403	A	0.167	-0.504	-0.338	*
					B	0.100	-0.286	-0.167	
					C	0.100	-0.105	-0.062	
					D	0.633	0.517	0.403	
					other	0.000	-9.000	-9.000	
2	0-2	0.833	0.482	0.323	A	0.133	-0.580	-0.368	*
					B	0.833	0.482	0.323	
					C	0.033	0.059	0.025	
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	
3	0-3	0.633	0.502	0.393	A	0.167	-0.166	-0.111	*
					B	0.100	-0.286	-0.167	
					C	0.100	-0.556	-0.326	
					D	0.633	0.502	0.393	
					other	0.000	-9.000	-9.000	
4	0-4	0.567	0.633	0.502	A	0.567	0.633	0.502	*
					B	0.100	-0.346	-0.202	
					C	0.167	-0.271	-0.182	
					D	0.167	-0.482	-0.323	
					other	0.000	-9.000	-9.000	
5	0-5	0.700	0.919	0.697	A	0.100	-0.165	-0.097	*
					B	0.100	-0.948	-0.554	
					C	0.700	0.919	0.697	
					D	0.100	-0.707	-0.414	
					other	0.000	-9.000	-9.000	
6	0-6	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	1.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	

7	0-7	0.567	0.163	0.130	A	0.567	0.163	0.130	*
					B	0.133	0.204	0.129	
					C	0.133	-0.262	-0.166	
					D	0.167	-0.208	-0.139	
					other	0.000	-9.000	-9.000	
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Page 2									
Seq. No.	Scale -Item	Item Statistics			Alt.	Alternative Statistics			Key
		Prop. Correct	Biser.	Point Biser.		Prop. Endorsing	Biser.	Point Biser.	
8	0-8	0.500	0.681	0.544	A	0.500	0.681	0.544	*
					B	0.200	-0.339	-0.238	
					C	0.133	0.106	0.067	
					D	0.167	-0.799	-0.536	
					other	0.000	-9.000	-9.000	
9	0-9	0.500	0.417	0.333	A	0.200	-0.321	-0.224	
					B	0.500	0.417	0.333	*
					C	0.200	-0.339	-0.238	
					D	0.100	0.105	0.062	
					other	0.000	-9.000	-9.000	
10	0-10	0.500	0.404	0.322	A	0.100	0.226	0.132	
					B	0.167	-0.588	-0.394	
					C	0.500	0.404	0.322	*
					D	0.233	-0.175	-0.127	
					other	0.000	-9.000	-9.000	
11	0-11	0.600	0.738	0.582	A	0.100	-0.346	-0.202	
					B	0.600	0.738	0.582	*
					C	0.133	-0.482	-0.305	
					D	0.167	-0.482	-0.323	
					other	0.000	-9.000	-9.000	
12	0-12	0.300	-0.190	-0.144	A	0.500	0.390	0.311	?
					B	0.167	-0.208	-0.139	
					C	0.300	-0.190	-0.144	*
					D	0.033	-0.510	-0.211	
					other	0.000	-9.000	-9.000	
		CHECK THE KEY							
		C was specified, A works better							
13	0-13	0.567	0.660	0.524	A	0.133	-0.850	-0.538	
					B	0.567	0.660	0.524	*
					C	0.067	-0.340	-0.176	
					D	0.233	-0.106	-0.077	
					other	0.000	-9.000	-9.000	
14	0-14	0.667	0.634	0.489	A	0.033	-0.154	-0.064	
					B	0.133	-0.531	-0.336	
					C	0.167	-0.419	-0.281	
					D	0.667	0.634	0.489	*
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.667	0.198	0.153	A	0.067	-0.218	-0.113	
					B	0.133	-0.016	-0.010	
					C	0.667	0.198	0.153	*
					D	0.133	-0.188	-0.119	
					other	0.000	-9.000	-9.000	
16	0-16	0.033	-0.083	-0.034	A	0.900	-0.135	-0.079	
					B	0.067	0.231	0.120	?
		CHECK THE KEY			C	0.000	-9.000	-9.000	
		D was specified, B works better			D	0.033	-0.083	-0.034	*
					other	0.000	-9.000	-9.000	
17	0-17	0.700	0.782	0.593	A	0.700	0.782	0.593	*
					B	0.067	-0.748	-0.388	
					C	0.100	-0.707	-0.414	
					D	0.133	-0.237	-0.150	
					other	0.000	-9.000	-9.000	
18	0-18	0.667	0.779	0.601	A	0.100	-0.165	-0.097	
					B	0.100	-0.948	-0.554	
					C	0.133	-0.409	-0.259	
					D	0.667	0.779	0.601	*
					other	0.000	-9.000	-9.000	
19	0-19	0.700	0.326	0.248	A	0.133	-0.605	-0.383	
					B	0.100	-0.075	-0.044	
					C	0.067	0.231	0.120	
					D	0.700	0.326	0.248	*
					other	0.000	-9.000	-9.000	
20	0-20	0.867	-0.253	-0.160	A	0.867	-0.253	-0.160	*
					B	0.067	0.109	0.056	
		CHECK THE KEY			C	0.033	0.059	0.025	
		A was specified, D works better			D	0.033	0.486	0.201	?
					other	0.000	-9.000	-9.000	
21	0-21	0.633	0.545	0.425	A	0.633	0.545	0.425	*
					B	0.167	-0.250	-0.168	
					C	0.133	-0.237	-0.150	
					D	0.067	-0.708	-0.367	
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.600	0.410	0.323	A	0.167	-0.356	-0.238	
					B	0.600	0.410	0.323	*
					C	0.100	0.135	0.079	
					D	0.133	-0.433	-0.274	
					other	0.000	-9.000	-9.000	
23	0-23	0.667	0.939	0.724	A	0.133	-0.237	-0.150	
					B	0.100	-0.948	-0.554	
					C	0.100	-0.707	-0.414	
					D	0.667	0.939	0.724	*
					other	0.000	-9.000	-9.000	
24	0-24	0.700	0.827	0.628	A	0.133	-0.237	-0.150	
					B	0.067	-0.748	-0.388	
					C	0.100	-0.797	-0.466	
					D	0.700	0.827	0.628	*
					other	0.000	-9.000	-9.000	

25	0-25	0.433	-0.002	-0.002	A	0.167	-0.504	-0.338	
					B	0.233	0.377	0.273	?
					C	0.433	-0.002	-0.002	*
					D	0.167	0.046	0.031	
					other	0.000	-9.000	-9.000	
CHECK THE KEY C was specified, B works better									
26	0-26	0.567	0.405	0.321	A	0.133	-0.114	-0.072	
					B	0.167	-0.229	-0.153	
					C	0.567	0.405	0.321	*
					D	0.133	-0.360	-0.228	
					other	0.000	-9.000	-9.000	
27	0-27	0.633	0.601	0.469	A	0.100	-0.015	-0.009	
					B	0.133	-0.262	-0.166	
					C	0.133	-0.777	-0.492	
					D	0.633	0.601	0.469	*
					other	0.000	-9.000	-9.000	
28	0-28	0.567	0.687	0.545	A	0.000	-9.000	-9.000	
					B	0.167	-0.588	-0.394	
					C	0.567	0.687	0.545	*
					D	0.267	-0.375	-0.279	
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.567	0.391	0.311	A	0.567	0.391	0.311	*
					B	0.167	-0.377	-0.253	
					C	0.167	0.025	0.017	
					D	0.100	-0.376	-0.220	
					other	0.000	-9.000	-9.000	
30	0-30	0.600	0.437	0.345	A	0.600	0.437	0.345	*
					B	0.167	-0.250	-0.168	
					C	0.100	-0.316	-0.185	
					D	0.133	-0.237	-0.150	
					other	0.000	-9.000	-9.000	
31	0-31	0.533	0.695	0.554	A	0.533	0.695	0.554	*
					B	0.133	-0.213	-0.135	
					C	0.200	-0.396	-0.277	
					D	0.133	-0.556	-0.352	
					other	0.000	-9.000	-9.000	
32	0-32	0.667	0.402	0.310	A	0.100	-0.346	-0.202	
					B	0.667	0.402	0.310	*
					C	0.100	-0.196	-0.114	
					D	0.133	-0.237	-0.150	
					other	0.000	-9.000	-9.000	
33	0-33	0.500	0.179	0.143	A	0.100	0.165	0.097	
					B	0.167	-0.123	-0.083	
					C	0.500	0.179	0.143	*
					D	0.233	-0.227	-0.164	
					other	0.000	-9.000	-9.000	



34	0-34	0.633	0.601	0.469	A	0.167	-0.144	-0.097	
					B	0.100	-0.556	-0.326	
					C	0.100	-0.526	-0.308	
					D	0.633	0.601	0.469	*
					other	0.000	-9.000	-9.000	
35	0-35	0.200	-0.434	-0.304	A	0.200	-0.434	-0.304	*
					B	0.100	0.226	0.132	
					C	0.167	-0.313	-0.210	
					D	0.533	0.403	0.321	?
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics				Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.		Alt.	Prop. Endorsing	Biser.	Point Biser.	
36	0-36	0.533	-0.022	-0.018	A	0.367	-0.152	-0.119		
					B	0.033	-0.012	-0.005		
					C	0.533	-0.022	-0.018	*	
					D	0.067	0.517	0.268	?	
					other	0.000	-9.000	-9.000		

37	0-37	0.267	0.043	0.032	A	0.500	0.721	0.575	?	
					B	0.067	-0.748	-0.388		
					C	0.167	-0.820	-0.550		
					D	0.267	0.043	0.032	*	
					other	0.000	-9.000	-9.000		
38	0-38	0.667	0.678	0.523	A	0.133	-0.237	-0.150		
					B	0.100	-0.406	-0.238		
					C	0.100	-0.707	-0.414		
					D	0.667	0.678	0.523	*	
					other	0.000	-9.000	-9.000		
39	0-39	0.467	0.500	0.399	A	0.100	-0.406	-0.238		
					B	0.233	-0.417	-0.302		
					C	0.467	0.500	0.399	*	
					D	0.200	0.000	0.000		
					other	0.000	-9.000	-9.000		
40	0-40	0.533	0.429	0.342	A	0.100	-0.406	-0.238		
					B	0.200	-0.377	-0.264		
					C	0.167	0.025	0.017		
					D	0.533	0.429	0.342	*	
					other	0.000	-9.000	-9.000		

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There were 30 examinees in the data file.

#### Scale Statistics

```

Scale:          0
-----
N of Items      40
N of Examinees 30
Mean            23.167
Variance        39.872
Std. Dev.       6.314
Skew            -0.494
Kurtosis        -0.407
Minimum         11.000
Maximum         32.000

```

Median	23.000
Alpha	0.804
SEM	2.796
Mean P	0.579
Mean Item-Tot.	0.340
Mean Biserial	0.428

**Items deleted: 12 items**

- **Item facility values were below 0.3 or above 0.7 = 2, 6, 16, 35**
- **Item discrimination indices were under 0.3 = 7, 12, 15, 19, 20, 25, 33, 36, 37**

**POSTTEST GUIDELINE**  
(Table of Specification)

Based on The Revision of Bloom's Taxonomy

No	Cognitive Level Materials	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Total
1.	Scanning information	1,2,3,9,11, 13,16,17,1 9,21,22,24, 25,26	28					15
2.	Deducing the meaning of unfamiliar lexical items in context		6					1
3.	Making inferences						30	1
4.	Finding the main idea and the topic of the paragraph		4,8,14,27					4
5.	Distinguish between relevant and irrelevant statement from the text				18,29			2
6.	Finding the message					5,7,10,12,15 ,20,23		7
	<b>Total</b>	14	6	0	2	7	1	30

## POSTTEST

<b>Subject</b>	<b>: English</b>	<b>Class</b>	<b>: VIII B</b>
<b>Date and Time</b>	<b>:</b>	<b>Time</b>	<b>: 60 minutes</b>

---

*Choose the best answer by crossing a, b, c, or d on the answer sheet.*

**The following text is for questions 1 to 3.**

Once upon a time, there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning, they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there. Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But, Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looking behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

*Taken from: <http://andriantanjungenglish.blogspot.com>*

1. Who was the naughty rabbit ?
 

a. Flopsy	c. Cotton-tail
b. Mopsy	d. Peter
2. What did Peter lose while he was running?
 

a. One of his shoes	c. A jacket
b. One of his shoes and a jacket	d. A pair of shoes
3. Whom did Peter meet at the garden?
 

a. Flopsy	c. Mr. McGregor
b. Mrs. McGregor	d. His father

**Read the text and answer questions 4 to 5.**

**Ant and Dove**

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown" he cried, "Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice, "Thank you, kind dove, you have saved my Life", but of course the dove couldn't hear him.

Several days afterwards, the dove was again sitting on the tree when a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant. He cried out with pain and dropped his gun. This frightened the dove, and she flew away, "Thank you, kind ant" said the dove. The ant heard it and happy that he could help her.

*Source: www.zenius.net*

4. What does the text tell us about?
  - a. The ant and the dove
  - b. The ant near the river
  - c. The dove on the tree
  - d. The hunter and the dove
5. What can we learn from the story?
  - a. We do not need others' help.
  - b. We must help each other.
  - c. We must not hunt animals.
  - d. We must use a gun carefully.

**Read the text and answer questions 6 to 7.**

### **The Smartest Animal**

Once, there was a farmer in Laos. Every morning and evening, he plowed his field with the help of his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small man. He wanted to know more about the buffalo and the man.

After the man went home, the tiger spoke to the buffalo. "You are so big and strong. Why do you do everything the man tells you?" "Oh, the man is very intelligent." So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered. "It's at home." "Can you go and get it?" asked the tiger. "Yes," said the man. "But I'm afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to a tree, he didn't go home to get his intelligence. He took his plow and hit the tiger with a stick. Then he said, "Now you know about my intelligence even if you haven't seen it."

*Source: www.zenius.net*

6. "The tiger was surprised to see a big animal listening to a small man."

The underlined word has similar meaning to...

- |          |            |
|----------|------------|
| a. hear. | c. afraid. |
| b. obey. | d. weak.   |
7. What can we learn from the story?
- We should not listen to a small man.
  - We should not underestimate others.
  - We do not need to be strong to trick someone.
  - We should be smart to trick someone.

**The following text is for questions 8 to 10.**

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?" The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together." The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So, it happened that the hen had already promised to marry a rooster. When the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then, the hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk was so furious that he cursed the hen. "Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk.

<http://dharmapathni.wordpress.com/2012/05/19/narrative-text/>

8. What is the story about?
  - a. A hen and a rooster
  - b. A rooster and a hawk
  - c. A hawk and a hen
  - d. A hawk, a hen and a rooster
9. Why was the rooster angry when he saw the ring?
  - a. The hen had betrayed him.
  - b. The hen had stolen his ring.
  - c. The hen wore the ring.
  - d. The ring was not good for the hen.

10. What is the moral story of the text? We have to ...

- a. take care of our children.
- b. listen to others.
- c. keep our promise.
- d. marry soon.

**Read the text and answer questions 11 to 12.**

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. After six years of marriage, they had not had any children. They prayed to Gods for children. Their prayer was granted in one condition. They had to sacrifice their youngest son to the Bromo crater.

After sometime, Rara Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happily and forgot about the agreement. The Mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But, they did not want their youngest son, Raden Kusuma, to be sacrificed to the crater.

Raden Kusuma learned about the deal his parents had made. Meanwhile, the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore, he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.

After that day, the Tengger people have given offering to the crater, as Raden Kusuma had sacrificed himself before.

*Taken from: [indonesianfolklore.blogspot.com](http://indonesianfolklore.blogspot.com)*

11. Why did Roro Anteng and Joko Seger have to sacrifice their youngest son?

- a. They already had 25 children.
- b. They had a promise.
- c. The youngest son was a naughty boy.
- d. The son broke the promise.



12. The moral of the story is ...
- a. we do not have to keep our promise.
  - b. all parents love their children.
  - c. we have to pray to God.
  - d. we have to fulfill our promise.

**Read the text and answer questions 13 to 15.**

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went sailing to other place. Ever since Malin Kundang leaving, his mother went to the shore everyday, waiting for Malin Kundang to return.

After years, her waiting came to an end when luxurious ship arrived at the shore. A young couple in extravagant clothes stepped down from the ship. Malin's mother was sure that the young man was her son. She tried to embrace him, but he threw her away. He didn't admit the woman as his mother.

Being denied and humiliated, Malin's mother cursed her son. After a moment, the luxurious ship was attacked by a hurricane and the cursed son turned into rock.

*Source: dungteng.wordpress.com*

13. The old woman cursed her son because ....
- a. her son decided to leave her alone.
  - b. her son didn't come back for years.
  - c. her son did not admit her as his mother.
  - d. her son threw her away.
14. What is the main idea of paragraph 3?
- a. Malin Kundang was cursed.
  - b. Malin's mother got angry.
  - c. Malin Kundang left the village.
  - d. The luxurious ship was attacked by a hurricane.

15. What can we learn from the story?

- a. Admit your mother.
- b. Don't leave your mother alone.
- c. Be careful with what you say.
- d. Don't throw away your mother.

**The text is for questions 16 to 20.**

Long time ago in West Java lived a woman named Dayang Sumbi. She lived alone in a forest. One day, Dayang Sumbi was quilting when suddenly, her quilt fell off from her house. Then she prayed to God. "If a man picks up my quilt, he will be my husband. If a woman, she will be my sister." Then, a male dog picks it up. For keeping her words, Dayang Sumbi married the dog and called him Tumang. Dayang Sumbi gave birth to a baby, named him Sangkuriang but never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and asked him to go.

Many years later, the wandering Sangkuriang found a house in the forest, and an old beautiful woman was in the house. The woman, Dayang Sumbi recognized the adventurer as Sangkuriang. Sangkuriang forced her to marry him and Dayang Sumbi asked him to make a vast boat in one night. In the night, Sangkuriang called his friends, ghosts, and forest fairies, to help him. Dayang Sumbi feared the boat could be finished on time, so she asked some women nearby to help her. The women hit the grain punchers to make noise which disturbed the ghosts and the fairies. The ghosts and the fairies ran away before completing the boat. Sangkuriang was very angry. He kicked away the boat upside down, and it turned into a mountain called Tangkuban Perahu. It means the down side boat, which stood in the north Bandung.

*Source: <http://barlinkesuma.blogspot.com>*

16. Why did Dayang Sumbi expel Sangkuriang?
- a. It was because Sangkuriang did not bring food.
  - b. It was because Sangkuriang failed to make a boat.
  - c. It was because Sangkuriang killed his father.
  - d. It was because Sangkuriang hit the dog.
17. What should be made by Sangkuriang?
- a. A mountain boat
  - b. Tangkuban Perahu
  - c. A boat
  - d. Tangkuban Perahu boat
18. The following statements are true, *except*...
- a. Dayang Sumbi fulfilled her promise.
  - b. Tumang was Dayang Sumbi's husband.
  - c. Sangkuriang managed to make a boat.
  - d. Sangkuriang did not marry Dayang Sumbi.
19. Why did Sangkuriang kick away the boat upside down?
- a. He failed to make the boat.
  - b. He wanted to make a mountain from the boat.
  - c. He was disappointed.
  - d. He wanted to show his strength to Dayang Sumbi.
20. What is the moral value of the story?
- a. We should not trust ghosts.
  - b. We have to be strong.
  - c. We have to be honest.
  - d. We have to be careful in doing anything.

**Read the text and answer questions 21 to 23.**

Maura, who liked to be thought as the most beautiful and powerful queen of Arabia, had many suitors. One by one, she had discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some leftover food; the second gave her some unappetizing camel's tails; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day, the queen invited the three sheiks to have dinner at her palace. She ordered her servants to give each sheik exactly what they had given to her in the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you," she announced her choice to the sheiks. "So, it is Hakim I will marry."

*Taken from: dungteng.wordpress.com*

21. The text tells us that the queen ....
  - a. was the most powerful queen in Arabia.
  - b. was very proud of her beauty and riches.
  - c. was very careful in deciding whom she would marry.
  - d. was very satisfied with the food given by the sheiks.
22. The queen ordered her servants to give the sheiks the same kind of food as that she got from them because she wanted ....
  - a. to entertain her guest.
  - b. to test the sheik's food.
  - c. to see the sheik's reactions.
  - d. to repay the sheik's kindness.
23. What's the moral value that you can learn from the story?
  - a. Don't look at someone from the appearance.
  - b. Give the best food to others.
  - c. Don't trick someone.
  - d. Treat others kindly and nicely.

**The following text is for questions 24 to 26.**

### **The Legend of Aji Saka**

In Kingdom of Medang Kamulan, in Java, came a young man called Aji Saka to fight Dewatacengkar, the cruel king who had a habit to eat human flesh of his own people. Aji Saka himself came from Bumi Majeti.

One day, he told his two servants, by the name of Dara and Sembodo, that he was going to go to Java. He told them that while he was away, both of them had to keep his Heirloom / Pusoko. No one except Aji Saka himself was allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die. He became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile, a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period, the egg vanished and a snake found in the rice barn. The villagers would like to kill the snake, but the snake said, "I'm the son of Aji Saka. Bring me to him".

Aji Saka told the snake, that he would admit him as his son, if the snake could kill Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skillfull ability of fighting, the snake could kill Bajul Putih.

As had been promised, the snake was recognized as Aji Saka's son and he was given a name of Jaka Linglung (a stupid boy). In the palace, Jaka Linglung greedily ate domestic pets of the palace. He was punished by the king and expelled him to live in the Jungle of Pesanga. He was tightly roped until he could not move his head. He was instructed only to eat things which fell to his mouth.

One day, a group of 9 (nine) village boys were playing around in the Jungle. Suddenly, it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease and dirty, had to stay out of the cave. All of a

sudden, the cave was falling apart. The 8 (eight) boys were vanished and only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

<http://andriantanjungenglish.blogspot.com/2012/05/soal-soal-narrative-pilihan-ganda.html>

24. Where did Aji Saka come from?

- a. Medang Kamulan
- b. Jungle of Pesanga
- c. Bumi Majeti
- d. Dadapan Village

25. Who was Jaka Linglung?

- a. A greedy snake
- b. A stupid boy
- c. Dewaracengkar's son
- d. Aji Saka's son

26. Why did the king punish Jaka linglung to live in the jungle of Pesanga? It was because .....

- a. Jaka linglung greedily ate human flesh of the village.
- b. Jaka linglung greedily ate domestic pets of the palace.
- c. Jaka linglung put the egg in the rice born.
- d. Jaka linglung pushed Dewata Cengkor to fall to the South sea.

**The following text is for questions 27 to 30.**

Long time ago, in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had a tiger. When the couple went to work on the paddy field, the tiger looked after their baby. Before they left, they asked the tiger to look after their baby.

At noon, they went home. When the couple arrived at home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious. Then, the husband looked at the tiger carefully. He was shocked. The tiger's

mouth was full of blood. Then he remembered his baby. He thought the tiger had eaten the baby. “Why is your mouth full of blood?” he asked the tiger. “You must have done something bad to my baby! Have you killed him? Why did you do that?” he was very furious. The husband took his knife and killed the tiger in anger.

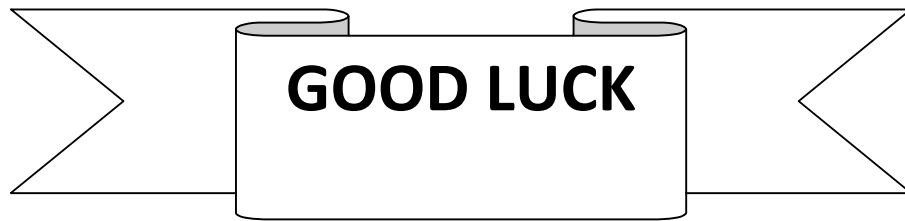
After that, they both entered the house. They were shocked. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. The baby woke up and opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood. “Oh, my wife,” the husband said. “The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? Forgive me, please?”

The couple felt very guilty. They had killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then, the couple’s village was called Panyalahan. The word “Panyalahan” is derived from the word “nyalahan”, which means “wrong guess”.

*Adapted from: [www.indonesianfolklore.blogspot.com](http://www.indonesianfolklore.blogspot.com)*

27. What is the best title for the text?
  - a. Panyalahan Village
  - b. The Panyalahan Tiger
  - c. The Faithful Tiger
  - d. The Origin of Panyalahan Village
28. Why did the husband take his knife?
  - a. He wanted to kill the snake.
  - b. He wanted to kill his baby.
  - c. He felt afraid of the snake.
  - d. He wanted to kill the tiger.

29. The following statements are true, *except* ...
- a. The young couple was farmers.
  - b. The tiger was a tame animal.
  - c. The husband killed the tiger.
  - d. The snake was killed by the farmer.
30. What happened if the husband checked the baby first?
- a. The tiger would not die.
  - b. He would see the dead baby.
  - c. He would not find the snake.
  - d. He would kill the snake.





# **APPENDIX F**

## **STUDENTS'**

### **SCORES AND t-**

#### **TEST**

### THE RESULTS OF PRETEST AND POSTTEST

No.	Name	Results	
		PRETEST	POSTTEST
1.	Almufikun Khoirul Rofid	67	77
2.	Arvina Astri Rahmasari	77	73
3.	Asep Pamungkas	63	83
4.	Depri Dwi Suranto	23	77
5.	Devita Tiara Kusuma	60	70
6.	Dian Eka Priyanto	60	77
7.	Dida Tama Trahtamandika	67	70
8.	Dimas Angga Saputra	50	73
9.	Eksha Hendrawan	50	73
10.	Erlita Nur Aini	40	70
11.	Ervia Puspa Hartaningtyas	77	77
12.	Fajar Indra Saputra	47	80
13.	Fhrysha Adevin Yunandar	80	77
14.	Fidya Gendis Prihatiningsih	80	83
15.	Haris Anggoro Murti	70	70
16.	Heni Endrawati	77	80
17.	Isnaini Niken Sholehah	57	57
18.	Isnan Kuswidianoro	53	80
19.	Panji Muliya	50	77
20.	Prastya Galih Baruna	50	63
21.	Rika Restu Ningrum	77	80
22.	Rina Ririn Andriani	40	73
23.	Rizqi Yuliar Dian Pertiwi	60	70
24.	Rubiantoro Prasetyo	60	80
25.	Shafira Khairunnisa	77	77
26.	Sholikhah Ari Rahma Damayanti	77	77
27.	Slamet Haripriyanto	57	67
28.	Syaikhul Awwali	77	83
29.	Tias Nurhanifah	70	73
30.	Vinda Audi Noerraissa	80	83
31.	Violita Lisna Salsabila	77	80
	<b>MEAN</b>	<b>62.9032</b>	<b>75.1613</b>
	<b>SD</b>	<b>14.56332</b>	<b>6.09424</b>

## T-Test

[DataSet0]

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.9032	31	14.56332	2.61565
	Posttest	75.1613	31	6.09424	1.09456

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	31	.346	.056

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-12.25806	13.70394	2.46130	-17.28471	-7.23142	-4.980	30	.000

# **APPENDIX G**

# **OBSERVATION**

# **SHEETS**

### OBSERVATION CHECKLIST

**Day/Date** :

**Meeting** :

Check each item in the column that most clearly represents your observation

Teaching and Learning Process		Yes	No
<b>A. Opening</b>			
1.	The teacher greets the students.		
2.	The students respond to the greeting.		
3.	The teacher leads the students to pray.		
4.	The teacher checks the students' attendance.		
5.	The teacher tells the students the teaching and learning goal.		
<b>B. Pre-Reading</b>			
1.	The teacher presents pictures of some narrative texts and asks the students about anything related to the pictures.		
2.	The students respond to the questions related to the pictures.		
3.	The teacher presents a picture of a story.		
4.	The students write down anything they know about the picture.		
5.	The students predict the content of the story.		
6.	The students check their prediction by observing pictures.		
7.	The students find difficult words and discuss them together.		
<b>C. Whilst Reading</b>			
1.	The students read the text thoroughly.		
2.	The students pay attention to the teacher's explanation about narrative text.		
3.	The students observe the generic structure of the text.		
4.	The students respond to the teacher's questions related to the generic structure of the text.		
<b>D. Post-reading</b>			
1.	The students underline the past verbs in the text.		

2.	The students answer comprehension questions related to the text.		
<b>E. Closing</b>			
1.	The students summarize the materials assisted by the teacher.		
2.	The teacher gives the students a short explanation for the next lesson.		
3.	The teacher leads the prayer.		
4.	The teacher greets the students.		

*Adapted from Format Observasi Pembelajaran di Kelas, NPma.1. Universitas Negeri Yogyakarta*

The English Teacher,

Suryo Winasto  
NIP19600528 198103 1 005

## OBSERVATION CHECKLIST

Day/Date : Sabtu, 25 January 2014

Meeting : 1

Check each item in the column that most clearly represents your observation

Teaching and Learning Process		Yes	No
<b>A. Opening</b>			
1.	The teacher greets the students.	✓	
2.	The students respond to the greeting.	✓	
3.	The teacher leads the students to pray.	✓	
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
<b>B. Pre-Reading</b>			
1.	The teacher presents pictures of some narrative texts and asks the students about anything related to the pictures.	✓	
2.	The students respond to the questions related to the pictures.	✓	
3.	The teacher presents a picture of a story.	✓	
4.	The students write down anything they know about the picture.	✓	
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
<b>C. Whilst Reading</b>			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about narrative text.		✓
3.	The students observe the generic structure of the text.	✓	
4.	The students respond to the teacher's questions related to the generic structure of the text.	✓	
<b>D. Post-reading</b>			
1.	The students underline the past verbs in the text.	✓	

2.	The students answer comprehension questions related to the text.	✓	
<b>E. Closing</b>			
1.	The students summarize the materials assisted by the teacher.	✓	
2.	The teacher gives the students a short explanation for the next lesson.	✓	
3.	The teacher leads the prayer.	✓	
4.	The teacher greets the students.	✓	

*Adapted from Format Observasi Pembelajaran di Kelas, NPma.1. Universitas Negeri Yogyakarta*

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### OBSERVATION CHECKLIST

**Day/Date** : *Senin, 27 January 2014*  
**Meeting** : *2*

Check each item in the column that most clearly represents your observation

Teaching and Learning Process		Yes	No
<b>A. Opening</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.	The teacher greets the students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.	The students respond to the greeting.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.	The teacher leads the students to pray.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	The teacher checks the students' attendance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	The teacher tells the students the teaching and learning goal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>B. Pre-Reading</b>		<input type="checkbox"/>	<input type="checkbox"/>
1.	The teacher presents pictures of some narrative texts and asks the students about anything related to the pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	The students respond to the questions related to the pictures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	The teacher presents a picture of a story.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	The students write down anything they know about the picture.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	The students predict the content of the story.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	The students check their prediction by observing pictures.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	The students find difficult words and discuss them together.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>C. Whilst Reading</b>		<input type="checkbox"/>	<input type="checkbox"/>
1.	The students read the text thoroughly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	The students pay attention to the teacher's explanation about narrative text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	The students observe the generic structure of the text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	The students respond to the teacher's questions related to the generic structure of the text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>D. Post-reading</b>		<input type="checkbox"/>	<input type="checkbox"/>
1.	The students underline the past verbs in the text.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.	The students answer comprehension questions related to the text.	✓	
<b>E. Closing</b>			
1.	The students summarize the materials assisted by the teacher.	✓	
2.	The teacher gives the students a short explanation for the next lesson.	✓	
3.	The teacher leads the prayer.		✓
4.	The teacher greets the students.		✓

*Adapted from Format Observasi Pembelajaran di Kelas, NPma.1. Universitas Negeri Yogyakarta*

The English Teacher,



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## OBSERVATION CHECKLIST

Day/Date : Sabtu, 1 February 2014  
 Meeting : 3

Check each item in the column that most clearly represents your observation

Teaching and Learning Process		Yes	No
<b>A. Opening</b>			
1.	The teacher greets the students.	✓	
2.	The students respond to the greeting.	✓	
3.	The teacher leads the students to pray.		✓
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
<b>B. Pre-Reading</b>			
1.	The teacher presents pictures of some narrative texts and asks the students about anything related to the pictures.	✓	
2.	The students respond to the questions related to the pictures.	✓	
3.	The teacher presents a picture of a story.	✓	
4.	The students write down anything they know about the picture.	✓	
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
<b>C. Whilst Reading</b>			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about narrative text.	✓	
3.	The students observe the generic structure of the text.	✓	
4.	The students respond to the teacher's questions related to the generic structure of the text.	✓	
<b>D. Post-reading</b>			
1.	The students underline the past verbs in the text.		✓

2.	The students answer comprehension questions related to the text.	✓	
<b>E. Closing</b>			
1.	The students summarize the materials assisted by the teacher.	✓	
2.	The teacher gives the students a short explanation for the next lesson.	✓	
3.	The teacher leads the prayer.		✓
4.	The teacher greets the students.	✓	

*Adapted from Format Observasi Pembelajaran di Kelas, NPma.1. Universitas Negeri Yogyakarta*

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Suryo Winasto  
NIP19600528 198103 1 005



## OBSERVATION CHECKLIST

Day/Date : Senin, 3 February 2014  
 Meeting : 4

Check each item in the column that most clearly represents your observation

Teaching and Learning Process		Yes	No
<b>A. Opening</b>			
1.	The teacher greets the students.	✓	
2.	The students respond to the greeting.	✓	
3.	The teacher leads the students to pray.		✓
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
<b>B. Pre-Reading</b>			
1.	The teacher presents pictures of some narrative texts and asks the students about anything related to the pictures.	✓	
2.	The students respond to the questions related to the pictures.	✓	
3.	The teacher presents a picture of a story.	✓	
4.	The students write down anything they know about the picture.	✓	
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
<b>C. Whilst Reading</b>			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about narrative text.	✓	
3.	The students observe the generic structure of the text.	✓	
4.	The students respond to the teacher's questions related to the generic structure of the text.	✓	
<b>D. Post-reading</b>			
1.	The students underline the past verbs in the text.		✓

2.	The students answer comprehension questions related to the text.	✓	
<b>E. Closing</b>			
1.	The students summarize the materials assisted by the teacher.	✓	
2.	The teacher gives the students a short explanation for the next lesson.	✓	
3.	The teacher leads the prayer.		✓
4.	The teacher greets the students.	✓	

*Adapted from Format Observasi Pembelajaran di Kelas, NPma.1. Universitas Negeri Yogyakarta*

The English Teacher,



Suryo Winasto  
NIP19600528 198103 1 005

## OBSERVATION CHECKLIST

Day/Date : *June 7, 7 February 2014*  
 Meeting : *5*

Check each item in the column that most clearly represents your observation

Teaching and Learning Process		Yes	No
<b>A. Opening</b>			
1.	The teacher greets the students.	✓	
2.	The students respond to the greeting.	✓	
3.	The teacher leads the students to pray.		✓
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
<b>B. Pre-Reading</b>			
1.	The teacher presents pictures of some narrative texts and asks the students about anything related to the pictures.	✓	
2.	The students respond to the questions related to the pictures.	✓	
3.	The teacher presents a picture of a story.	✓	
4.	The students write down anything they know about the picture.	✓	
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
<b>C. Whilst Reading</b>			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about narrative text.	✓	
3.	The students observe the generic structure of the text.	✓	
4.	The students respond to the teacher's questions related to the generic structure of the text.	✓	
<b>D. Post-reading</b>			
1.	The students underline the past verbs in the text.	✓	

2.	The students answer comprehension questions related to the text.	✓	
<b>E. Closing</b>			
1.	The students summarize the materials assisted by the teacher.	✓	
2.	The teacher gives the students a short explanation for the next lesson.	✓	
3.	The teacher leads the prayer.		✓
4.	The teacher greets the students.		✓

*Adapted from Format Observasi Pembelajaran di Kelas, NPma.1. Universitas Negeri Yogyakarta*

The English Teacher,



Suryo Winasto  
NIP19600528 198103 1 005



## OBSERVATION CHECKLIST

Day/Date : Sabtu, 8 February 2014

Meeting : 6

Check each item in the column that most clearly represents your observation

Teaching and Learning Process		Yes	No
<b>A. Opening</b>			
1.	The teacher greets the students.	✓	
2.	The students respond to the greeting.	✓	
3.	The teacher leads the students to pray.		✓
4.	The teacher checks the students' attendance.	✓	
5.	The teacher tells the students the teaching and learning goal.	✓	
<b>B. Pre-Reading</b>			
1.	The teacher presents pictures of some narrative texts and asks the students about anything related to the pictures.	✓	
2.	The students respond to the questions related to the pictures.	✓	
3.	The teacher presents a picture of a story.	✓	
4.	The students write down anything they know about the picture.	✓	
5.	The students predict the content of the story.	✓	
6.	The students check their prediction by observing pictures.	✓	
7.	The students find difficult words and discuss them together.	✓	
<b>C. Whilst Reading</b>			
1.	The students read the text thoroughly.	✓	
2.	The students pay attention to the teacher's explanation about narrative text.	✓	
3.	The students observe the generic structure of the text.	✓	
4.	The students respond to the teacher's questions related to the generic structure of the text.	✓	
<b>D. Post-reading</b>			
1.	The students underline the past verbs in the text.		✓

2.	The students answer comprehension questions related to the text.	✓	
<b>E. Closing</b>			
1.	The students summarize the materials assisted by the teacher.	✓	
2.	The teacher gives the students a short explanation for the next lesson.	✓	
3.	The teacher leads the prayer.		✓
4.	The teacher greets the students.	✓	

*Adapted from Format Observasi Pembelajaran di Kelas, NPma.1. Universitas Negeri Yogyakarta*

The English Teacher,



Suryo Winasto  
NIP19600528 198103 1 005

# **APPENDIX H**

## **INTERVIEW**

### **GUIDELINES**

### INTERVIEW GUIDELINES

No.	Components	Theories	Question Items	
			For Students	For The Teacher
1.	The Students & The Teacher	Gunning (2002) in Klingner (2007:28)	<ul style="list-style-type: none"> <li>• Do you read the title or look at the pictures before you read the text?</li> <li>• Do you make any prediction about the content of the passage first before you read the passage?</li> <li>• Do you ask yourself what you already know about the topic?</li> <li>• Do you ever try to imagine the people, places, and events that you are reading about?</li> <li>• Do you look for clues and try to figure them out?</li> <li>• Do you use your dictionary when you find unfamiliar words or just keep reading?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you think students' prior knowledge is important to help them understand the text?</li> <li>• How do you accommodate students' background knowledge in your teaching?</li> <li>• Do the students often predict what the text tells about?</li> <li>• What do they usually do before they start reading?</li> <li>• Do they make use of the pictures presented in the text?</li> <li>• What the students do when they come to words they do not understand?</li> <li>• Do the students ask to you when they get confused when they read the text?</li> <li>• Do you use a certain strategy to cope with the difficulties faced by the students?</li> </ul>

2.	Materials	<p>Krashen, Carrell (1981) in Al-Issa (2006)</p> <p>Willis (2008)</p>	<ul style="list-style-type: none"> <li>• Are the topics often difficult to understand?</li> <li>• Have you ever experienced that you have already known what the content might be from the topic of the text?</li> <li>• Is there any picture or another illustration presented in the text given by the teacher?</li> <li>• What do you think about the importance of pictures or other illustrations in the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Are the topics always adjusted with the students' proficiency level?</li> <li>• Do you often use familiar topics?</li> <li>• Do the texts you give vary in terms of topics?</li> <li>• Do you always give pictures or other aids to help the students?</li> <li>• Do you use interesting media in teaching reading?</li> <li>• Have you considered the length of the text?</li> </ul>
----	-----------	---	--	--

### BLUEPRINT OF INTERVIEW GUIDELINES (Before Implementation)

Hari, tanggal :  
 Jam :  
 Responden : R (The Researcher)  
               T (The English Teacher)

#### A. The Teacher

No.	Pertanyaan	Jawaban
1.	Berdasarkan kurikulum yang berlaku saat ini, jenis teks apa saja yang harus dikuasai siswa?	
2.	Jenis teks apa saja yang sudah Bapak ajarkan pada siswa sampai saat ini?	
3.	Bagaimana teknik mengajarkan <i>reading</i> untuk teks-teks tersebut dan kegiatan pembelajaran seperti apa yang biasanya diterapkan dalam mengajar <i>reading</i> ?	
4.	Aktivitas apa saja yang biasa dilakukan sebelum, saat, dan setelah membaca?	
5.	Bagaimana Bapak menyiapkan materi atau teks yang akan diajarkan? Apakah diambil dari LKS atau buku?	
6.	Apa saja kendala yang bapak temui dan hadapi dalam mengajarkan <i>reading</i> ?	
7.	Bagaimana Bapak mengakomodasi pentingnya <i>background knowledge</i> siswa dalam menyiapkan teks dan materi yang diberikan?	

**B. The Students**

<b>No.</b>	<b>Pertanyaan</b>	<b>Jawaban</b>
1.	Jenis teks apa yang sudah diajarkan oleh Bapak Guru sejauh ini?	
2.	Jenis teks apa yang dirasa masih sulit dipahami?	
3.	Apakah teks yang diberikan cukup <i>familiar</i> ?	
4.	Apa yang biasa dilakukan sebelum, saat dan setelah membaca teks?	
5.	Apa yang menjadi kendala dalam memahami isi teks yang diberikan?	
6.	Bagaimana cara mengatasi kesulitan saat menemukan kata – kata sulit yang ada dalam bacaan?	
7.	Bagaimana Bapak Guru membantu dalam mengartikan kata – kata yang sulit?	
8.	Apakah teks yang diberikan disertai gambar atau ilustrasi yang menarik?	

**BLUEPRINT OF INTERVIEW GUIDELINES**  
**(After Implementation)**

Hari, tanggal :  
 Jam :  
 Responden : R (The Researcher)  
               T (The English Teacher)

**a. The Teacher**

<b>No.</b>	<b>Pertanyaan</b>	<b>Jawaban</b>
<b>1.</b>	Bagaimana pendapat bapak tentang <i>action</i> saya tadi?	
<b>2.</b>	Menurut bapak, apa cara penyampaiannya sudah baik atau belum?	
<b>3.</b>	Menurut bapak, penggunaan media sudah cukup berhasil atau belum?	
<b>4.</b>	Apakah cara penyampaian dan media yang digunakan sudah bisa membantu siswa untuk menggunakan <i>schemata</i> mereka?	
<b>5.</b>	Aspek apa saja yang perlu diperbaiki?	
<b>6.</b>	Apakah materi yang diberikan sudah sesuai?	
<b>7.</b>	Bagaimana pendapat bapak tentang teks yang digunakan.	



**b. The Students**

<b>No.</b>	<b>Pertanyaan</b>	<b>Jawaban</b>
<b>1.</b>	Bagaimana pendapat anda tentang cara pengajaran yang dilakukan?	
<b>2.</b>	Apakah cara – cara yang diterapkan bisa membantu Anda memahami bacaan?	
<b>3.</b>	Bagaimana pendapat Anda dengan adanya gambar dan video?	
<b>4.</b>	Apakah penggunaang media tersebut memberi dampak positif dalam membaca?	
<b>5.</b>	Apakah penggunaan teks yang ada mampu membangkitkan minat dalam membaca?	
<b>6.</b>	Aspek apa yang perlu diperbaiki?	

**APPENDIX I**  
**THE STUDENTS'**  
**ATTENDACE**  
**LIST**

### DAFTAR HADIR

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII B / Genap

Tahun Pelajaran : 2013 / 2014

Jml Laki-laki : 17

Perempuan : 14

No.	Name	Meeting							
		Pre Test	I	II	III	IV	V	VI	Post Test
1.	Almufikun Khoirul Rofid	•	•	•	•	•	•	•	•
2.	Arvina Astri Rahmasari	•	•	•	•	•	•	•	•
3.	Asep Pamungkas	•	•	•	•	•	•	•	•
4.	Depri Dwi Suranto	•	•	•	•	•	•	•	•
5.	Devita Tiara Kusuma	•	•	•	•	•	•	•	•
6.	Dian Eka Priyanto	•	•	•	•	•	•	•	•
7.	Dida Tama Trahtamandika	•	•	•	•	•	•	•	•
8.	Dimas Angga Saputra	•	•	•	•	•	•	•	•
9.	Eksha Hendrawan	•	•	•	•	•	<i>a</i>	<i>a</i>	•
10.	Erlita Nur Aini	•	•	•	•	•	•	•	•
11.	Ervia Puspa Hartaningtyas	•	•	•	•	•	<i>i</i>	<i>i</i>	•
12.	Fajar Indra Saputra	•	•	•	•	•	•	•	•
13.	Fhrysha Adevin Yunandar	•	•	•	•	•	•	<i>s</i>	•
14.	Fidya Gendis Prihatiningsih	•	•	•	•	•	•	•	•
15.	Haris Anggoro Murti	•	•	•	•	•	•	•	•
16.	Heni Endrawati	•	•	•	•	•	•	•	•
17.	Isnaini Niken Sholehah	•	•	•	•	•	•	•	•
18.	Isnan Kuswidianoro	•	•	•	•	•	•	•	•
19.	Panji Muliya	•	•	•	•	•	•	•	•
20.	Prastya Galih Baruna	•	•	•	•	•	•	•	•
21.	Rika Restu Ningrum	•	•	•	•	•	•	•	•
22.	Rina Ririn Andriani	•	•	•	•	•	•	•	•
23.	Rizqi Yuliar Dian Pertiwi	•	•	•	•	•	•	•	•
24.	Rubiantoro Prasetyo	•	•	•	•	•	•	•	•
25.	Shafira Khairunnisa	•	•	•	•	•	•	•	•
26.	Sholikhah Ari Rahma Damayanti	•	•	•	•	•	•	•	•
27.	Slamet Haripriyanto	•	•	•	•	•	•	•	•
28.	Syaikhul Awwali	•	•	•	•	•	•	•	•
29.	Tias Nurhanifah	•	•	•	•	•	•	•	•
30.	Vinda Audi Noerraissa	•	•	•	•	•	•	•	•
31.	Violita Lisna Salsabila	•	•	•	•	•	•	•	•
		•	•	•	•	•	•	•	•

# **APPENDIX J**

# **PHOTOGRAPHS**

## CYCLE I



Picture 1: The students pay attention to the picture.



Picture 2: The students write their prediction.



Picture 3: The students arrange jumbled pictures.

## CYCLE II



Picture.4: **The students write their prediction.**



Picture.5: **The students arrange jumbled pictures.**



Picture.6: **The students arrange jumbled pictures.**

# **APPENDIX K**

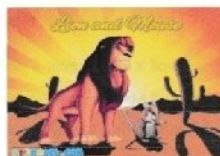
## **THE STUDENTS’ WORK**

## Cycle I

The students made their own prediction based on the clues.

Nama = Haris Anggoro Murti  
No = 15

Here, there is a picture. Try to predict the story and write it down. Use the clues below.



<http://bforball.com>

Clues : a lion      a mouse      forest      hunter      net

What is your prediction?	How is it in fact?
Pada suatu hari hiduplah seekor singa dan tikus. Singa dan tikus bermusuhan, lalu pada saat singa bergiliran, singa terjatuh jaring pemburu. Tak lama kemudian, tikus datang dan langsung segera menolong singa dengan cara menggigit jaring sampai putus. Lalu mereka tidak lagi bermusuhan dan malah menjadi sahabat.	

Nama = EKSHA. H  
No = 09  
Kelas = VIII B

Here, there is a picture. Try to predict the story and write it down. Use the clues below.



<http://bforball.com>

Clues : a lion      a mouse      forest      hunter      net

What is your prediction?	How is it in fact?
Pada suatu hari seekor lion merasa ngeluh dan datang seekor <del>singa</del> <sup>mouse</sup> <del>kalu</del> <sup>lion</sup> merasa lapar dan mouse pun di kejar lion untuk dimakan namun lion pun terkena net seorang hunter tikus pun menolong sang lion mereka pun menjadi Friends	Tikus mengganggu singa. Dilepasin. Singa kena pemburu terus ditolong tikus.



Nama : Vinda Cludi N.  
No : 30 VIII B

Here, there is a picture. Try to predict the story and write it down. Use the clues below.



<http://bforball.com>

Clues : a lion      a mouse      forest      hunter      net

What is your prediction?	How is it in fact?
<p>One day in forest.</p> <p>The lion was searching for food. He want a mouse, but the lion was trapped.</p>	<p>The lion and the mouse go. The lion was trapped by the hunter. The mouse helped the lion.</p>

Nama : Dian Eka Priganda  
No : 806  
kelas : VIII-B.

Here, there is a picture. Try to predict the story and write it down. Use the clues below.



<http://bforball.com>

Clues : a lion      a mouse      forest      hunter      net

What is your prediction?	How is it in fact?
<p>Pada suatu hari ada seekor lion yg lapar. Erus datang seekor mouse lalu lion mengejar nya tetapi sang <del>lion</del> lion malah terjebak net seorang <del>hunter</del> Hunter. Lalu sang <del>lion</del> mouse melihat <del>lion</del> mouse menolong nya <del>lion</del> and menjadi Friends sehati. :.. haha :D</p>	

The students found difficult words.

Nama : Dimas Angga S

No : 08 / VIII B

Read the text and change the verbs into the correct form.

#### The Thirsty Crow

Once there is a crow, which was very thirsty. It start searching for water. For a long time it could not find the water. Suddenly it see a pot with water. But, there was only little water in the pot. The crow could not reach the water. The crow see some pebbles around the pot and suddenly get an idea. The crow pick the pebbles. The crow drop the pebbles into the pot. The water level rise up slowly. The clever crow drink the water. The crow fly away happily.

Adapted from: <http://bforball.com>

Find difficult words and try to guess the meaning by making use the previous story pictures.

My Own Difficult Words	Meanings
crow	gagak
suddenly	tiba-tiba
pot	wadah
reach	
pebbles	krikil
around	sekitar
pick	ambil
drop	jatuhkan
clever	pinter

Rizqi Y.D.P

23

VIII B

Read the text and change the verbs into the correct form.

#### The Thirsty Crow

Once there is a crow, which was very thirsty. It start searching for water. For a long time it could not find the water. Suddenly it see a pot with water. But, there was only little water in the pot. The crow could not reach the water. The crow see some pebbles around the pot and suddenly get an idea. The crow pick the pebbles. The crow drop the pebbles into the pot. The water level rise up slowly. The clever crow drink the water. The crow fly away happily.


Adapted from: <http://bforball.com>

Find difficult words and try to guess the meaning by making use the previous story pictures.


My Own Difficult Words	Meanings
crow	gagak
pebbles	krikil
clever	pandai
thirsty	haus


## Cycle II

The students made a prediction based on the picture.

	
CHARACTER(s):	nyai otto kedul
Problem	dikutuk
Problem	nyemplung pantai
Problem	
Problem	
Problem	
Resolution:	jadi Ratu Selatan

	
CHARACTER(s):	
Problem	kena kutukan
Problem	diusir
Problem	terjun ke pantai
Problem	
Problem	
Resolution:	punya kekuatan



CHARACTER(s): Nyi Roro Kidul

Problem: kena penyakit


Problem: diusir

Problem: mau bunuh diri

Problem: terjun ke laut

Problem:

Resolution: Become Nyi Roro Kidul



CHARACTER(s): Nyi Roro Kidul

Problem: dituntun

Problem: terjun ke pantai

Problem:

Problem:

Problem:

Resolution: jadi ratu Kidul



# The students answered comprehension questions.

Jama: HESOL ENKORANATI		Jama: Aswira Asiri Rahmawati	
Date: 3/14		Date: 3/14	
Class: VIII B		Class: VIII B	
1.	How are the characters in the story?	1.	Who are the characters in the story?
2.	Why did Malin want to go to the city?	2.	Why did Malin want to go to the city?
3.	How did Malin go to the city?	3.	How did Malin go to the city?
4.	Did Malin remember his mother?	4.	Did Malin remember his mother?
5.	Why did Malin deny her mother?	5.	Why did Malin deny her mother?
6.	What is the moral value you can get from the text?	6.	What is the moral value you can get from the text?
Jawab:		Jawab:	
1.	> Malin > <del>Malin's</del> Malin's Wife	1.	> Malin > Merchant
2.	he would become rich by the time he went back to the village.	2.	He would become rich by the time he went back to the village
3.	Malin was travelling by sea.	3.	Malin was travelling by sea.
4.	No he didn't	4.	No, he didn't
5.	Because his Mother poor.	5.	Because his mother poor
6.	Tidak boleh durhaka kepada orang tua	6.	Tidak boleh durhaka kepada orang tua



# **APPENDIX L**

## **PERMIT LETTERS**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

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

FRM/FBS/03-01  
10 Jan 2011

Nomor : 0812g/UN.34.12/DT/II/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

20 Februari 2014

Kepada Yth.  
Bupati Sleman  
c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Jl. Candi Gebang, Beraa, Tridadi, Sleman

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

***IMPROVING THE READING COMPREHENSION ABILITY OF GRADE VIII B STUDENTS OF SMPN 1 GAMPING IN THE ACADEMIC YEAR OF 2013/2014 BY ACTIVATING BY SCHEMATA***

Mahasiswa dimaksud adalah :

Nama : HADRIAN PRIANGGA PUTI  
NIM : 09202241024  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Februari – April 2014  
Lokasi Penelitian : SMPN 1 Gamping

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

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

a.n. Dekan  
Kasubag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP.19670704 199312 2 001

Tembusan:  
1. Kepala SMPN 1 Gamping





**PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasunya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimili (0274) 868800  
Website: slemankab.go.id, E-mail: bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 673 / 2014

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

**Dasar** : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.  
**Menunjuk** : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/654/2014  
**Hal** : Rekomendasi Penelitian

Tanggal : 21 Februari 2014

**MENGIZINKAN :**

**Kepada** :  
**Nama** : HADRIAN PRIANGGA PUTI  
**No.Mhs/NIM/NIP/NIK** : 09202241024  
**Program/Tingkat** : S1  
**Instansi/Perguruan Tinggi** : Universitas Negeri Yogyakarta  
**Alamat instansi/Perguruan Tinggi** : Karangmalang, Yogyakarta  
**Alamat Rumah** : Kedungwuluh RT 01 RW 04  
**No. Telp / HP** : 085643950803  
**Untuk** : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING THE READING COMPREHENSION ABILITY OF GRADE VIII  
B STUDENT OF SMP N 1 GAMPING IN THE ACADEMIC YEAR OF  
2013/2014 THEIR ACTIVATING BY SCHEMATA**  
**Lokasi** : SMP Negeri 1 Gamping  
**Waktu** : Selama 3 bulan mulai tanggal: 21 Februari 2014 s/d 21 Mei 2014

**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 ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin 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.

Dikeluarkan di Sleman

Pada Tanggal : 21 Februari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRANTI SINURAYA, M.Si, MM

Pembing, IVa

NIP 19630112 198903 2 003

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Gamping
5. Ka. SMP Negeri 1 Gamping
6. Dekan Fak. Bahasa dan Seni - UNY
7. Yang Bersangkutan