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IMPROVING STUDENTS' READING COMPETENCE THROUGH ALGORITHMIC READING PROGRAM

(A Classroom Action Research at The Fourth Semester of IKIP PGRI Madiun 2007)

By

FIDA CHASANATUN

S890906206

submitted to fulfill one of the requirements for the completion of Graduate Degree in English Education

GRADUATE SCHOOL

SEBELAS MARET UNIVERSITY

2008

APPROVAL

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PRONOUNCEMENT

This is to certify that I myself write the Thesis, entitled ‘ IMPROVING STUDENTS’ READING COMPETENCE THROUGH ALGORITHMIC READING PROGRAM (A Classroom Action Research at The Fourth Semester of IKIP PGRI Madiun 2007). It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, July 28, 2008

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ABSTRACT

FIDA CHASANATUN. *Improving the Students' Reading Competence through Algorithmic Reading Program: A Classroom Action Research at IKIP PGRI Madiun in 2007*. thesis. Surakarta. English education Department, Graduate School, Sebelas Maret University, 2008.

The objective of the research is to examine whether or not Algorithmic Reading Program can improve the students' reading competence. Besides, the research is also designed to study how effective and in what part of reading competence is when algorithmic reading program is applied to improve the students' reading competence.

The research was carried out at Institut Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia (IKIP PGRI) Madiun, East Java, from march to July 2008 (employing A Classroom Action Research). The subjects of the research are fifteen students of semester IV G IKIP PGRI Madiun, consisting of fourteen girl students and a boy student. The data were obtain from several techniques including test, collaborative observation, interview, questionnaires, and document analysis. To analyze the quantitative data, the researcher applied a descriptive statistics, comprising the following dimensions: highest and lowest scores, and means. To analyze the qualitative data, the researcher applied constant comparative method as suggested by Glasser (in Lanjar Utami, 2008: 73).

The findings reveal that the program of improving the students' reading competence through algorithmic reading program is successful viewed from some dimensions. First, it can improve students' reading habit. Second, it can improve students' applying reading strategy; previewing and predicting. Third, it can improve students' knowledge of reading world; English thinking skill.

The research findings of this study imply that algorithmic reading program is very important in improving the students' reading competence. Therefore it is recommended that: (1) the teachers has to give students opportunity to time their reading activity in order to increase their motivation; (2) the teachers have to know and teach them the way to think in English as the target language;(3) Teachers have to show and set an instruction to lead the students in improving book selecting ability; (4) They have to be more specific and clear in evaluating their own experience in reading strategy in order to find smaller meaningful part of linguistic term of reading materials and how their intellectual process works it out that will be helpful to set a clear instruction in succeeding the students' intellectual process.

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Surakarta 16 July , 2008

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CHAPTER I

INTRODUCTION

A. Background of the Study

The important start of learning activity is reading. Literacy, therefore, has been the focus of a great deal of work over the last decade. United States literacy campaign was started by setting an implied definition of one being literate. It states optimistically that ones will be judged literate if they are ten years of age or older and have completed five or more years in school. This can be found in the United States census of 1940 (Urquhart, 1998: 4). Indonesia has this kind of campaign too. In 1980, it was stated that government program, kejar paket A, had had a high reach in promoting Indonesian old villagers to be literate (http://perpus.habibiecenter.or.id/index.cfm?fuseaction=katalog.list&id=60).

In this case a better way of reaching best reading competence is observed for years. It is shown that the reading researches and journals have become a "rolling history" of approximately twenty years' duration. It has dominated from all skill researches and journal. Herber has analyzed references used in articles published in seven journals from 1986 to 1990 shows that topic on reading dominated 20.6 % of them. The other are discussed less than 18 % (Ruddell , 1994 : 16).

Furthermore, reading is a window of the world. That means reading activity gives more opportunities to someone to find needed information. The ability to read makes one get closer to wider information from texts, especially English written texts. A research at an American University shows that the need of students' ability to read was expressed by 90 percent of students observed by Ostler in Ruddle (1994). In similar type of university survey among faculty members in Saudi Arabia, found that reading was ranked first by 48 per cent as a requirement success in university (Jordan, 1997: 50). It happens to Indonesian students of graduate program of some universities. Several of them said that :

> "Dalam memahami bacaan yang diberikan dan mencari sumber atau acuan belajar, kami mengalami kesulitan yang cukup berarti dalam membaca buku-buku, situs di internet atau artikel, yang ditulis dalam bahasa Inggris. Masalah semakin terasa karena sumber-sumber tersebut 80 persen didominasi oleh bahasa Inggris".

Reading is one basic way to a better language learning . This way, therefore, sets the students to get involve themselves to the grammar, the vocabularies, and the context usage as well. The more they read, the more their vocabulary grows, the more words they can read, the more reading they can do. This what they so called reading promotes reading (Wenden, 1991: 1) This also is proved by teaching learning activities, based on some approaches, start from reading its literature. The first point of those discussion is eighteenth century European curriculum which had Latin as the modern language being taught. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary, and sentences for transaction. Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated (Richards, 2001: 4). This is emphasized more by grammar translation

method era, which has the goal of learning a language in reading its literature. Richards (200: 5) said that:

> The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

This skill is as important as its use in university learning activity. But it will not stand alone. Writing skill is one possibility to be related to this . it is normally linked as fundamental characteristic of the target academic situation in which students are typically reading books and journals, noting, summarizing, paraphrasing, and then writing essays, and so on. The focus may be various reading strategies and comprehension practice, writing is included to prove the result (Jordan, 1997: 143)

Reading is taught by some teachers in IKIP PGRI Madiun who always share their side working time to have short discussion. It is useful to give a place in sharing problems they are facing and to pour out their opinion in encouraging the lesson. One of the member said that :

> “Menurut saya pertemuan seperti ini sangat saya butuhkan. Selain meluaskan pengetahuan dan sharing pengalaman, saya juga bisa curhat tantang berbagai hal yang terjadi di kelas reading yang saya ampu”.

The meetings are sometimes informal one but it is repeatedly the formal one. The discussion has many topics related to what has to be prepared, and how to make the teaching reading program achieves its goals and it is really often what is going on when one strategy is being applied in the lesson. The writer, moreover, is one of the teacher who has taught this skill for five years.

Problem facing by the teachers here, is the low reading competence of the students. The present three time reading tasks given shows how low their competence far from the goal hoped by their teachers (appendix 1). For the first and second tests, less than thirty percentile of the students get more than sixty, and few of them , in fact, has under thirty. There are only two students who have ever got the upper marks three times, and seven students have it twice. This condition makes the teachers be apprehensive about it, as they are familiar enough to the kind of those tasks given before.

As every body knows, a specific English program surely has its syllabus. In making this well conducted and best quality controlled, this has several steps in which has its own more specific items to be reached. As reading teachers have to be able to transfer this steps, there must be a learning instruction to be set. In IKIP PGRI Madiun in a way to this reason, reading skill is taught in four grades; reading one, reading two, reading three, and, the last but not least, extensive reading. Each grade has specific reading steps to be learnt. The students learn some intensive-reading skills such as finding topics, reading for main ideas, reading for details, inductive and deductive thinking in reading, etc, from the first reading classes, and find their extensive controlled reading activity for fast reading, reading for full understanding, and critical reading from the last class. This research is conducted firstly by taking some pre tests mentioned above, which were given to the students who leave reading three class and start focusing their reading activity in extensive reading class, and it will be handled in here range of time. It is functioned as a bridge for their previous competence to real extensive reading activity.

Some problems however, as the cause of the case above, are found based on both side; teachers and students. Chosen materials whether or not suitable for the students, one of many matter they feel confused to , instead of the students problem in reading. Trained teachers, however, hopefully may be able to make effective use of teaching materials no matter how well they designed. That is why some strategies quite often have how to help the students cope their problem, reading as their basic competence, as a center. As a matter of fact, teachers are different in many cases. Richards (2001: 99) said that :

> In any institution, teacher may vary according to the following dimensions : language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivation, teaching style, and beliefs and principles. In planning a language program it is therefore important to know the kinds of teachers the program will depend on and the kinds of teachers needed to ensure that the program achieves its goals.

This possibly is handled through discussion activity on those matter, placing one teacher in a proper class and their proper capability needed. On other words, one teacher may change her class to other which are decided for her own good and her students good as well. This happens as, for instance, one class had been taught by one teacher in reading three, this teacher might feel comfortable more when he would teach the same class to the next reading level.

On the other hand, students have their own problems too. The first problem arises when those students go in to the university, many of them have to change their way of studying habit. One of them said that :

> “saya mengalami kesulitan ketika harus beradaptasi dengan proses pembelajaran di universitas, saya menyadari hal tersebut terjadi banyak disebabkan karena cara belajar saya yang mengandalkan kemampuan guru dalam mengajar. Padahal saat ini saya harus bisa mempelajari materi yang tidak saya dapatkan langsung di kelas melalui buku-buku dan sumber informasi lain”.

The second problem is related to the way they read. As many books they need to read, the reading activity becomes not only being their main activity as inadequately finding needed information, but also it has to become effective, fast, and well-trained note taking one (Jordan, 1997: 18). Several activity which closely reach their enjoyment and satisfaction will encourage their motivation to change their reading habit (Trope, 1986: 352). It is quite well known , however, that some SMP and SMU graduations read books as those were compulsory to be read. Some of their previous teachers told them to read several books related to their subjects, without giving them opportunity to do this activity as their enjoyment. The materials they read, however, were not one of their preference. This might discourage their motivation. Appendix 2 shows, a short interview was held which had five questions on reading habits, that the students' motivations are low based on the amount of students sharing their time for reading, their kinds of hobby, and their willing of buying and having book collections. Some studies, which is contrary to the fact, have shown that light reading (comics, romance books) does positively correlate with competence. Magazines and newspapers motivate students to read independently but have not resulted in significant reading achievement (Krashen in Wenden, 1996: 15).

Students' different cultural background to the second language they learn is the third problem met by the reading class teachers. It becomes worse when it met to the their way of learning to translate them in to Indonesian language. Indonesian language way of thought sometimes makes them difficult to get the meaning or produce some English sentences. "Jari saya terpotong", as an example, is translated to my finger is being cut. It should be " I cut my finger "

(Cohen, 1999: 160) called this as thinking reflect inner speech. He also gave some ways to handle this by warming up; 'Din in the head" and formulating thought.

The last one is, students' background knowledge, the other piece of crucial teaching reading challenge. Lack of grammatical function and poor list of vocabulary tend to give the students getting stuck situation. When it happens very often, it may discourage their motivation to read. They choose ending their ideal reading goals as "pokoke aku ngerti karepe", rather than mastering of a particular body of content. Suddenly they met the difficult and new words, they did not try to find the context clues given in the text. Finding the meaning directly from the dictionary, sometimes, was the other solution they chose that get their way of thought get mixed up to find the sentence point. This is so called less successful reader characteristics (Block, hhtp://www.jstor.org/pss/3586295).

Based on the condition above, the writer endeavors this condition in order to the students reading competence becomes better. The strategy proposed is Algorithmic Reading Program, which is a foreign language instructions proposed by Landa (1974: 10) and created as a set of reading task by Jeffries (1986: vii). The activity in this program is placed as a condition to lead the students to encourage their reading ability trough some sequent tasks. These are made through steps from easy to difficult which is so called algorithmic process, which are related to task-based reading process. Students have the specific class to do the tasks, when sometimes teacher give them advices to enable the process better.

There are two reasons why this instruction is chosen. It sets some procedures which hopefully will help the students a lot in enjoying the activity, encouraging their ability and speed in reading and giving them a task of problem

solving experience. Students' enjoyment of reading is possibly provided by its starting reading task that is within their language competence. In this case, they have been studying English for more then 100 hours (Jeffries, 1986: vii). It also set some steps of effective reading technique, which are allowed them to speed up their reading ability easier. The other important part of the task is solving problem area. This is available through some specific part of language such as guessing word test, thinking of topic, and others. The writer here, therefore, proposes algorithmic reading activity to solve these three level problem to change the previous condition to be better.

B. Statement of Research Problems

The writer find the problem arise above, and try to confine the research to one several of them. Those are :

1. Can algorithmic reading program improve students' English reading competence ?
2. How effective is algorithmic reading program to improve students' English reading competence ?
3. Which part of students' reading competence is improved by the algorithmic reading program ?

C. Research Objectives

This research focuses on algorithmic reading program to improve students' English reading competence. In details, this research has the objectives to know :

1. Algorithmic reading program can improve students' English reading competence.

2. The effectiveness of the algorithmic reading program in improving students' English reading competence.
3. The part of students' reading competence which will be improved

D. Benefits of the Study

The result of the study can give the benefits :

1. For the students :

It can motivate the students to do more reading activities, and improve their English reading competence. When this discussion goes deeper to the problem of a reader, it starts from the competence of understanding the language he reads. If he find this as his main problem, he will find himself read slow, become slower and have no fun in doing this activity. Soon, he will be strongly less motivated to read a lot. Actually this is a bad cycle of less motivated readers (Nuttal, 1987: 169) which will be broken by this research.

2. For the teachers :

It improves their teaching reading strategy by giving the example tasks in their classroom experience. This chosen task , if it is taken without skipping, may lead them to find their students leak of some particular reading competence, in which the students find themselves difficult to do. It will brake their bad cycle mentioned before and ease the teacher to help them.

3. For the university :

It supports the university's culture to use algorithmic reading program, especially in specific reading activity provided. It sounds be a small chair of furniture in controlling the quality of the reading competence of the students. It

will prove the real condition of their competence especially in reading, in which is a basic one in facing their further and more complicated English learning activity. It will complete their need of better reading strategy to ease them to read more and write their English Learning Program latter. For example, in a study of university students who were failing their EFL classes, Mason and Krashen (http://benikomason.com/articles/extensive_reading2/all.html)found that extensive reading helped the students improve their scores on a cloze test. And, of course, it will encourage the quality of university's graduations.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. The Nature of English Language Teaching

The nature of English language teaching is an activity of transferring English language competence within the application of method in developing the managed teaching routines (Edge, 2001: 7). Richards (2001: viii) explains it broader as an activity which is usually based on an analysis of the nature of language and the application of teaching and learning principles drawn from research and theory in educational psychology. Those equipments are chosen by the teacher which are developed to some instructions appropriately. That is why those development and research are changeable over a decade. As an example, In Indonesia, Grammar Translational Method was popular in nineteen century. It is changed to Communicative Approach and lately Constructive Approach. This similar change happens to other country (Smaldino, 2005: 6).

English language teaching has main elements (Edge, 2001: 9-43). Those elements are :

1. The People

The discussion has two inseparable aspects; learners and teachers. These are two ways of these two aspects see each other. The way they think about one another causes many action related to the success of teaching learning activity.

When teacher, for example, thinks that his students are manageable to master what they learn depends on what they have had already, he will conduct the class less fun for them. Based on the thought that what so ever he will do, the mastery is given there. It will be different when one thinks that his students are unfired bombs who wait to give a click move suits to their need and interest, and it suddenly changes their competence beyond his imagination. These all depends on the both side thought.

There are two definitions underlining their activity. The first one is the basic meaning of language learning and the other is the meaning of language teaching; it has been mentioned above. Language learning comes from the nature of learning which is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment (Smaldino, 2005: 6). There are three psychological perspectives on learning; the first is behaviorist perspective which the instructors depends very much on how people learn through reinforcing or rewarding showing the desired responses to the environment. The second is exploring the mental process individuals use in responding to their environment promoted by cognitive psychologists. The last one is constructivist perspective which considers the engagement of students in meaningful experiences as the essence of experiential learning.

Edge (2001: 15) shows two ways people learn a foreign language. Those happen consciously and subconsciously. When one learns a new language through formal learning in which the language is presented to them usually following an organized syllabus, it is called conscious learning. This kind of learning tends to encourage accuracy in the language. The other is when a learner is in the situation

where he is exposed to lots of natural language use. This kind of learning tends to encourage language fluency as well as a natural feel for what is socially appropriate. Yule (1996: 190) gives example of this native-like proficiency learning may happen to a learner who has his environment speaks more than one languages. He classifies this as acquisition.

The other side of learning is teacher part of managing the process. Edge (2001: 10) stated some ways of a better way to do as a teacher. those are :

a) All learners are the same. They as human beings have their own society. They live and grow closely to their family, friends, play ground, working team, responsibilities, joys and sorrows that stand side by side to their growing of language competence.
b) All learners are the same in bringing their names, knowledge, experience, intelligence, skills, emotions, etc with them into the class. It gives least or more directions to their language learning process.
c) They are different. No one has exactly the same capability to other, even a twin does not either. They have their own knowledge, skills, expectations, habits, prejudices, preferences, etc. those all can be influenced by their age, educational, social, and cultural backgrounds. These sometimes are shown while they are sharing with others, but some are hidden.
d) Learners have their characteristics in mastering the language successfully. One may has typical competence when learning the language, at the same time, another has other ways. Teacher, himself, has the list of good language learner types. Some students may have all, the others have some. The list may consist of the ability to perform a positive attitude, a strong personal

motivation, self confidence in learning language. Others may list the way the students organize their own practice the language, work directly without translating a word, and so on. That is why the teacher has to be realistic and objective in measuring theirs, to choose a suitable strategy for the class.

Edge (2001: 10), further more, suggested what the teacher should learn from all this.

> Firstly, we must not see the learners in front of us as language learning machines; they may have many other things on their minds. Nor is language learning just an intellectual process. All the aspects of humanity listed in the first paragraph about learners have to be expressed through language and can all be used to enrich language learning. To learn a language is to learn to express yourself.

Here, an example of the researcher experience may give paraphrasing to the suggestion. When she faced that her English mark was bad, an English teacher came to her and showed her an English story book to read at home individually. She found it interesting, and gave her a part of self desire to learn the language more motivated than the last time. The teacher had tried to link sides of the student humanity, those are emotions, awareness, and experience. This for the researcher is considered as a quantum leap of the English unforgettable experience which leads many more worth experiences in learning the language are allowed to come to her mind.

> Secondly, we have to make an effort to inform ourselves about our learners. If we share a cultural and linguistic background with them, this is our advantage. All teachers have to be sensitive to social distinctions and they have to try to be open to the personal needs, learning purposes and learning styles of individuals. (2001: 10).

There are two parts that have to be connected one another, the language learner and the target language. When one teaches a language, he teaches the culture also. This way he has to bring the real communicative situation to the class

in order to make the learners get closer to the culture. More sensitive the teacher is, more language advantages learners get. In other words, in organizing the target language through their mother tongue, teacher has to set some tasks that give them the opportunity to have as much as possible experience in getting closer to the real situation of the target language.

> Thirdly, we have to make our classrooms places where the characteristics of good learners are encouraged. We then have to help individuals discover which positive characteristics suit their own personality, society, and culture. Some, for instance, will learn better through lots of exposure to natural language, while some will learn better through study and practice. Make sure that your students understand this. (2001: 10).

Before the teacher goes down to share a potential activity to encourage the students competence. He must know how the students learn the materials, and what potential habit of learning they have. Some pretests and interviews may give something to this preparation. As many as possible kind of techniques and tasks are needed here.

The other way of thought in English Language Learning Class is the way the students think about the teacher. One teacher may be a good teacher for some students, while some think he is a great teacher, an alright teacher, or a poor teacher. As the most powerful and important part of teacher position, the acts one shares in the class has to match to the thought of the students. The challenge here is to go on developing into the teacher students and him want to be. Edge (2001: 12) shared the most important things that need to be taken care of; organization, security, motivation instruction, modeling, guidance, information, feedback, encouragement, and evaluation. Here, Edge gave a strongly recommendation on motivation, it had been showed through the way he put this in a recommendation

box that stated “the key to learning is motivation. Never forget that”. This assumption is strongly supported by Raynor and McFarlin in Sorrentino (1986: 316) who stated that motivation has its turn to propose a basic function of personality in which one will maximize positive value and minimize negative one. When one thinks that the language learning activity is fun, interesting, beyond hid level of need, and what ever positive thought, he will try to maximize his ability to reach the best level he wants. On the other hand, when one does oppositely, he will minimize the capability of reaching its best.

2. The Processes of Language Teaching

There are two ways in which people learn a foreign language. Those are consciously and unconsciously learning. In the first situation, the learners study the language in the sequence in which it is presented to them, usually following an organized syllabus. While the last one is a situation where they are exposed to lots of natural language use. Yule (1996: 191) said that this term is so-called acquisition when the use of language being learnt refers to gradual development of ability in a language by using it naturally in communicative situations. These two different ways reach their own proficiencies in learning. The first encourages accuracy in the language as well as knowledge of what is correct, whereas the other one encourages fluency in the language as well as a natural feel for what is socially appropriate.

Language teaching itself, stays to accommodate communication as two part of learning. These are set communication as the goal of language learning and as part of it. When its function is to communicate one idea of people to others,

the goal of learning has to make the learner to master the skills that facilitate them to do it, such as the ability to read newspaper, answer the phone, listen to foreigners talk, sing the songs, etc. Then this goal is reached by the use of the language as often as possible in the class to communicate the teacher idea to the learners, and to make them habitually get the real its function. These assumptions give space for a language teacher to move step to step from form to meaning, and move from meaning to form.

3. Aspects of the Language

When one wants to say something, he needs to know the words that express his meanings and how to put those words together in grammar, so that they make sense. He wants to be sure that the function of what he is saying and his pronunciation are not only clear, but also appropriate in his discourse with others. The teacher has to help the students to master many words to make them ready to use the language. The more words they know, the better their chance of understanding or making themselves understood. This way, teacher makes them ease to learn new words and what to do when they do not know a word. (Edge, 2001: 27). Then , mastering grammar or the rule of making sentences is common to be learnt when one wants to learn new language. There is no simple way of relating word functions to each other, the basic questioning is the ability of the teacher to cope this in fun learning activity and without destructing students motivation to learn the language.

Pronunciation and discourse are the major that need more practices given by the teacher to the learners too. Their ability to pronounce the words well will

encourage when the experience to be there given more often. It must be constant, short but regular bursts of treatment. While discourse in which the learners find the way of how people use the language to interact with each other and how language is organized beyond the grammar of the sentence, is learnt by teacher conducting an ELT activity aimed at practicing structured interaction according to a framework of how a discourse might develop.

4. The Language Learning Materials

Materials exist in order to support learning and teaching, so they should be designed to suit he people and the processes involved. But this is not the purpose of teaching learning activity, it is to teach students, and to use materials in that process. Teacher well prepared materials will help them to learn the language easily. Things to be remembered as a teacher, Edge (2001: 43) said, are he has to do something about the new materials given to the class and does his homework to make them eased the students to understand and master the language better. By so doing, teacher can cope the different ways of learning which each student has.

5. The Classroom Environment and Others

Almost all classes take place in a room with furniture in it. This setting gives shape to the physical and psychological environment in which students and teachers work, and that is where the discussion of this part takes place. There are several part of a classroom, those are : the room, furniture, the board, technology, and teacher classroom management. When the teacher decides to change something in the class, it is his responsibility to find out that the difference

between the two without upsetting anyone. Then when he has done this as a purpose of suiting the environment to the English-using community, he has to concentrate on being positive about what he has. That is why learning ad finding some resources which base this activity will give more security to what he has done.

B. Reading Competence

1. The Meaning of Reading Competence

The definition of reading may be different from one to another . It depends on one's point of view. When one talks about reading as a process, it will be this way; Reading is a process that goes on between the reader and the text that has comprehension as the result. Here the reader has knowledge, skill, and strategy, when at the same time, the text he reads gives meaning among the words, sentences and paragraph (Warings, http://www .jalt-publications.org/tlt/files /index.html). He has to gather the meaning that is preserved by the author and manages the time which is deal to the reading strategy he use effectively. Nuttal (1987: 2) has different point of view. He lets the readers of his book to have the definition by themselves. He thinks that everyone has his own particular term of reading. This way, he classify them according to the term they use. There are three classes; a, b, and c. Class a is one who chooses *understand, interpret, meaning*, sense are one who is considered as people who do reading in their consideration of need. Class b has ones who choose *decode, decipher, identify* that leads to elementary stage, and class c who choose *articulate, speak, pronounce* is the early stage of reading activity. He stresses the discussion on

one's purpose of reading. Urquhart (1998: 13) emphasizes the definition on dealing with language messages in written, or printed form. That is why, he accepts Braille, hieroglyphics and Morse, but not music. Based on the discussion above, it can be concluded that reading is an activity which is dealt with written language message, takes one's strategy to comprehend the meaning , and fulfils the specific need as a purpose.

Reading activity has knowledge, skill, and strategy collaborated in reading competence which one has. It consists of linguistic competence, discourse competence, sociolinguistic competence, and strategic competence (Richards, 2001: 160). Linguistic competence is the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences. Discourse competence is knowledge of discourse markers and how they connect parts of the text to one another. Sociolinguistic competence is knowledge about different types of texts and their usual structure and content. The last is strategic competence that is the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy). It is proved by Brown (2004: 185) who calls it as efficient reader whose reading ability is capable of both mastering bottom-up and top-down strategy and also developing appropriate content and formal schemata. In short, one will be able to read a text well when he know the meaning and the word relation in the context. It will be better if he understands the social background of the behind-the-line words, even beyond-the-line words, and find this activity more useful when he applies a reading strategy (Sudhana, 1988: 1). So the discussion on reading competence is concluded as one reading ability in which consists of all part of linguistic competence, has

mastering reading strategy, and comprehending to sum up the ideas to the formal schemata.

Nuttal (1987: 21) stated the basic student's ability in foreign language reading as aims of reading program. It consists two inseparable components; students' useful activity and teacher's control. The process of learning to read and the way the teacher controls them to find themselves read well are closely connected. Those are :

a) Students are learning the process of reading themselves. They might be able to control this. Teacher who has to lead them by providing tasks to help them. This way he promotes the private comprehension process lead the students to struggle to achieve it.

b) As one can seldom expect help with the reading tasks one undertake in real life outside the classroom, teacher does not remain at his side. Students, therefore, have to develop the ability to read on their own. Less help given to them is better for them to encourage the ability more. More experiences given to them, it will be more familiar they are to every text.

c) An independent reader must be able to tackle all kinds of text, even he has never seen before. The teacher has to help the students to do so. The reading task are set to give them as many as possible experience in reading many kinds of text.

d) A good reader has to be able to extracting the massage from the authentic text. At least some of the practice given should be with authentic text, which they will face after they have stopped attending the classes. The kinds of text may vary too. The teacher has to find a native speaker text or at least a

non native speaker text whose thinking is closest to the way native speakers'. it starts as early as possible in English thinking text.

e) A competent reader concentrate on the text in a flexible speed. Reading fast is necessary when it is suitable to do so without losing of effectiveness. That's the reason why teacher has to use different rate for different materials and different purposes in choosing given tasks. Here practicing skimming and scanning and other techniques in reading are the list of appropriate practices.

f) In real life, it is not unnecessary to read aloud rarely. Though it is important stage of early reading practice. Teacher has to set his aims of students reading practice to silent reading. Both need the teacher and the students have specific training.

g) Instead of reading fast is efficient, students require flexibility. The ability to understand the text has as optimum as reaching the purpose of reading. Every time they read, they do not have to know the meaning of every word. Sometimes, knowing the whole of the text completely is necessary.

Here, in a way, Nuttal mentioned some teachers' strategies and students' reading experience that closely improve their reading competence. Students are taught reading by read, to improve their word recognition, in which has encoding meaning from their mother tongue to the second one. Sometimes, young learners do not have to understand the meaning of the individual words, their capability in acquisitional devices make them interpret the language directly (Halliwell: 1998). The more the students get, the more they will be familiar with the words and the context.

2. Factors and Indicators

One who has reading competence has to follow some procedures in doing this activity. Block (http://www.jstor.org/pss/3586295) called this as good reader's procedures. Those are :

a) Decide on a reading purpose-for example, following the development of a specific character in relation to the plot line;

b) Choose a reading approach (i.e., skimming, scanning, reading for detail) appropriate to the given text and their purpose in reading it;

c) Read the title, look at illustrations, etc., and make inferences about the meaning;

d) Predict how the story will develop;

e) Check these predictions against what they read, and modify or reformulate predictions;

f) Use their knowledge of the world;

g) Adopt "fuzzy processing" (Rubin, 1981) in that they tolerate vague meaning until they can clarify it more specifically by skipping unknown words and taking chances to guess at meaning;

h) Use a variety of context clues (e.g., preceding and succeeding sentences and paragraphs) to guess at unknown words and expressions;

i) Use dictionaries sparingly;

j) Summarize as they read along;

k) Organize the information in memory in some form so as to aid recall through the taking of notes, construction of diagrams and semantic mappings, etc.

To set a task of useful reading activity, in order to determine the students' reading competence, teacher has to fix this to the authentic reading assessment.

3. Reading in English language teaching

a. Teaching Reading Techniques

Teaching and Testing reading are two inseparable activities. As stated before, teaching reading is giving the students activity to read, Urquhart (1998: 171) says that :

> A few years ago it was a commonplace to assert that a great deal of testing reading went on but little teaching. With a lot of justification, it was held that a typical reading lesson consisted of the teacher, with little or no prior discussion or any other kind of preparation, presenting the students with a text, which the students then read. After this stage, the teacher asked questions and the students answered. Feedback was limited to the students being told that their answers were right or wrong. Variations existed: the teacher might read the text aloud, while the students followed it on the page; or the students might be asked to read it aloud. The teacher might use a textbook which contained the questions, and sometimes the answers.

Both of them has similarity in involving students being given a text and being required to read it. But testing has crucial different factors due to reliability of measurement.

Nuttal (1987: 167) divided the reading program into two categories. Those are intensive reading program and extensive one. Both have the teacher as a

model who motivates and leads the programs go well managed which are related to the tasks given to the students. He thought that students had been trapped in the vicious circle shown in figure I. It does not matter where the students enter the circle, as any of the factors that make it up will produce any of the others. A slow reader will not enjoy the reading activity as he is not able to find the interest of this. Since he does not get pleasure from this, he seldom to read, therefore. By so doing, every time he tries to read, he will lack of understanding the material. He, that way, remains to be a slow reader.

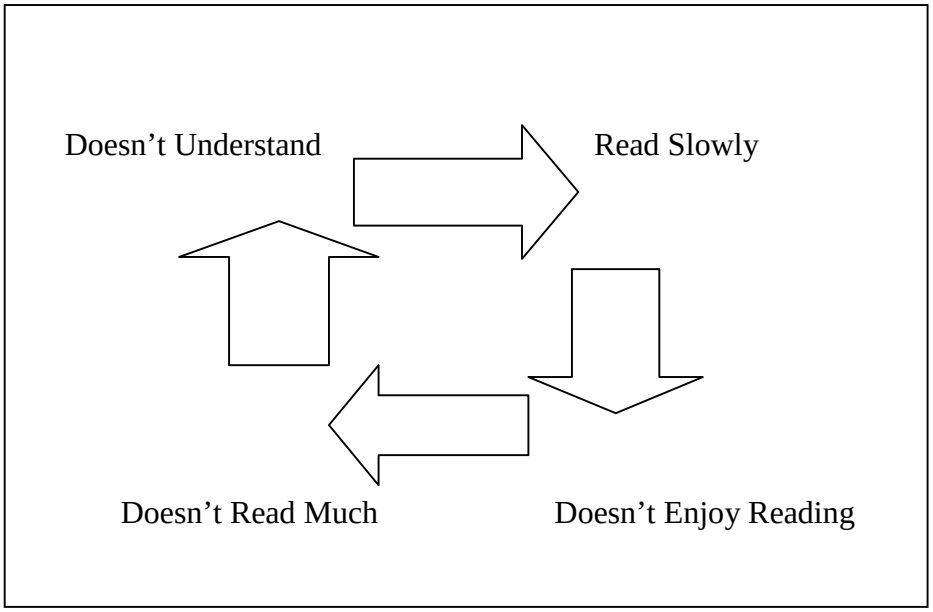


Figure I. The vicious circle of the weak reader by Nutall.

More specific to Nuttal (2004 : 189), Brown (2001: 298) classifies the teaching strategy and the related tasks. He mentions intensive and extensive reading is some parts of the last classification and will be discussed in the next part of it. He reviews the highlights of teaching reading skills. Those are :

1) Bottom-Up and Top-Down Processing;
2) Schema Theory and Background Knowledge
3) The role Affect and Culture
4) The Power of Extensive Reading
5) Adult Literacy Training

b. Teaching Reading Materials

Teaching reading and choosing suitable tasks for students are inseparable matters (Richards, 2001: 223) refers to this on his Task-based Language Teaching (TBLT) as an approach based on the use of tasks that is reflected on the core unit of planning and instruction in language teaching. Teaching language it self, in order to be applied communicatively, needs some exercises, these can be a set of students activity doing some problem solving works, etcetera (Richards, 2001: 224) says that :

> Task-based language Teaching proposes the notion of "task" as a central unit of planning and teaching. Although definitions of task vary in TBLT, there is a commonsensical understanding that a task is an activity or goal that carried out using language, such as a finding solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

The TBLT is developed by the very base of the nature of language learning theory which is proposed communicative language teaching. It has a central role that is expressed in these following additional learning principles :

1) Tasks given provide the students to have both the input and output processing suitable for learning the language naturally (Richards, 2001: 228).
2) Teachers try to increase students' reading motivation by giving them tasks of their own chosen topic (Richards, 2001: 229).

3) When students have learning difficulty , this can be tolerated and negotiated to have another specific task to be designed (Richards, 2001: 229)

From the discussion above it can be said that the main function of TBLT is to give the students the opportunity to learn the real-world of the language from the tasks given by the teacher (Brown, 2004: 186-9) gives some types of reading materials. Those are :

1) Genre of reading

   There are three types; Academic reading, Job-related reading, and Personal Reading

2) Microskills and macroskills

3) Type of assessment task

   There are four level of reading tasks; Perceptive, Selective, Interactive, and Extensive.

When a discussion on communicative tasks, it should have to suit to some types. The types of communicative tasks are stated by Nunan (1989: 10) as follows :

> A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The tasks should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

More over, The reading materials have to gain some purposes. Block said that :

> The use of materials designed for self-access is one of the ways in which we can “train” students to take responsibility for their own learning and help them develop confidence in their own ideas and in their ability to work independently of a tutor. In a country like South Africa, where the education system has attempted to “coerce and control,” students need to

> be encouraged to be critical and independent thinkers and to set their own learning goals……Fundamental to the success of any learning activity is the motivation of the learner. Because the Foundation English program is supplementary to English I and hence not credited towards university degrees, the students' motivation must be engaged and maintained. In order to be as motivating as possible, Foundation English materials should: (1) clearly state their aims and objectives, (2) keep the material's content as close as possible to the English I course content and explicitly state the relevance of the tasks to the English I course, (3) encourage learners to set their own working schedules and goals, and (4) be accompanied by self-assessment keys so that students can monitor their own learning (http://www.jstor.org/pss/3586295).

c. Teaching Reading Procedures

The activity which is stated in this approach is emphasized on the product of the language rather than on its learning process. Richards (2001: 15) says that :

> In the1990s, Content-Based Instruction and Task-Based Language Teaching emerged as new approaches to language teaching as did movements such as Competency-Based Instruction that focus on the outcomes of learning rather than methods of teaching.

It is implemented, therefore, the part of language (vocabulary, so on) not only there as significant units but also as a consideration of its usage in lexical phrases, sentences, prefabricated routines and collocations.

The central focus of language and language acquisition has been centered in the trying to communicate of the students to others. It concerns to giving stimulus of one skill to this skill activity itself. On the other word, speaking is taught by speaking and reading is taught by reading, etcetera (Nunan , 2000: 51).

C. The Algorithmic Reading Program

1. The Meaning of Algorithmic Program

The discussion is started by the meaning of algorithmic. The notion of it is not only to understand the nature of reasoning methods, but also in order to teach

some terms and to make use of the terms for greater control of the reasoning processes of students. The notion itself arose in mathematics. Landa (1974: 11) stated that :

> By Algorithm is usually meant a precise, generally comprehensible prescription for carrying out a defined (in each particular case) sequence of elementary operations (from some system of such operations) in order to solve any problem belonging to a certain class (or type)

This statement when is combined with the lexical definition given by Merriam-webster can be concluded as a step-by-step procedure for solving a problem or accomplishing some goals. The procedure discussed here is related to the students' process of learning to write a sentence, differentiating compound to simple sentence and the writing tasks given by him. Soon this theory of learning is called Landamatics Instructional Design Theory (Reigeluth, 1999).

Most of all, the basic of what the algorithmic system in learning and instruction are lead to L. N. Landa's theory (1974: 8). Soon this theory of learning is called Landamatics Instructional Design Theory (Reigeluth, 1999). He is a Russian scientist that has written the book in 1974 and gladfully, as it is translated in English by Virginia Bennet, give the definition on it clearly. He said that the main instruction a teacher gave to the students were the-so-called general reasoning procedures, in which the students might be able to solve their problems. It was concentrated on the development of effective reasoning capabilities, in order to gave them the process of the general Psycho-educational development which grew in their intellectual capabilities. Thus, the more that general reasoning approaches were shaped in students in the course of their instruction in each subject, the greater would be the rate of growth of their problem-solving skills. The higher would be the level of their general intellectual development, and the

better would be their preparation for the diverse aspects of practical and theoretical activities they would encounter in life.

From the discussion above, it can be concluded that algorithmic program, which are addressed not only to students (by teachers) but also to teachers (by methodologists), are instructions on how to give a lesson to be in understandable order, specific, problem solver that lead the students in having arousing interest and provoking attention.

2. Characteristic of Algorithmic Reading Program

The discussion of characteristic of algorithmic program has to turn to its method of describing algorithmic process and exhibit an example of such description. The analogue of its process happens to the work of an operator at a control panel which has many lights, levers, knobs, etcetera. It is easy for the operator to have it works, but problem comes when he has to teach one or people how to operate this. In order to gain an appreciation of this flow of actions and describe precisely the regularity of the activity. it is necessary, therefore, to break down the complete activity into the sum total of its component actions. Then it must be brought to light how these elements are linked, and all composition as a specific one must be recreated. These are always evoked by specific conditions and directed at specific objects. A clear example of this is shown by this following instructions:

a. Verify whether the apparatus is plugged in. if yes, then proceed to instruction c. if not, then.
b. Plug it in.

c. Flip the switch.

d. See whether the red light has come on.

   If yes, then proceed to instruction e. If not, then proceed to instruction f.

e. Begin work.

f. Call the technician.

This all instruction can be clearer seen from this following flowchart:

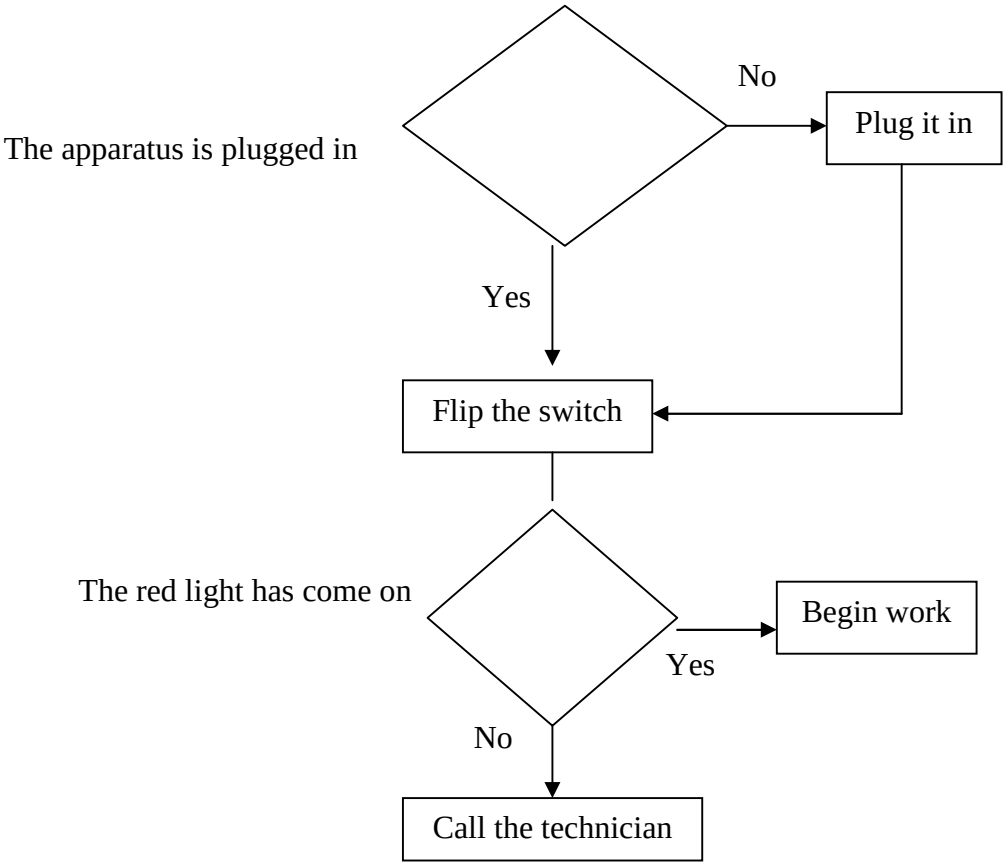


Figure II. The analogue of algorithmic process

Landa (1974: 17)gives some basic characteristics of the program that has usually to state specificity, generality, and resultivity. This property resides in the requirement that the prescriptive directions in algorithms must be strictly defined. They must refer to sufficiently elementary operations for an addressed system to

carry them out unequivocally as the directive instructions must indicate the nature of each action, exclude chance components in the choice of actions, be similarly interpretable and be unambiguous. Generality here means as seen in Landa's explanation on algorithmic process, in which the process has to be reflected to any number chosen, it is therefore, algorithms can be considered as general solution method. When purposing to the result to be appropriate, it has to set the people as the object of the program to do some task that is consisting of specific instruction, clearly addressing the instructions to the objects who will do it, and clearly defining the specific characteristics of them. Resultivity is reflected in the fact that an algorithm always converges on a specific sought-for result, which is always obtained in the presence of the appropriate data set.

The characteristic of algorithmic reading program is a set of reading practice which has easy to difficult order that has to be included in the students activity (Jeffries, 1986: vii). It has some goals when is applied. Those are reading for pleasure (Ruddell , 1994: 715), reading comprehension skills, reading faster (Brown, 2004: 201), and thinking skills (Cohen, 1998: 159). These activities are suitable for the students who have studied English for an average of 100 hours and have acquired a vocabulary of about 600 words. The tasks given have to be done by all the students in stages, skipping is not allowed.

The translation of the algorithmic process in governing the reading material, will be shown in the example as follows :

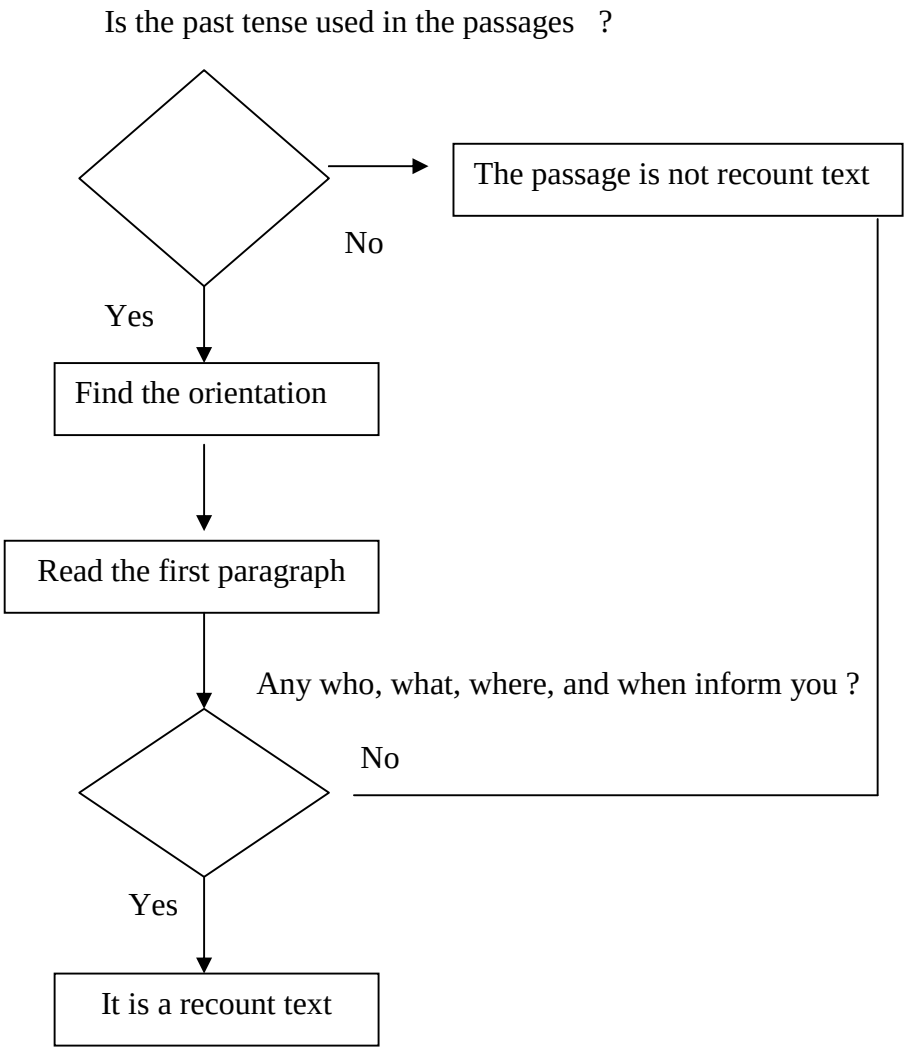


Figure III. The algorithmic process of determining a recount text.

3. The Procedure of Algorithmic Reading Program

There are some procedures dealing with the program. Landa (1974: 447) set some procedures to his algorithmic research on grammar as follows :

a. First Procedure : Divide the term into parts and verify what specific information can be analyzed

b. Second Procedure : close to the preceding one, consists of specifying the number of thought contained in the term. If yes what will be, or if not what will be.

c. Third Procedure : creates conditions for the correct specification of the type of the term.

d. Fourth Procedure : examine the isolation of the basic principal of the term. This way is the closest to the correct method for identifying the specific term.

Jeffries (1986: 284), giving translation to the procedures said, which is related to those in an algorithmic characteristic, that those should have three sets of procedure; forming different habits, students' learning characters would have been proposed independent discovery, design, or rule that had closed to psychologically creativity, and needing efficiency in solving problems. Turning down to the reading activity in the classroom, these all sets are available to be applied in some instructions of a program dealing with prerequisite to extensive reading or a preparing extensive reading, after the students' experiencing in their intensive reading class (Powell, http://www.extensivereading.net/er/powell.html). Those are :

a. Becoming a better reader

This activity has objectives to motivate the student by giving them the reason why they have to be trained to read better. Teacher has to clearly explain that reading helps them to think in the new language, build a better vocabulary, become more comfortable with written English, and face the brighter future in

studying. These all needs a systemic strategy which copes their failure and problem of reading.

b. Reading for pleasure

The objectives of the activity is giving the student experienced in reading many texts as much as they can. This lead the students to find their own materials that are suitable for their knowledge. Then continued the activity by asking the students to choose the topics given. This stage lead the teacher to control their reading activity out side the classroom by giving them some chart to be filled in. the materials they are not able to understand is being discussed in the classroom with the teacher.

c. Working on your reading skill

There some objectives listed here. Those are students are able to preview, questions digging, guessing new words meaning, finding topic and main idea, understanding pattern in English, using signal words. This also has the way to determine one to other reading strategy.

d. Learning to read faster

Teacher is giving the students opportunities to read faster but effectively. This will be possible by brain reading. This section gives the rationale and establishes the procedures for reading and timing the passages, and for answering the questions. The passages tell a story of some people, which must be read in order. None should be skipped. This way, the students build the background knowledge, which enables them to read with increasing speed and fluency.

e. Learning to think English

Some exercises are designed to provide practice in grasping logical thought patterns in English and guessing the meanings of words from given passages. These era solved by using synonyms, comparatives, opposites, analogies, and so on. It begins with very simple problem but increases in complexity in each exercise. That is the reason why the students have to do them in order.

D. Rationale

The algorithmic reading program is the passing mention made of the relationship between algorithmic and heuristic processes. The design of adaptive instructional algorithms with reference to diagnostic assessments of students' reasoning processes in terms of hypothetical systems of intellectual operations will help the teaching learning process easier, as the inability to solve problems is the fact that often complicates them doing this process. They confuse which part is the starting point of breaking the problem, which must be carried out in order to find the solution, etcetera.

Of course, such a situation is not accidental, and it is not simply the fault of the teachers. The fundamental reason for the defect indicated consists of the fact that the problem of establishing procedures of thought and of reasoning; for the teacher is the problem of ways to instruct the students in these procedure, is sufficiently explained in the psychological and pedagogical terms themselves. For the procedures of thought which will be suitable for every teacher, who ever he is, one must create the effective means firstly to break down intellectual activity into the components which make up the intellectual operations which are sufficiently

elementary in a specific sense. Then, he must create methods to specify the structure of operations which is suitable too for different conditions, and he must arrange them to work out the methodology for the operation-by-operation formation.

On the other hand, Related to reading problem, one will tend to have four terminal of cause-effect ones. Those are reads slowly, does not enjoy reading, does not read much, and does not understand. Which ever terminal he starts, he will come closer to other terminals. These all four shape a vicious circle of a weak reader. The problem, in fact, arises in the extensive reading class in IKIP PGRI Madiun. The students, who are facing this, show some indicators which mark to the reading problem mentioned. Whereas, an effective reader has to master several capability. Those are :

1. Dealing with linguistic competence
2. Dealing with reading strategy
3. Dealing with reading habit and experience

These problem, therefore, will be solved by some instructions related to those three target of being an effective reader. Firstly, the instructions have to be started by the point in which the materials are within the students linguistic competence. This notion is a must when one will run the algorithmic reading program, as the students have to analyze linguistic term in which will not be successful without their level of linguistic competence. By so doing, lack of motivation and getting stuck situation can be limited.

Secondly, reading is also an interactive activity between the reader and the written text. So a successful reading program needs some activities and exercises

that give the reader possibilities to train and encourage his reading strategy which occurs in the intellectual activity. It has to prevent the reader's low motivation arise . One way to be there is given by their choosing his own kind of material to be read. And some set of getaway activities to cope his problem of reading ability development. Learning to read faster and to think English. Moreover the task given has to be within the student linguistic competence which are broken down into several analyzing part to be comprehend, in order to prevent them from the low motivation of reading. These all is available to be found in algorithmic reading program which gives this procedure of prepared task.

This program, thirdly, is handled to describe the genesis of possibility problem and take appropriate steps to gain the target in changing students' reading habit. As mentioned above, this problem happens in an extensive reading class, so he practices given is simply to identify the appropriate variables, measure them, and analyze the behavior or performance of the students' reading activity not only in but also out side the classroom. A set of take home assignment is given and being reported.

Based on the explanation above, it can be assumed that the mastery of reading competence that include the three aspects can be improved by algorithmic reading program.

E. Action Hypothesis

After discussing theoretical review and rationale, the writer proposed that Algorithmic Reading Program will be able to improve the students' reading competence.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer was trying to explain on the Research Methodology which contains of : setting of the research, the subject of the research, the method of the research, procedure of the study, technique of collecting data, and technique of analyzing data.

A. Setting of the Research

1. Research Location

The study would be conducted in IKIP PGRI Madiun. This university is located on Setia Budi street Kanigoro Madiun East Java. It is not too far from the central of the city. There are, therefore, main public facilities near by, such as big mosque “Nur Mujahiddin”, another university “STIE darma Ishwara”, a bis primary school “SDN 03 Kanigoro, etcetera. Those facilities sometimes have cooperation in doing some projects.

It has two main building. One is the three floor building in which 30 classrooms, administration centre, and some laboratories are there. It also has a middle yard, three parking lots, and three canteens. The other one is half finished building, which one third of it has made use for several classes, branch administration centre, and teacher room. Two third of it is being built to be a third floor building which has ten classes, one auditorium, and the office of university

head. Both of the building have each eight times eight meter square classroom in which 25 to 35 students are learning there every work day.

IKIP PGRI Madiun has five faculties and twelve departments, which English Department is one part of the Department of Teaching of Language and Art that has two language subjects, Indonesian and English. It is accredited "B" level and is the biggest teaching language university in Madiun that has 310 new students this year from 1141 new students of all faculties.

The department is a big and crowd family. It has 8 classes of second semester students, 8 classes of fourth ones, 6 classes of eighth ones in 2007/2008 academic year. Each class has 35 to 40 students. 35 lecturers are on duty to control the learning and teaching activity who have been classified to specific learning subjects.

2. Time of Research

This research would be conducted for 3 months, starting on August and finishing on October 2007. The psychological and habitual condition on reading are shown by table I.1.2.

The table under mentioned shows the writer plan in handling the research :

NO	ACTIVITY	YEAR 2008					
1	2	3	4	5	6	7	8
		March	April	May	June	July	August
1	Pre survey	V					
2	Participant Enlisting	V					

3	Proposal	V					
4	Reviewing Literature	V					
5	Developing Instrument	V					
6	Running the Program		V	V	V	V	
7	Collecting the Data			V	V	V	
8	Analyzing the Data					V	V
9	Report Writing					V	V
10	Submitting the document						V

Figure IV. The Schedule of Research

B. The Subject of the Research

These follows are the subjects that are involved here in the research.

1. Participants : This action class consisted of 20 students who had signed to joint the program and , as there were more than 20 students had been listed, randomly chosen. All of them were from extensive reading classes and the fourth semester students of IKIP PGRI Madiun.
2. Position of researcher : The researcher was their lecturer of extensive reading class, and instructor of the program. The researcher might be described as a consultant, resource person, and scribe, rather than control them.
3. Collaborators : The research would have other reading teachers as the collaborators who would examine carefully the research process.

C. Research Method

This research problem came from the problem facing by reading teachers who extremely needed solution. This activity, therefore, was called action research. While action research itself is a systematic process in collecting and analyzing data to investigate practical issues arise within a particular context in order to have some decisions about what the future practice should be (Stringer , 1999: 10). Mills (2000: 6), furthermore, states the definition of action research as it is handled by teacher, is any systematic inquiry conducted by teacher, researchers, principals, school counselors, or other stakeholders, in the teaching or learning environment, in order to get a mount of information about the ways that the school operates, how the teacher teaches, and how the students learn. The aim of this action is to find its developing reflective practice, effecting positive changes, and improving the student outcomes and the lives of those involved. It is has been stated by Hubbart and Power (2005) in Ngadiso says :

> Action (teacher) research is a natural extension of good teaching observing students closely, analyzing their needs, and adjusting the curriculum to fit the needs of all students have always been important skills demonstrated by fine teacher.

Arikunto (2006: 2), moreover, has stated this kind of research is called Classroom action research.

Seeing from the result produced, there are two kinds of action research; critical action research and practical action research (Mills, 2000: 25). While the first one has it goal as liberation through knowledge gathering, practical action research places more emphasis on the “how to” approach to the process of the research and has a less philosophical bent. It is there because some reasons that

everyone needs professional growth opportunities, wants information about his own performance, and enriches professional development. This research is considered as practical action research, in which has its goal. Those are the researcher wants to improve and gets information about her performance of teaching reading.

The following is the diagram of Class Action Research :

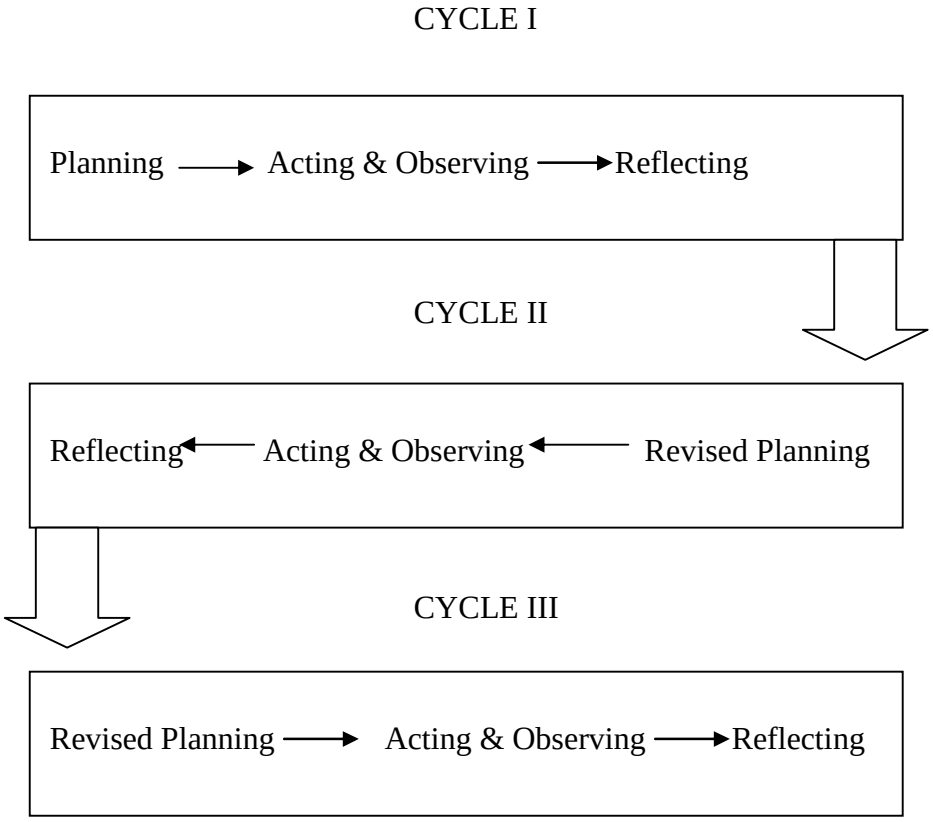


Figure V. The diagram of Classroom Action Research.

From the explanation above it can be concluded that Action Research is essential since it encourages a teacher to be reflective of his own practice in order to enhance the quality of education for himself and his students. Action research approaches education in a unified exercise, seeing a teacher in class as the best judge of his total educational experience. It is powerful method of bridging the

gap between the theory and practice of education and furthermore teacher's development of his own personal educational theories from his classroom practice.

D. Procedure of the Research

There were three stages of procedure of this research. They are : (1) Planning; (2) Acting and Observing; and (3) Reflecting. For further explanation, the conducting activities were :

1. Planning

On this stage the researcher explained what, why, when, where, by whom, and how the action was going to be done (Arikunto, 2006: 17). Planning is a phase after early reflection phase is done. It means the researcher has done reflection to the real situation after formulating the topic of class action research that is Improving Student's Reading Competence Through Algorithmic Reading Program .

At this stage the researcher began to identify the problem and decided the alternative problem solving which was included :

a. Deciding the competency standard that is reading
b. Deciding the indicators of each given activity
c. Developing learning scenario
d. Preparing learning sources
e. Developing evaluation format.

2. Acting and Observing

The second step of the research was implementing or applying the content of the planning . The researcher had to be aware of her planning formulation. In this stage the procedure of each term were :

a. Giving students reading habit questionnaire
b. Choosing the participants randomly
c. Setting the students in a reading class
d. Giving a pretest
e. Having the students interviewed about their last experience of reading
f. Starting the students to have a beginning task which is available to improve the students' motivation in following the program
g. Giving the students first task which is a set of previewing and predicting activities
h. Having the next meeting and giving the second task which are scanning , topics, and main idea activities.
i. Having the next meeting and giving the third task which are finding pattern of organization, using reference words, and skimming activities.
j. Having the next meeting and discussing their idea and opinion on this program.

3. Reflecting

This stage was started by observing the result of the assessment. During the observation, the researcher made some notes on the improvement of the students in reading during the exercises giving.

After the reading practice was over the researcher gave an overview about the program and gave suggestion and advice on what aspects should be improved. The students were doing the post test, some interviews and discussion with the researcher and the collaborator.

E. Procedures of Data Collection

1. Method of Data Collecting Techniques and Research Instruments

Many researchers chose to use many data collecting techniques in their research. Verbal report, one of the example, was chosen and put forward as a process of research not only observes how something had happened but the reason why this had happened to him or her as well. Even though this was closely related to one's judgment, it did not mean a researcher was allowed to put aside it, unless the researcher had had a good reason to judge this to be unreasonable matter (Wallace , 1991: 88). It, moreover, could be something give further reason why it had happened that way. Wallace explained further more on verbal reports as the seven questions. Those were what, why, who, whom, when, where, and how. This way leaded the researcher to find as many as possible answers from the participants (Wallace, 1991: 86). The other data collecting techniques were observation, which had been done by the researcher and the collaborators, questionnaire given, and self reports.

They were classified in to some data collecting-time categories. Those were introduction, cycle 1 data, and cycle 2 data (if any). For clearer explanation, those are stated as follows :

1. Preliminary observation

CATEGORIES / TECHNIQUES	Quantitative/ qualitative	Introspective/ empirical	Individual/ collaboration	Intrusive/ Complementary
Observation	Either	Either	Collaborative	Intrusive
Interviews	Qualitative	Introspective	Either	Either
Questionnaires	Either	Introspective	Either	Either

Figure VI. The classified of Preliminary data collecting time categories

2. Cycle Data

CATEGORIES / TECHNIQUES	Quantitative/ qualitative	Introspective/ empirical	Individual/ collaboration	Intrusive/ Complementary
Observation	Either	Either	Collaborative	Intrusive
Interviews	Qualitative	Introspective	Either	Either
Questionnaires	Either	Introspective	Either	Either
Evaluation	Quantitative	Empirical	Either	Either
Verbal reports	qualitative	introspective	Individual	Complementary

Figure VII. The classified of cycle data collecting time categories

Research techniques were categorized according to whether the data was generated as introspective data or empirical data. The researcher here had both of them and set some ways to collect them from the students, the collaborators, and others. The introspective data, what the so-called qualitative data, would be analyzed by interpretation from many resources. The empirical data , on the other hand, would be analyzed by descriptive statistics. The researcher, therefore,

would use some techniques to collect the data needed as seen in the data collecting technique.

No	Professional Area	Source of Data
1	Students' motivation	Interviews, questionnaires
2	Students' reading habit	Questionnaires, self reports
3	Students' reading ability	Comparative data before-and-after reading test
4	Teacher perception on students' reading competence	Verbal reports, interviews
5	Other evidence	Observation

Figure VIII. The Data Collecting Techniques

a. Observation

In doing the observation the researchers were just sitting down while observing what was happening during the students' doing the reading exercise and reporting on there reading diary. The researchers made some notes on the students' changes of behavior, action and reading score during the program. The aspects being observed included; reading speed and each part score

b. Test

Test is an instrument used to convey the knowledge or skill of the learners so that the result can be graded and the conclusion is made based on the achievement standard of the test that is the general achievement standard achieved by the learners. In this research, the researchers gave a reading test by asking the students to do a set of extensive reading test after being given an algorithmic reading program for some weeks and taking an extensive reading class. The

researchers gave the score based on comparing the number of correct answer to the amount of question. The following is the example of the students reading score board.

The Result of the First Meeting Cycle I

The students' reading rate on page 3-6 exercises and the correct answer from each four question on the text (cycle 1)

no	Name of ss	time	Correct answer	time	Correct answer	time	Correct answer
1							
2							
3							
4							

Figure IX. the students reading score board

c. Interview

Interview is a conversation with specific purposes. The aims of interview are getting here-and-now construction about people, events, activities, organization, feelings, motivation, etcetera; reconstruction of the those things in the past; projection of the those things in the future; verification, changes, and the extend of information (either on construction, reconstruction, or projection) gained from another source (triangulation); and verification, change, and the extend of construction which is developed by the interviewer (member checking).

In this method the researcher made personal interactions which generated data about the research issues and allowed specific issues to be discussed from other people's perspective. It was done to the students as well as to the teachers of English from Madiun municipality and from the school where the researcher made a research. The objective was to know what the students felt about the

reading teaching learning process in the classroom and their problems in mastering reading competence. For teachers, the objective was to know what they had done so far in teaching English and their problems in teaching English especially in teaching reading. The researcher used prepared guide questions and the next questions were given based on the respondents' answers. The answer, what Tuckman (1978: 239) calls it protocols, then will be scored. The score here would be coded in his second step that was assigning a numerical score to each point on the scale or list (Tuckman, 1978: 240). When handling the research, many times the researcher had to do indebt interview as there were some information needed deeper and in order to had more specific data.

d. Questionnaires

This is a set of questions provided to obtain responses indirectly as it is occurred in non-face-to-face situation. The questions are focused on specific issues of reading strategy especially what the students' reading experience are. The researcher used questionnaires in the preliminary reflection and at the end of the extensive reading class.

e. Document Analysis

This was the analysis to the collections of various documents relevant to the research questions which included students' reading diary. The researcher analyzed the result of the students' chosen reading material in detail and their reading time management.

2. Technique of analyzing Data

To analyze the quantitative data, the writer applied a descriptive statistics, comprising the following dimensions: highest and lowest scores, and means.

To analyze the qualitative data, the researcher applied constant comparative method as suggested by Glasser (in Lanjar Utami, 2008: 73). The method consists of four steps: (1) Comparing incidents applicable to each category; (2) Integrating and their properties; (3) Delimiting the theory; and (4) Writing the theory. The following is a brief description of each step.

1. Comparing incidents applicable to each category.

   This process is also similar to specifying the nature and dimensions of the many concepts arising from the data.

2. Integrating categories and their properties.

   Here the researcher began to note the relationships among the concepts. For these relationships to emerge, however, it was necessary for the researcher to have noticed all the concepts.

3. Delimiting the theory.

   Eventually, as the patterns of relationships among concepts become clearer, the researcher ignored some of the concepts initially noted but evidently irrelevant to the inquiry. In addition to the number of categories being reduced, the theory itself became simpler.

4. Writing the theory.

   Finally, the researcher put her findings into words to be shared with others. The stage was regarded as a part of the research process.

CHAPTER IV

RESEARCH FINDINGS

This chapter is written to describe the various steps of activities held as part of the implementing algorithmic reading program which is categorized as action research. The objective of this chapter is to show all evidence that will be able to prove and answer the question in chapter I that has been the driving force behind all the activity. The explanation of the research finding is based on the researcher's field notes and publication, both as journals even websites, the participants' self reports and notes, the participants' observation, the interview, the questionnaires, the reading task tests, collaborators' comments, which are held in 3 cycles.

A. Introduction

The study began since the researcher realized that the students had problem in reading. This is a great challenge for the teacher of Extensive reading class to improve the students' competence in English, especially in reading skill. Finding the result of three time pretest in the beginning of the class, they were still confused on their reading activity. This leads to the lack of motivation, ability in applying reading strategy, and the problem of their reading experience.

This research was started on Monday, January the 7^{th} , 2008 by the researcher's and colleagues' ,who taught the same program, awareness that many

students of extensive reading class had had bad mark (less than 60) and had had low motivation on reading activity. It was shown in the list of mark in randomly chosen class which is one of six extensive reading classes in IKIP PGRI Madiun, and the students answers of questionnaires. The data was presented in appendix I, showed that there were only two of 30 students who had had good mark for all of three time reading tests given, whereas the other had had once or twice. Moreover, there were only two of them who had reading activity as their hobby.

This small discussion was focused on our students' progress in reading. One of them commented ;

> Anak IKIP tu ya gitu bu. Mau diapakan lagi. Mereka sulit untuk termotivasi membaca. Jangankan reading yang menurut mereka sulit, structure yang bukunya wajib dimiliki saja mereka tidak baca. Kita tidak bisa memaksa mereka karena inputnya memang udah begitu.

Another stated ;

> Saya pernah mencoba satu strategi. Saya disiplinkan mereka dengan peraturan saya. Yaa seperti tidak boleh datang terlambat, sebelum masuk kelas artikel dibaca minimal dua kali, bahkan wajib bertanya biar konsentrasi mendengarkan dan melatih diri. Hasilnya ya tetap saja seperti yang ada di data jenengan itu.

The comments leaded us to find a strategy of teaching reading which give them experience to read well. The researcher, then, ask them this question ;

> Bagaimana kalau saya punya cara yang mungkin bisa diterapkan dan tidak membuat mereka takut dengan teks-teks berat ? sekalian untuk menunjang penelitian saya ? apakah bapak dan ibu mau menerapkannya di kelas panjenengan ?

Most of them had had the same answer that they tent to be the collaborators of the research and the researcher herself would remain to conduct it. As they had to be stick to their own schedule, they would come to the program several times which were needed.

After the finding existed, the researcher started to choose the participants of the research and set them to answer a questionnaire to find their reading rate if any, their opinion on difficulties in reading, and other information needed to determine the pattern of general plan. Some of them had less than 30 % in understanding the reading text they read and 27 % had a will to share their self discipline to this program. The researcher, furthermore, invited them to come to the program on Tuesday, 27 of March 2008. there were 15 students came. And the program started that way.

The result of the fact finding analysis from the interviews, which were given to the participants of this program only, showed that the problem the researcher really encountered were concluded in to three points. Those, firstly, were the students' motivation discouraged as the result of the considered difficult reading texts that was not suitable to their level of English competence. The other was that the teacher guidance given did not give them to have an enjoyable reading program , in which they would find the new experience to encourage their reading competence "unconsciously". It was, of course, related to the teaching-learning strategy chosen by the teacher. The last one was the students' reading habits, them selves, that had been constructed them to much more unfamiliar words as they were not trying to break them.

The data from students' answering the interview on their previous reading program were showed in appendix 4 and concluded as follows :

1. Teacher Problem

The problem here was related to the way of the teacher teaches in the class. 5 0f 15 students said that they did not like their teacher as the teaching

learning situation driven had made them bored and confused. They stated that their attendances had been useless, good listener, etcetera. This condition, concerning to their answer, happened as the effect of the personal character and physical condition. In fact, Several teachers at this school are more than 60 years old, but this is not more than 20 percent of them.

2. Problem of Applying Reading Strategy

Three of fifteen students said that their problem of reading was laid on their inability in applying effective reading strategy. When the researcher asked deeper about what could be possible reason to this condition, they stated some; the exhaustion of reading by translating in order to get the meaning, the boredom of answering text questions without knowing the way to do it effectively. On top of that, there was a girl student who said that this was something new to her.

On the other hand, there were two of them who stated that they had been taught through some interesting and challenging materials. It had happened as the teacher there had searched for and well prepared the material. He had browsed to the internet, found good and new books, magazine and newspaper articles.

3. Reading Material Problem

Two of fifteen students stated that the materials given in reading class was not interesting. It was staying to be something that had to be read than to challenge their curiosity and confirm their knowledge. Moreover, one of them said that the one of her reading material class given by the teacher had been out of date as she had been given this kind of material in her senior high school.

The answer of their chosen reading materials, giving more data to this research, was supported by their bringing an example of it to the class. It listed

one student liked to read native speaker magazine (Reader Digest), two of them liked to read Indonesian English bulletins (Hello, Locker 16). The rest preferred to read infotainments (Gossip tabloids, sport news) that they had from the local English newspapers. Here, they stated more, they only tried to figure out the main ideas from the pictures and the famous name of the person. It was eased by the Indonesian version as they had seen on television and Indonesian tabloids.

4. Self Motivation Problem

The other case happened which was considered as self motivation problem. Four of five students who had the same problem said that they had not felt like to do their reading activity. This lack of motivation was getting worse when they had found themselves getting stuck or getting mixed up to any difficult terms from reading materials.

Based on the problem above, the researcher proposed a solution to overcome the students' problem in reading. After finishing all cycle the researcher had targets as follows :

1. Students were able to apply some effective reading strategies.
2. Students were able to encourage their motivation in reading, shown by their reading habit and their amount of reading material kind.
3. Students were able to know their own reading rate in order to find the starting point of their finding problem solution on those difficulties; as they had to identify and solve their own problem in reading.
4. Students were able to assess their own effective intellectual operation in order to solve their problem on their reading difficulties.

5. Students were able to increase their English thinking skills in finding knowledge of the world in reading.

As the limitation of time, the researcher formed the boundary of the reading strategy researched here. Those are : previewing, predicting, scanning, finding topic and main idea, and skimming.

B. Cycle 1

This part presents the activities and research findings which are covered in cycle 1 in applying the reading program. It is set to solve the problem of students' low motivation, giving them experience of enjoyable reading program, and managing their reading habit. This part describes in detail the process of the ARP; Algorithmic Reading Program, including (1) General Planning, (2) Action, (3) Observation, and (4) Reflection.

1. General Planning

In general planning, the researcher arranged a general lesson plan for ARP explaining the course description (Appendix 6, 10, 15, 18). The lesson plan consists of some stages; introduction, set 1, discussion, closure. Set 1 here consists of reading for pleasure activity and reading comprehension skill activity.

The introduction mentioned above was set based on some objectives. Those are (a) motivating the students by mentioning the advantages of being a better readers. By so doing they might find their self motivation or encourage what they had had before; (b) giving them a sight seeing of what they are going to do by joining the program; (c) checking and rating their initial reading rate.

Here, they were learnt how to count it by reading the text given are asked to write their daily reading habit in self reports. They are told to read any kind of English text every three day hour, they found the reading materials from their surroundings. They might be an instruction of a product, announcement, etc. This stage was called preparation exercise.

The objectives of carrying out set 1 were to give them a set of reading task which started within their English competences. It consist of two main tasks as stated above. The first task informed them how to find and choose a good book, count their reading rate by reading their preferred books. The second one, whereas, consists of (a) previewing and predicting exercises. Here the students had to be able to preview the most important information given from the text, predict the next idea of words, and guess what will happen next. The next are (b) scanning, which objectives are to know what it is, to practice it, and what kind of articles they have to scan; (c) guessing word meanings; (d) Topics, which consists of working with topics, topics of conversation, and topics of paragraphs. The followings are (e) main ideas; (f) finding the pattern of organization, in which the students were given four common patterns; listing, time order, cause and effect, and comparison. The rest are (g) using reference words and (h) skimming. This latest activity consists of skimming for point of view and skimming for ideas, which they were reaching the goals; finding out the general idea quickly. Each of them has at least two or three exercises.

2. Action

Action was the implementation of the activity having been arranged in the general planning.

a. The first meeting of this program was held on Thursday, 27th of March 2008. It was attended by 15 students and one teacher in room 105 of IKIP PGRI Madiun. There were 20 students which ware invited to this meeting, but 15 came and wanted to joint it. The unattended students had a problem of time management, as the most of them in IKIP, that they had to do their side job as a teacher or others. This first meeting was carried out for about one hour and a half, it was started from 01.30 to 03.00 pm. The program that day was divided in to three sections. Those are (1) Introduction, the main practice; (2) Previewing; (3) Predicting; and (4) Closure. The introduction was the section in which the teacher would explain the reason they were gathered here. The students had to be well motivated by knowing what they were doing. This activity was continued to have the students doing the previewing and predicting tasks.

1) Introduction

There were three main part of the action that day. Those were the teacher and collaborator, the students and the reading tasks. Teacher started the program by saying :

> As every body knows, reading is important part in learning. Or any different ideas ?... I guess not. Ok. For being more specific to this, I want you to read some opinion about reading advantages here and give your opinion.

The students, then, read the sentences and continued to share their opinion about this. Most of them agreed with the statements given, but they said that it was difficult to do. The teacher, therefore would check their reading rate, as it was stated in the first questionnaire answer that all of them had never found their reading rate. the paragraph they had to read was :

> Rosebud is a small town in New Jersey. It looks like many other towns in the United States. On Main Street there is a post office and a police station. The drugstore and the library are down the street. There is also a shopping center. It has a supermarket and a department store. Rosebud is a quiet place. Not very rich or poor. But the town is growing. There are new houses every year. It is a popular place to live because it is near New York City. Many people live in Rosebud and work in New York.

They read it once and answered 4 questions without looking back to the paragraph. Then the teacher checked their answer and gave feedback.

The next activity was gave the students to try think in English task. There were 6 questions and each one had 4 options. They did it in less than 5 minutes, and then the teacher checked the answer and gave feedback. When there were mistakes the teacher asked them to read the example again in order to find out what they had not understood yet.

These all activities had to be done as a purpose that the students had to measure and know their reading competence at the beginning of the program. By doing so, they would have their self motivation. On the other reason, the text given to the students was a simple text which was considered easy for them to read and understand so that they would feel more comfortable to do the program.

2) Previewing

The activity in this section was concentrated on the previewing strategy. The teacher started by :

> Before we start to a trip, you usually look at a map. Why do we do that ? Good. It helps you plan your way. Then you know what to expect as you travel. This is a good idea in reading too. Look as the way you look at the map, so it will be much easier to understand the text.

Then the teacher gave them a text without title and picture. The students read once. The question was “what is this passage about ?”. when they looked confused, they were asked to turn over the page to see the picture.

This way made the students hopefully realized what they need to do with the text. Then the teacher continued to explain the strategy of previewing in algorithmic order.

Step 1. Read the title

Step 2. Can you guess ? If yes, try to guess. If not go to step 4.

if you have been here twice, go to step 5

Step 3. Guess

Step 4. Find pictures if any, then back to step 2

Step 5. Find the first sentence of each paragraph

Step 6. Find the last sentence of the last paragraph

Step 7. Watch for names, dates, and numbers

Step 8. Answer the question without looking back.

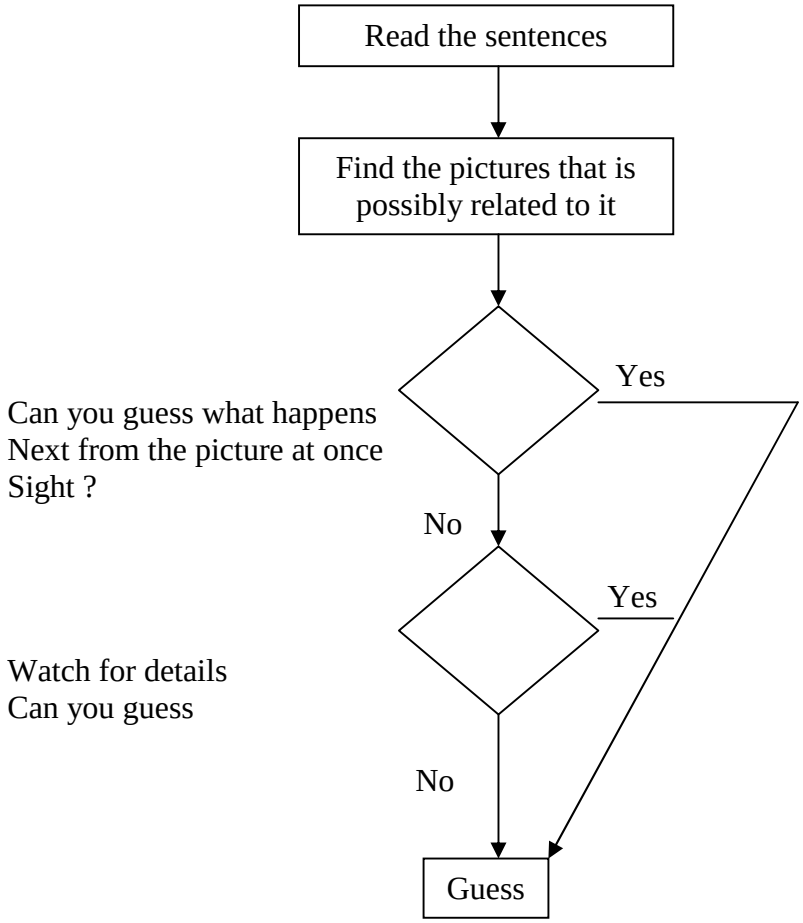
3) Predicting

The teacher started by asking the students the meaning of predicting. These as follows :

> A better reader has to predict when they read. Do you know what he has to predict ? and how to do it ? in this part you will find it out. But first, have a look at this chart.

The teacher showed the chart of predicting :

Chart of predicting



The teacher asked the students to do the exercises and checked their answer. Then she gave them feedback and strengthen their motivation to increase what they had been able to do. The first meeting was closed by students' giving opinion on their activities that day.

b. The second meeting consisted of scanning , guessing word meanings, topics, and main ideas that was held on Saturday 29th of March 2008. it was started from 08.00 to 10.00 o'clock.

This reading activity gave to help the students to improve their ability to read fast. The sections here were the same as the last one but gave more on exercises and the text given were native speaker published, such as newspaper, magazine, and so on.

Each reading activity had two different kind of exercises. Scanning had scanning and guessing word meanings. Topics had thinking of the topics and topics of conversations and paragraphs. In thinking of the topics, students were helped to think deductively and inductively, while in main ideas, students had multiple choice questions and close test questions. Each of them had four paragraphs to do. All of them consisted not more than 50 to 70 words.

Each section of this meeting was :

1) Scanning

The meeting this day was started by checking the students previous knowledge on scanning. The teacher said :

> Class, today we are going to go shopping. Here is the shopping list and I want you to find things that we will buy on this list. Try to do it fast.

The teacher mentioned some words and the students underlined them. Here was the list :

Shopping List
Milk Butter Ice cream Bread Bananas Broccoli Rice Potatoes Oranges

After finding the students' answer, the teacher checked their way to find the words. There were 13 students said that they had read all words before finding the answer. It could be meant that scanning was an activity that was unfamiliar to them. Then the teacher explained the information of scanning and when they had to do it. These were the algorithmic steps on scanning :

Step 1. read the title

Step 2. go to the questions

Step 3. determine the specific information needed

Step 4. find it from the text. If yes , go to step 5. if no, go back to step 3

Step 5 underline the answer, then go to the next question; step 2

Step 6 the last question is finished.

Step7. find more details to answer the questions completely.

Here in the scanning exercises, there were two time recorded. Those were scanning time and finishing time. The text was the native speaker text which was taken from magazine, newspaper, etcetera.

2) Guessing word meaning

The students were asked to guess some words in an incomplete paragraph. This part would show the students' knowledge of the reading world, in which they had to combine their grammar, vocabularies, and culture of English in predicting the appropriate words.

It was started by an example exercise where the students had a paragraph and five blanks. Here they are asked to fill the blanks and mention kind of word might be.

As the teacher saw that the students had had difficulties in answering the exercise, she gave this algorithmic steps to make them easier.

Step 1. find if the sentence has complete part of speech

Step 2. which part of it is uncompleted ?

Step 3. decide what may be the answer of this part

Step 4. read the sentence, whether it is appropriate or not. If yes go to the next question; step 2. If no, go to step 3

These steps were applied by the students to the last paragraph and the two next paragraphs.

3) Topics

There were three sections of topics; deductive and inductive thinking, topics of conversation, and topics of paragraph. In deductive and inductive thinking, the students were given a set of question which were stated as follows :

Inductive thinking

Football	Baseball	Tennis	Sports	Skiing

Deductive thinking

Topic : Good food in my country

_____

_____

_____

These two topic exercises were done by these steps;

Step 1 find two words

Step 2. determine whether they are related or not. If yes go to step 4. if no go to step 3

Step 3. find other word, and try to find their relationship idea

Step 4. guess the idea or group

The next activity was topic of conversation in which the students would have this kind of conversation as follows :

A : Was it a girl or a boy ?
B : A girl. She's eight pounds and very healthy!
A : When will they come home from the hospital ?
B : I'm going to bring them home tomorrow.
A : You'll have to come for a visit. What a nice change for the neighborhood!

Then, the students were asked what these people were talking about, where they were, and which words helped them guess the topic. This kind of exercises made them have other atmosphere of reading text, as it was a conversation that they had to guess the topic. However they found this difficult to do. So the teacher gave them this following steps;

Step 1. read the whole conversation

Step 2. underline the clues that may be closer to the topic

Step 3. apply your inductive thinking ability

Step 4. guess the place where it may happen

Step 5. write down the words you have underlined

Students were given 5 conversations in this exercises.

The last topic section was topic of paragraph. This following would show what kind of exercise students would get;

> Mexico city is a popular place for tourists. Every year thousands of people go to Mexico city. They visit the old and beautiful buildings in this city. In the museums they learn about the history of Mexico. And in the restaurants they enjoy the spicy and delicious Mexican food.
> What is the topic ?
>
> a. Mexican food
> b. Mexico
> c. Mexico city

The students had to choose the topic and state whether the two others were too specific or too general. These would be possible and easy to do when they had mastered the two last reading strategy.

c. The third meeting were finding pattern of organization, using reference words, and skimming. It was on Monday, 31st of March 2008 from 01.30 to 03.30 o'clock.

Firstly, the students are asked to study some pictures of line shapes. The pictures were drawn from simple to the complicated one and arranged randomly ordered. Then, they are asked to draw them without looking back. Here, they trained to find that the clearer pattern makes them easier to understand and remember what they had watched or even read. The paragraph patterns taught here was listing, time order, cause-effect, and comparison. Each of them were given in four paragraph exercises which

were written from underlined signals to none. The algorithmic steps of this exercises was as follows :

Step 1. determine whether the passage show you how to do make something ?
If yes, it is listing. If no, go to step 2

Step 2. determine whether the passage has time order. If yes, it is time order passage. If no, go to step 3

Step 3. determine whether the passage explain cause and effect relationship.
If yes, it is cause effect passage. If no, go to step 4

Step 4. determine whether there are two things being compared differently or similarly. If yes, it is comparison. If no, it may not be a complete passage.

d. The fourth meeting was discussion on Tuesday, 1st of April 2008. it was started from 01.30 to 03.30 o'clock.

This last meeting for the first cycle was the so called a discussion day. Here, the students were discussing their opinion on the activity and some questions were asked to them individually. The teacher was helped by the other teacher who would observe the activity and give her suggestion.

3. Observation

There were four meeting in this cycle in which had its own indicators. The researcher would see whether her research had gain the target or not were depended on these indicators.

This first meeting was set to gain some indicators which were stated in three kinds of improvement; (a) the improvement of reading motivation; (b) the

improvement of students' reading habit; (c), (d), (e) the improvement of students' reading strategy; (f) the improvement of effective intellectual process; and (g) the improvement of students' English thinking skills.

a. The improvement of reading motivation

Indicator : Given a set of reading strategy exercises, students are able to strengthen their motivation on reading through breaking their previous habit of reading; reading without strategy, less in doing reading activity, doing book selection, and counting their own reading rate.

As this activity was supported by students' reading diary which would be done at home for three days and started at the first meeting day, the result was discussed in the last meeting of this cycle in which students and the researcher were having a less formal discussion. The students submitted their reading diary within three days and suggested some opinions on weaknesses and strength of the previous activity.

The result of students' reading motivation was proved by comparing the first reading diary to the next one(appendix 5 b and c). Those were as follows :

The first reading diary

Hour/day		Hour/week		Page/each activity	
Minutes	Number of students	Hours	Number of students	Pages	Number of students
10	4	1-2	10	2	6
15	6	>2-3	4	3	3
20	3	>3-5	1	5	2
30	2			Unsure	4

The cycle 1 reading diary

Hour/day		Hour/week		Page/each activity	
Minutes	Number of students	Hours	Number of students	Pages	Number of students
15	4	1-2	9	2	5
20	7	>2-3	5	3	7
30	4	>3-5	1	4-5	3

There were some students who had read only for 10 minutes a day had changed into 15 minutes or more after the reading activity in the first cycle. It happened the same way to those who felt unsure to their capacity of reading which were reflected by depended results (appendix 5 b). It can be concluded, therefore, that the students' reading motivation increased. This, however, was not considered as motivation that came from themselves, but from the teacher given assignments.

b. The improvement of students' reading habit

As it was mentioned in the improvement of reading motivation, there were increasing points. On the other hand, it did not happen the same way to their reading habit. Their weekly reading habit was set not more than one to 5 hours. Though there were some changes to the number of students, it could be concluded that this did not increased.

c. The improvement of students' reading strategy; Previewing and Predicting

Indicator : Given a set of previewing and predicting practice, students are able to answer based on the text questions in at least 80 % accuracy

Different from the first target would be proven at the end of this cycle 1, the second indicator was unsuccessfully gained. It was proved by two similar exercises in which the students had had different comment in using previewing technique. The first exercise set the students to choose whether they wanted to preview or not. That is why there are only two of fifteen students had done this. The second one, on the other hand, set the students to use it. The first one was done in 30 seconds when the other was done only in 20 seconds (appendix 6).

The score of the first exercise was none of them had no mistake, seven students had one mistake, five had two, and the rest had three for four question of two different paragraph that consist of 4 paragraphs and 196 words. Better than the previous one, the second result showed that, for four question given, four of them had no mistake, one had two mistake, and the rest had one mistake. As being explained in the second indicator (80%), these second result were considered coming near to the goal, but when it was seen from the other side; the first result, the conclusion was different (appendix 7 and 8).

Furthermore, the students' comment on the activity stated that ten of them prefer using their last strategy to previewing (appendix 9). They felt more comfortable to read all words they found to gain their need in answering the questions. There were anxiety in their mind that they would not have been able to answer the questions as there had been specific information missed. This feeling were getting worse when they thought back to the limitation of time given. One of the student (Nrl) said :

> Sebenarmya sudah tahu, tapi prakteknya susah. Apalagi kalau kita dituntut untuk menjawab pertanyaan

It was supported by Ps who said :

> Ternyata lebih mudah ya membaca preview dari pada membaca keseluruhan isi dari teks. Waktu yang diperlukan juga lebih sedikit dari pada membaca seperti biasanya. Kesulitannya ketika menjawab pertanyaan dibaliknya. Saya lupa, tadi tuh tentang apa yang saya baca

The other reading strategy; predicting , had the same unsuccessful result. From ten question given, there were only three questions were being answer correctly, the other question had had one, two, three, and seven person had answered wrong. Those students said that these had happened as there were a limitation of time and their carelessness (see appendix 9, number 2). Its result was shown in the appendix 8. b and considered less successful to the last one.

d. The improvement of students' reading strategy; Scanning, Guessing words, Inductive- Deductive thinking, and Finding topics.

This improvement was proved by the second meeting results which was set to gain some indicators

Indicators :

1). Given a set of scanning exercise, students are able to scan for each information being asked in 5 seconds and finish to complete the answer in the next 5 seconds without doing any mistakes

2). Given an uncompleted paragraph, students are able to guess the missing words appropriately.

3). Given a set of inductive thinking and deductive thinking exercises, students are able to do it without making any mistakes.

4). Given three exercises of conversation's topic, paragraph's topic and main ideas, students are able to answer without making mistakes.

This first indicator got strong point from the speed of reading activity. The question given were ten close-test questions and the texts were written in

newspaper-shape printed in only one piece of paper for each text. This way, the students would be easy to find the location of the information needed without turning over the pages. Firstly, they had to underline or circle the answer and , secondly, they would finish answering by writing it down on the place submitted. That was why, the students would do this without doing any mistakes. This all activity which consisted of two scanning reading strategy in which had twenty questions, had been successfully done by the students. The reason was their speed of finishing was less than 3 minutes and 20 seconds; the limitation of time. Appendix 11 had shown that they had been finishing this activity within 1 minute and 32 seconds to 3 minutes and 5 seconds with all the answer was correct. It can be concluded, therefore, they had had no problem with scanning.

The second indicator of this meeting were set in order to see the students' use of appropriate words in context. The reading task had three section; the first one were five one-missing-word sentences in which the appropriate words were given. The second one was a ten-missing-word paragraph. Here, students were given the jumbled answer words and they did not only answer by writing the words but also writing down N if the word was considered a noun or a pronoun and V if it was considered verb or to be. The last one was a ten-missing-word paragraph, but the students had to find the words by themselves. The problem they had was thirteen of fifteen students thought that their very slow of the speed in finishing the task was related to their capability of linguistic problem; part of speech (appendix 13). In short, they needed more practices here.

There were two kinds of reading task here in the third indicator. The first one was the ten nine-word questions in which one of them was the general name of the group. Students were asked to circle which one was the word when teacher timed their activity. The second one was the students were given four topics and they had to work with another student to write down words those were related to it. Here most of the students had done well, they had had no mistake as stated in the indicator but they needed more time to be more familiar with this activity, 6 of them thought that it was a problem of finding familiar words related to the exercises (appendix 14).

This activity consisted of three kinds of task. The first one was five written conversations and the students had to answer what these people were talking about, where they were, and underline the clues which were stated more than two of them. As the dialogue given was considered simple dialogue; consisted short and familiar sentences, they had to gain no mistake target. This way the result was not reaching the goal, since there were only two students doing no mistake score, and the other was three of them had gotten four mistakes, one had gotten three mistakes, three had gotten two mistakes, and six had gotten one mistake (appendix 11). This result was considered missing the target so that some more practices were needed as the problem was unrelated to the linguistic term but to the knowledge of the world. Here, the students needed more practices.

The paragraph's topic activity had six 70 word paragraphs and each of them had three option of topic. Students were asked to choose the topic and state the two other which one was too specific or too general. Seven of them

had answered best, three of them had had good answer but bad reason, and the rest had had good answer but no reason. The result showed that they were able to reach the goal but need more practices to strengthen their reasoning in choosing the answer (appendix 11). It hopefully could be improved to the other activity.

The last part of this cycle was main idea section. This reading activity consisted of six 72 word paragraphs and three sentence options which the subjects of them were omitted, the students here had to write down the subjects and choose which sentence was the main idea of the paragraph. This way the students would be tested whether their chosen subjects were the right topics or not. The result showed that they have no problem with this kind of exercise as there was only one student had mistake in stating the name to the thing of the subject in one of six paragraphs given (appendix 11).

e. The improvement of paragraph pattern and skimming

This third meeting was set to gain some indicators which were stated in one kind of improvement; improvement of reading strategy.

Indicators :

1). Given a set of paragraph pattern exercise (listing, time order, cause-effect, comparison), students are able to differentiate their examples correctly

2). Given some paragraphs, students are able to match the pronouns to the referents in at least 80 % accuracy

3). Given a set of skimming exercise, students are able to skim for the ideas and the paragraph patterns in at least 80 % accuracy

The first indicator was the gain to the reading activity which consisted of two part activities. The first one were eight paragraphs in which each pattern had two examples. The second one were four mixed paragraphs. The students, here, had to find the topic, the main idea, the signals and the details. This kind of exercises were not considered a problem for them as they had answered correctly but six of them had stated that finding the signal was the most difficult part of it. Considering there was no mistake of their answers, this kind of activity was mastered well (appendix 16). It was supported by the students' comment on this activity. 9 of them said that the activity was easy to do (appendix 17).

f. The improvement of effective intellectual process

Appendix 19 showed that eleven students thought that the program changed their way of thinking effectively. Av said :

> Reading yang udah-udah sih diajarin juga reading strategy kayak gini, tapi gimana kita mikirnya terserah. Kayak scanning aja contohnya. Yang udah-udah sih, pokoknya ndang cepet cari jawabannya, terus dimenitin ama gurunya. Apalagi untuk guessing dan clue context, belum pernah saya alami. Kalau latihan seperti ini enak banget, kita jadi paham cara berpikirnya gimana. Tapi apa nggak terlambat, udah kadung extensive reading baru bisa.

He thought that his intellectual process grew when doing scanning. This also happened to Wdi who thought that her ability in finding signals and clue context uncreased. She said :

> Otak jadi cling. Terutama pas mikir bagian yang ruwet-ruwet seperti finding signals dan context clues. Harusnya berlanjut program seperti ini untuk jenis bacaan yang lebih sulit. Misalnya reading book dan novel, betul caranya sama tapi habit controlnya itu yang terasa bermanfaat.

The other students who thought that there was not a specific change suggested that it might happen as the reading materials given were so many that they would not be able to train themselves well.

g. The improvement of English thinking skills

The exercises which were considered as English thinking skill treatments were scanning, guessing word meaning, topic of conversations, paragraph pattern and skimming as those activities gave more opportunities to the students in experiencing in the real English context from reading. Since there was only one student thought it was interesting, the students English thinking skill had not increased yet.

4. Reflection

a. the result of ARP

The facts finding from observation listed the results of the students doing the exercises do not reach the goal in 100 % degree of accuracy. It is that way based on the level of difficulties have stated in the exercises match to the lower level of their linguistic . The result conclusion is as follows :

Number of Meeting	Reading Stage	Result	Suggested Activity
First	previewing	Near to the goal	Need more practices
	predicting	Unsuccessfully done	Need more practices
Second	scanning	Successfully done	
	Guessing word meaning	Unsuccessfully done	Need more practices
	Deductive and inductive thinking	Successfully done	Strengthened by reading habit diary
	Topic of	Unsuccessfully	Need more

	conversation	done	practices
	Topic of paragraph	Successfully done	Strengthened by reading habit diary
	Main idea	Successfully done	Strengthened by reading habit diary
Third	Paragraph pattern	Successfully done	Strengthened by reading habit diary
	skimming	Successfully done	Strengthened by reading habit diary

The first meeting has two reading strategy activities; previewing and predicting. Previewing exercises are done well, but the students' comment shows different thing. On the other hand, predicting exercises are considered difficult by the students as they think that their vocabulary and part of speech mastery problem. The results do not reach the indicators too.

The second meeting has two kinds of result. Those are successfully and unsuccessfully done. The activities considered unsuccessfully done are guessing word meaning, and topic of conversations. The results and the students' answer of the interview prove that guessing word is difficult and topic of conversation is untrained well.

The third meeting has two kinds of activity; paragraph pattern and skimming. The students think that those two activities are easy. Their results are gaining the indicators

b. The strengths of ARP

As discussed above, there are some strengths of ARP. Those are (1) the improvement of students' reading strategy, especially in scanning, skimming, inductive-deductive thinking, and paragraph pattern; and (2) the improvement of

students' effective intellectual process which they have tried to do the exercises step by step through some logical and systematical order.

c. The weaknesses of ARP

Based on the discussion too, there are some weaknesses of ARP. Those are (1) the improvement of students' reading motivation which has been increased by the student take home assignment that is not considered as self motivation; (2) the improvement of students' reading habit which has the problem and reason to the improvement of students' reading motivation; (3) the improvement students' reading strategy which are unsuccessfully trained, especially in predicting, previewing, topic of conversation, and guessing word meaning; and (4) the improvement of English thinking skills which is proved by the result of conversation topic.

5**. Recommendation**

Based on the findings, weaknesses, and strengths the researcher has found in the previous section, there are still some classifications of problems to be solved : (1) their unfamiliarity with some reading strategy exercises; (2) the anxious atmosphere; and (3) incompletion of algorithmic process which will be solved by combining to other strategies or completing action.

C. Cycle 2

As stated above, it recommended that a setting of the further program was needed. Those activities were as follow : (1) giving students the opportunities in practicing the reading strategies; (2) giving two kinds of practicing condition in the class and at home; (3) combining students' intellectual process to the other

activities; and (4) making more specific intellectual process. In addition, the activity in practicing reading similar materials more but in different condition are more emphasized because it is assumed that this can improve many aspects.

1. Revised Planning

The students are told to do two kinds of the same stage exercises. The first one had to be done at home and they timed the activities themselves. Here, the researcher gave more emphasize on the students' forming new habit of reading out of the class. The rest was done in the class. Every kind of stage in cycle 1 was set in cycle 2 but had more specific part of reading exercises. There were three kinds of observational report; students' reading diary, reading score and interview. Students' preferences of reading materials were important answer to prove the increasing of their habit and motivation. This would answer the problem of motivation later..

2. Action

Action was the implementation of the activity having been arranged in the general planning.

a. The first meeting

This first meeting of this program was held on the second of April 2008. it was attended by 15 students and two lecturers in one classroom of IKIP PGRI Madiun. This first meeting was carried out for about one hour and a half, it was started from 01.30 to 03.00 o'clock.

The exercises in reading task consisted of three part of reading strategy. Those were previewing, predicting, and finding topic of conversation. In previewing the students would have underlining and circling the most important

part of a passage. In predicting, students would have predicting which was helped by some pictures and ideas of story. In the last part, students would have more practices on guessing topic of some conversations. Those were :

1) defining students' motivation

Firstly, the students were asked about their reading diary, if there were any different atmosphere of reading before and after their entering the program. The answer was listed and classified. The main answer of this follow-up activity was they needed more relax condition in doing the next activity.

2) previewing

Secondly, the students were asked to remember the previewing reading strategy. Then the teacher said :

> These paragraphs consist of two kinds of activity. Some of them will be done here and the other will be done at home. But remember, though you do this at home, you have to time your selves and concern to do it by using the reading strategies we have learnt and take a note.

Then, the students did the exercises, teacher timed them and gave feedback. Each passage consisted of three to five paragraphs and not more than 240 words. The algorithmic steps used here were the same to the previous previewing but they had to write down information they thought important in a list given. The example of the passage, questions and list were as follows:

a). Text

Murder in the Language Lab

By M.L. Allen

This book is an unusual detective story. It begins with a crime, a murder. A scientist is killed in a laboratory. But no one knows who killed the scientist. Inspector Baker is the detective. He must find the killer, but he needs help.

He gets help from Sally, a chimpanzee. She lives in the laboratory. In this laboratory, scientists are studying language. They are interested in how

animals like Sally can learn some language. Sally is a very smart chimpanzee. She can not talk, but she can understand many words. She can answer questions by using a computer. Sally saw the murder. She is afraid of inspector Baker at first. But she wants to help. So, she tells inspector Baker who the murderer is.

If you like detective stories, you will enjoy this one. But you probably will not be able to guess who the murderer is.

b). Questions

1. This story is
    a. Full of information
    b. Sad
    c. Fun to read
    d. Difficult to read
2. Inspector Baker
    a. Finds the murderer himself
    b. Never finds the murderer
    c. Is studying language
    d. Gets help from a chimpanzee
3. Sally is
    a. A scientist
    b. A very smart animal
    c. Not a very smart animal
    d. A murderer

c). List

Clues	Text Information
Who	
What	
Where	
When	
How	

The students, then, answered the question after reading the text without looking at the text back and reading the note.

3) Predicting

In order to gain the objectives, the students were asked to do predicting on some uncompleted sentences. Then they would do the paragraphs. The algorithmic steps used here was:

Step 1. find the topic of these listed sentences

Step 2. remember all the ideas related to the topic

Step 3. determine whether the sentence is related to the topic. If yes, go to the last step. If no, go to step 4

Step 4. tick on the no cell

Step 5. tick on the yes cell

The example of the exercise was as follows :

	Yes	No
1. There are many poor people in Boston 2. the spring flowers are beautiful in Boston 3. There are many universities in Boston 4. Jobs are hard to find in the Boston area		

4) Finding topic of conversation

Here, students were given the same kind of exercise to the topic of conversation which they had learnt. The algorithmic steps were applied was the same too but the students did the exercises in less formal situation.

b. The second meeting

The second meeting consisted of guessing word meaning in which students were trained to learn more on part of speech which was included in (1)

sentence practice; (2) paragraph with option practice; (3) and paragraph practice. The last two practices consisted of several passages which were connected one to other. The story was about Helen Keller autobiography. More over, the students' take home assignments and diary would be discussed here. It was carried out for about one hour and a half from 01.30 to 03.00 o'clock, on the third of April 2008 in the same room. The exercise was as follows :

1) Sentence practice

1. When Henry is late for school, he_____ all the way.
2. Bill's mother _____his breakfast every morning.
3. Dr Diamond _____to go fishing
4. Sometimes Jane is homesick, so she _____her mother in London.
5. Liz takes piano lessons, and she _____very well.

Plays Runs Likes Cooks Calls

2) Paragraph with option practice

Instruction : Read the passage. Some words are missing. Guess what kind of word you need for each space. If you need a noun or a pronoun (a person or a thing), write N. if you need a verb (is, was, or a word for doing something), write V. the first one is done for you.

The Story of Helen Keller

Helen Keller was a famous American. She was a writer and a speaker. She wrote (1)N and articles about education and politics. She (2)_____to every part of the world. But the surprising fact about Helen Keller (3)_____this: she could not see and she could not hear. This blind, deaf (4)_____ was a very special person	1. _____ 2. _____ 3._____ 4. _____
The missing words : Woman books was traveled	

Show your work to other students. Do you agree ?

3) Paragraph practice

Instruction : Read the passage. Some words are missing. But the first letter of the word is there. After you read the passage, go back and guess a word for each space. Write the word on the line to the right. Work with another student.

Annie Sullivan finally came to the Keller home. She came by train from Boston. Helen's (1)m ……and father tried to tell Helen (2)t ……..Annie was her friend. They could (3)n ……. make her understand.	1. _____ 2. _____ 3. _____

3. Observation

As mentioned above, there would be two meeting of getting more on reading practices. The activities were classified in the improvements as follows:

a. The improvement of reading habit

The students reading habit was still the same with the previous cycle, as the students did the reading activities under the condition of the tasks was their teacher given exercises. This way could send the discussion to find the answer to the last cycle.

b. The improvement of students' reading strategy

1) The first meeting

Indicators :

a) Given some 72 word passages, students are asked to underline the main part of them, circle the specific words, and answer the questions based on them correctly

b) Given a set of predicting ideas, students are able to answer them correctly

c) Given 5 conversations, students are able to state what the topic is, where the place is, and underline the clues

The activity of previewing was done to gain the first indicator in which three 72 word passages had been given to the students. Each of the passages has eight questions. The students started doing the exercise by underlining and circling to make them easy to answer. One of their best result was listed; one student had no mistake, 5 students had 1 mistake, 2 students had 2 mistakes, 7 students had 3 mistakes. They had not been successful in doing the task. The reason came from students' comment were 10 of them were feeling anxiety in losing the information they need when they had to answer the questions. The nightmare questions which could not be answered got this worse.

The second indicator was gained successfully. As there were 4 students had no mistake, 6 students had 1 mistake, and 5 students had 2 mistakes, this activity was not the problem anymore for the students.

The third indicator got the same result to the first one. There were still some students who had failed to answer the question correctly. Being more details, there were 3 students had 3 mistakes, 1 students had 2 mistakes, 3 students had 1 mistake, and 8 students had no wrong answer. This, in short, showed that reading short conversation was a problem to their reading activity (appendix 21).

2) The second meeting

This second meeting was set to gain some indicators, those were :

a) Given a set of part of speech exercises in incomplete sentences, students are able to state what kind of words needed and submit the appropriate words.

b) Given some word missing paragraph, students are able to state what kind of word needed and submit the appropriate words .

c) Given some word missing paragraphs, students are able to submit the appropriate words and give other possible answer.

d). Students submitted their reading diary

The first indicator was gained successfully as the result of the students had reached the best score. To be more details, there were 9 students had no mistake, 2 students had 1 mistake, and 4 students had 2 mistakes.

The second and the last indicators was done the same way to the first one. There were 8 students had no mistakes and stated 7 synonyms to the words, 3 students had 1 mistake and stated 6 synonyms to the words, and 4 students had 2 mistakes and stated 5 synonyms (appendix 24).

c. The improvement of reading motivation

This activity was concerning to give students reading motivation through story reading exercises. It was done pretty well as they were motivated in doing the exercises at home which had been finished completely and the record of reading time they had written in each text. Besides that their many kinds of reading material preferences was shown that there were only 2 students had had more than 4 kinds of reading materials, when the others had had less than that (appendix 25) . It was, therefore, about to be trained deeper to their self motivation.

d. The improvement of English thinking skills

As seen in the result of conversation topic, this activity did not gain to the indicators. It could lead the discussion to the real condition that students had had a problem on this thinking skill.

4. **Reflection**

a. The result of ARP

The results of the second cycle was concluded as follows :

Number of Meeting	Reading Stage	Result	Suggested Activity
First	Previewing	Unsuccessfully	Need More practices
	Predicting	Successfully Done	
	Finding Topic of Conversation	Unsuccessfully	Need More practices
Second	Guessing Word Meaning	Successfully Done	

The first meeting had three reading strategy activities that two of them were done unsuccessfully. It happened as the problem of students' anxiety of answering the questions and losing the information needed. The other one was related to their untrained well in doing more similar exercises.

The second meeting had only one reading strategy activity which were broken down into three kinds of tasks that had its intellectual process through its instructions. It was successfully done as it reached the indicator given.

b. The strengths of ARP

The improvement of the students' reading strategy was the only strength shown by this cycle. It consisted of two reading strategies; predicting and guessing word meaning.

c. The weaknesses of ARP

1) The improvement of English thinking skills

They were about to reach the goal that they read better and faster. But they needed more learning to read at their level and the thinking of English reading for more. This way was needed as they had to understand some written conversation based on the native speakers' culture (Cohen, 1999 ; 160). In short, a set of thinking English skills were needed here. Jeffries (1986 ; 289) strongly proved and said that the exercises had been designed to provide practice in grasping logical thought patterns in English and the guessing meaning of words from any contexts. It would be done in the next cycle.

2) The improvement of students' reading strategy

The other problem was previewing. There were 14 of 15 students who had been reading very carefully and being afraid of losing the information they need for answering the questions. The students' anxiety would be limited to the next reading activity. this feeling would develop some broken bridge to the linguistic competence in doing language learning. Weiner (1986 ; 286) called this as the full range of emotions which was accompany to failure and rejection.

3) The improvement of students' reading habit and motivation

The students' reading habit and motivation were still the same with the previous cycle, as the students did the reading activities under the condition of the

tasks was their teacher given exercises. This way could send the discussion to find the answer to the last cycle.

5. **Recommendation**

Based on the findings above, it was recommended that the next cycle was needed. A set of thinking English skills were needed here in order to gain the goal of finding the conversation topic. Besides that, students need more previewing exercises without being afraid of answering the question.

D. Cycle 3

1. Revised Planning

Here, they were set to have longer reading texts exercises which gave them opportunities to explore their knowledge of English culture on context. Each of the text consists of 200 words to 1000 that were arranged as a to-be-continued story. Every texts had question to be answered and the teacher timed them. These passages were completed by random pictures which would help the students to answer the question and the way of the native speaker think.

2. Action

Action was the implementation of the activity having been arranged in the general planning.

a. The first meeting was held in IKIP PGRI Madiun, in June 29th 2008. it was carried out for about one hour and a half from 08.00 to 09.30 o'clock. There were 5 sets of thinking English activity which each of them consisted of 5

sentences and the missing part that was the important answer of them. The option of the possible answer were given from a to d. the students had to do this each part in 3 minutes.

(1) Introduction

The lesson this day was started by teacher's greeting and said something about what the students ' activity.

> Class, today we are going to find some solutions on your last problem in reading. Do you still remember ? Good. You have had no idea on reading some written conversations, huh? Ok. I will ask you this question. Do you think that Indonesian has the same way of thinking to English people ?

Several students said yes, and the other said no. Then, the teacher asked their reason by giving first exercise on thinking skills. The exercise was as follows :

1. It used to take months to cross the Atlantic ocean in a ship. But now a plane can cross the Atlantic in :

   a. a few months
   b. a long time
   c. a few hours
   d. more time

2. The easiest way to travel is to walk. You don't need anything special. All you need is :

   a. two feet
   b. to hurry
   c. a car
   d. gasoline

3. Cars are a problem in big cities. There are too many cars in the streets. Most city streets are noisy and :

   a. safe
   b. large
   c. parking
   d. crowded

4. Alexander Graham Bell made the first telephone in 1876 in the United States. Now the telephone is international. You can use it to talk to someone anywhere :

   a. in the city
   b. in the world
   c. in history
   d. on time

5. Henry went to the doctor because he could not see well. The doctor told him he should get a new pair of :

a. shoes
b. pants
c. gloves
d. glasses

Teacher said :

You have to cross one of the answers, and underline the word that leads you to choose it.

(2) English Thinking skills

The students found themselves difficult to answer the questions, so the teacher gave them the way to make it easier.

Step 1. read the sentences

Step 2. is there a specific clue ? if yes, go to the next step.

If no, go to step 1

Step 3. guess the answer

Step 4. check your answer to the answer keys on the next page.

Step 5. is it right ? if yes go to the next step. If no, go to step 2.

Step 6. do the next exercise.

Here, the teacher helped them by giving an example and explanations on conjunctions, context clues, and other related terms. The students did all five sets of thinking skill exercises.

b. The second meeting was held at the same place and in the next day. Here, the students were trained to match the passages given to the pictures. The five

passages were to-be-continued story which would help them to erase their anxiety and change them to curiosity.

1) Step explanation

This activity had to control the students in doing the exercises in the same way, without concerning where they would do these. Those ways were :

a) Always preview before you start reading
b) Time yourself
c) Do not use a dictionary. Guess the meanings of new words
d) Do not try to read every word. Read for ideas
e) Ask questions while you read
f) Keep a record of your reading rate on the Progress Chart
g) Find the picture, and write down something to keep you remember.

2) Previewing

Students were told to read some passages about Mr. and Mrs. Diamond who were two different people in their body descriptions and characters. In details, the first passages told them about who they were. The next ones were told them about a health problem that came to Mr. Diamond, and then, it would be the problem of their happy marriage. Each passage contained 280-350 words and

A random placed picture. Those sentences were written in a paragraph of simple sentences and conversations. The students had to write down the starting and finishing time.

3. Observation

As mentioned above, there would be two meeting of getting more on reading practices. This two meeting were set to gain some indicators, those were:

a. Given 5 sets of thinking English exercises, students are able to choose one of four related word to each text correctly.

b. Given 5 passages, 5 pictures, and questions for the whole passages, students are able to match them and answer the question correctly

1). The improvement of English thinking skills

There were none of them had no mistake but most of them had one mistake only. In the three second exercises, the students had done better. There were three students had no mistake, 7 had one mistake, 3 had two mistakes, and 2 had three mistakes. This showed that the target was near to be gained (appendix 27) . More practices were needed.

2). The improvement of students' reading strategy

The result showed that there was no one had no mistake, one student had one mistake, 5 students had 2 mistakes, 4 had 3, 3 had 4, and 2 had 5. This was meant that the result was still unsuccessfully gained. The results shown in appendix 32 b said different evidence. The students answered that they had applied the reading strategy trained, though it was not only related to particular reading strategy.

3). The improvement of students' reading habit and motivation

Based on their answers to the questionnaire, most of the students were motivated and doing reading more often. It can proved by their final reading diary that showed this (appendix 5).

4. **Reflection**

a. The result of ARP

The result of cycle 3 has proved that : the reading strategy activity is needed more by the students. It does not mean that this activity is unsuccessfully done, but it will be better to strengthen this through more practices.

a. The strengths of ARP

The strengths in cycle 1, 2, and 3 is the improvement of their experience in finding their weaknesses in reading that is related to their motivation, habit, experience and, the most important one, specific part of the linguistic inability.

b. The weaknesses of ARP

Generally, the algorithmic process of designing the instruction to the classroom can not be applied in the ambiguous part of linguistic term. As the example when students were analyzing guessing words, they were confused on the term of have got and have gotten that was related to the incomplete sentence in a paragraph.

The other weaknesses is the algorithmic reading program is applied only in a 100 hour learning English class. In order to minimize the lack of motivation, the starting point has to be within the students English level. It means it is impossible to the beginning students.

5. **Recommendation**

Based on the findings, weaknesses, and the strengths the researcher found in the previous sections, it is strongly suggested that when algorithmic reading program is applied there must be some conditions as follows : (1) the students have to take English course for more than 100 hour. (2) the linguistic part is being done by the algorithmic process have to be unambiguous one.

CHAPTER V

DISCUSSION OF RESEARCH FINDINGS, CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Discussion of Research Findings

The four part of this chapter has provided the overview of research findings of Algorithmic Reading Program used to improve the students' reading competence. The research findings show some important points as follows : (1) The improvement of students' reading competence motivation; (2) The improvement of students' reading motivation; (3) the improvement of using reading strategy; (4) the improvement of English thinking skills; (5) the improvement of effective intellectual process; (6)The improvement of reading habit; and the last but not least (7) the improvement of reading competence.

These seven values can be classified into three main themes in order to answer the problem statements in the first chapter: (1) The improvement of reading competence; (2) The effectiveness of ARP in improving students' reading competence and the kinds of reading improvement.

1. The improvement of reading competence

This statement is supported by these two following tables which show the pre and post test results. The pre test is taken at the first meeting of extensive reading class which has all the students taking the test, but the result discussed

here only fifteen students who take the ARP. On the other hand, the post test is taken at the end of the extensive reading class.

The pretest result

Lowest mark	Mean	Highest mark
30	46,33	63

The post test result

Lowest mark	Mean	Highest mark
47	64,06	77

2. The effectiveness of ARP in improving students' reading competence and the kinds of reading improvement.

a. the improvement of reading strategy

Algorithmic Reading Program can establish one uses reading strategy. In this activity students learn to read in concerning to use the reading strategy in order to find the information effectively and manage the time in reading. This will possibly happen when they have systematically intellectual process. This also is approved by Lovas;

> My impression is that two common forms of simplification are these: (1) at the rhetorical level, to identify a template or algorithm (introduction, body, conclusion; 5-paragraph essay; thesis-support) that the student must learn and then practice that same writing model over and over; (2) at the grammatical level, to identify the "major" errors (or "most common" errors), typically fragments, run-on sentences, comma splices, subject-verb agreement, and "teach" those errors. A lot of pedagogy is directed at finding ways to get students engaged in practicing the rhetorical algorithm and the sentence-level error recognition. (http://www.mhhe.com/socscience/english/tbw/Lovas/references.htm)

This process will be more specific in giving problem solver for students' reading activity. Moreover, a computer scientist, Lawrence Snyder, answered that,

> For those of us who teach it, this is the 500-pound gorilla. It's the kind of thinking we refer to many times when we talk about problem-solving in mathematics and science. It is thinking in a procedural way to solve a problem by following a step-by-step process. You should begin with this, then do that, and so forth.

When he was interviewed by Florence Olsen for Information Technology which was published on Wednesday, March 22, 2000. The question was about the main definition of algorithmic thinking and why it was important for English and History majors (http://chronicle.com/free/2000/03/2000032201t.htm) Here, it can be concluded that when this kind of activity in which the students are working within their effective reasoning capabilities, and the steps given are started within their capabilities then step by step come to the complicated problem solving areas, it is shown to the process of Algorithmic program. It also prevents ambiguity to the term that students were confused in.

The students, who was the objects of this research, found themselves had had a problem in part of speech when they had been doing predicting. The problem was solved by giving them more breaking down practices of guessing words which firstly they had to analyze their understanding on this term.

The same case happened to their way of previewing and scanning. These reading strategies are not new to them but the willingness in using them is the big question. The algorithmic previewing process, that had been applied many times, eased them to use it. It was meant, therefore, this is not the problem of reading strategy knowledge but the effective experience in using it. It was stronger supported by the result of the last questionnaire asking on their continuing the use

of the strategy after having the program. There are listed of eleven students who stated that they are continuing the reading strategy in their reading activity.

b. The Improvement of Reading Habit and Motivation

Language is habit formation. The reading competence will improve that way too. This notion is simply explained; when one is able to read effectively, he will read a lot, but it will be different if one many times find difficulties in reading. He will prefer to do other things than reading.

Nuttal (1987: 171) stated that this teacher activity in promoting students' reading habit is one important part of making students' want to read in extensive reading class. He suggested to the teachers to improve this habit by starting the reading point from their linguistic level reading materials, promoting more reading activity, and improve many facilitation for reading.

This program, in fact, asked the students to read the task that they had taken at home and they had chosen. The report of their kinds of chosen materials and length of time they shared for reading had showed that it had been increasing. This idea is in a way to what Jeffries (1986: vii) said:

> Recent research in both first and second language reading confirms that the key to reading improvement is extensive practice, as common sense suggests. Reading for pleasure is therefore an essential part of this book. Students must begin to develop the habit of extensive reading. This can only happen if they are given the opportunity to select their own materials.

c. Knowledge of the World improvement.

Language is inseparable to the context. This idea needs to be learnt by reading more native speaker written texts. The research findings has proved that there were problem of English text writing students had to understand, such as

writing name of person, simple reasoning in conversation, etcetera. Jeffries (1984 ; 281) said that :

> …….in this exercises the students will learn to recognize synonyms, comparatives, definition, analogies, opposites, and classifications. They will practice using syntactic clues, guessing word meanings, and drawing conclusions. The thinking skills exercises require little outside knowledge.

In conclusion algorithmic reading program improves various competence of students' reading through all effective activities which are provided in the reading exercises.

B. Conclusion

Based on the findings in conducting the Algorithmic Reading Program to improve the students' reading competence, the researcher presents some conclusions viewed from several dimensions. The major conclusion of the study is that the implementation of Algorithmic Reading Program is successful in some ways. First, ARP can develop the establishment of using reading strategy. The competence of a good reader includes the mastery of reading strategy which give them line to find the important information without sparing time and preventing the lack of reading motivation.

Second, the improvement of reading habit stay as this program asked the students to read the task that they had taken at home and they had chosen. The report of their kinds of chosen materials and length of time they shared for reading had showed that it had been increasing. Student chosen materials is increasing their motivation on reading, and of course make them read more.

Third, the improvement of knowledge of the world here which is provided in the text that lead the students to guess based on the English context, would

possibly be supported by reading many kinds of reading materials as many as possible. This kind of exercises require little outside knowledge they need to make their reading more pleasurable.

C. Implication and Recommendation

The research finding of this study implies that ARP is very important for the students and they should do this program as one technique to improve the students' reading competence due to the fact that algorithmic reading program can effectively improve : (1) The establishment of using reading strategy, (2) The improvement of reading habit, and (3) the improvement of the knowledge of the reading world.

Realizing that algorithmic reading program is very essential in developing students' reading competence, some recommendations are put forward to the English reading teachers, the institution, to other researchers, and the students.

Firstly, the teachers should facilitate that the competence of reading is closely related to the tasks students read. Giving the students best chosen tasks, suitable for their need and interest, and moreover a space of their own chosen materials may ease them to find and encourage their motivation and interest to reading activity. it will be more helpful when the materials are shaped their commitment to time themselves and read faster.

Secondly, in order to get to very near to the goals of teaching reading, the teachers have to know and teach them the way to think in English as the target language. This will be accommodated by giving the students the native speaker articles as many as possible. Newspaper, magazine, internet articles are short of

examples of them. The other way in facilitating the English thinking is to know how far they have learnt. This condition will be shown well when the teachers ask them to perform their thinking and opinion on the materials given or to explain their answer orally sometimes. By so doing, the teachers themselves will understand better the condition of the students intellectual process on the language.

Thirdly, reading power is based on the belief that the best reading practice materials are the ones which the student selects. The reason for this is simple; when students select a book which interests them, they usually already have some knowledge about the subject, so their understand will be greater. They will also find the reading more enjoyable. In a way, books are preferable to short articles or stories because reading a book is more likely to improve reading fluency.

These reasons, therefore, lead the discussion to the important part of choosing book capability in improving reading competence. Teachers have to show and set an instruction to lead the students in improving this capability. They have to teach where to find books such as library, national library, other institution's library, good book stores, etcetera in early reading class. The teachers should meet regularly with individual students for conferences on the students' pleasure reading books. The last but not least is students assess their rate improvement practice in their selected books. This research has trained how to choose a good book, can be one of facilitation to this.

Fourthly, dealing with the students' reading strategy , teachers have to be innovative and sensitive to their students' need. In setting classroom instruction, they have to concern to these four procedures of students' intellectual process.

Those are the main procedure to apply algorithmic reading program. They have to be more specific and clear in evaluating their own experience in reading strategy in order to find smaller meaningful part of linguistic term of reading materials. How their intellectual process works it out will be helpful to set a clear instruction in succeeding the students' . Moreover, teachers must know the linking line of reading strategy one to another. This will give clear direction to the teachers to strengthen students' motivation in using the reading strategy.

The next recommendations are for the institution. Reading as mentioned above is inseparable activity to reading materials, that is why a great amount of new, international-scope, interesting books will facilitate this activity a lot. Since students' low motivation in reading is very common problem today, the institution has to support the improvement of university's library, here in details for the use, the quality , and the quantity. Comfortable, large enough, and fast served facility of the library will make the family member of the university to come and enjoy the activity there. The teaching regulation on making use of the library to every field of discipline will improve the library turn in supporting students' successful learning.

The other recommendation for the institution is to exhibit reading book conferences, regional and national one. This can be held in some events, such as story telling competition, inbox book digestion conference, etcetera. This kind of events will encourage and set up the reading book lover atmosphere in the institution more, and one who does not care about his reading ability will turn to be aware of his changing into better one. This way too, the institution should give

rewards to book well reading performance that directly give more positive space to this kind of activity.

The last recommendation is for the students who are the main actors of this research. The students themselves, the ones who are able to improve their own reading motivation and competence. There is no other way to turn if ones are not able to read, the other will not be able to help them reading as good as they do it by themselves. They should study hard and get a good relationship to who will help them to read better. They should throw away their laziness, anxiety, and confusion in reading activity. Besides, they should remember that the improvement of reading competence will improve their knowledge in other disciplines.

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The students' reading rate on page 3-6 exercises and the correct answer from each four question on the text (cycle 1)

no	Name of ss	time	Correct answer	time	Correct answer	time	Correct answer
1	Av	21	1	25	4	31	3
2	Snl	19	3	24	3	31	2
3	Nrla	22	1	31	3	30	3
4	Wdi	23	3	29	2	42	4
5	Nrl	28	3	29	2	37	4
6	An	20	3	32	3	34	4
7	Rhy	27	3	39	2	42	2
8	Mrt	25	3	34	3	37,5	4
9	Etw						
10	Ps						
11	Rw						
12	DSP						
13	TK						
14	DK						
15	LF						

The students' reading rate on page exercises and the correct answer from each four question on the text

no	Name of ss						
1	Av						
2	Snl						
3	Nrla						
4	Wdi						
5	Nrl						
6	An						
7	Rhy						

8	Mrt						
9	Etw						
10	Ps						
11	Rw						
12	DSP						
13	TK						
14	DK						
15	LF						

The students' answer the question of Scanning

No	Name	Answer	Proved of
1	Av	Butuh ketelitian mata, kurang cermat dalam mencari nama pengarang, lupa kalau nama pengarang harus dibalik, dari Ansrew Wright jadi Wright Andrew.	1 2
2	Snl	Harus teliti menurut saya, karena waktu kita baca indeks tulisannya kecil-kecil. Namanya ada yang dibalik	1 3 2
3	Nrla	Susah, cepet-cepet.	4
4	Wdi	Scanning sangat memudahkan saya, karena kita langsung bisa dapat apa yang kita cari, tapi kalo kita tidak teliti, maka kita tidak akan ngerti apa scanning itu, saya kurang teliti dalam mencari index, tulisannya terlalu kecil	1 3
5	Nrl	Butuh ketelitian, tulisannya kecil, penataannya kurang rapi lagi. Pada saat cari nama orang harus dibalik bikin bingung	1 3 2
6	An	Harusnya saya lebih teliti, ngerti maksudnya, nggak tegang tapi santai aja. Tulisannya kecil-kecil udah gitu lupa kalau nama harus dibalik nyarinya	1 5 6 3 2

7	Rhy	Aku ga pernah sih, jadi baru banget. Biarpun dulu mungkin udah pernah diajarin tapi nggak betul-betul dijalani perintahnya jadi sekarang tidak biasa.	7
8	Mrt	Pada saat mencari nama pengarang dimana namanya harus kita balik, emang sulit, emang butuh ketelitian, dan kejelian sulit banget buat cari jawaban yang pas.	3 1
9	Etw	Kelemahan saya, bahasanya masih asing, biasa sama iklan bahasa Indonesia	7
10	Ps	Bingung untuk mencari, bu fida. Tadi baca soalnya cepat-cepat jadinya saya ga' konsen, untuk jawab soalnya.	4 8
11	Rw	Kesulitan saya adalah harus ngerti secara detil, berdasarkan pertanyaan, nyariin jawaban sesuai tema atau gambar juga susah.	1 9
12	DSP		1 7 3 2
13	TK		1 7 3
14	DK		3 2
15	LF		8

1 = 9 2 = 6 3 = 8 4 = 2 5 = 1 6 = 1 7 = 4 8 = 2 9 = 1

Students' answer for the difficulty they find from guessing the missing words

No	Name	Answer	Proved of
1	Av	Saya mengalami kesulitan untuk menebak, jawabannya bingung dalam menentukan jawaban yang pas	1 2
2	Snl	Vocabnya kurang jadi ya susah	3
3	Nrla	Sesah milih kata yang pas	2
4	Wdi	Susah banget, karena ga paham part of speech	4
5	Nrl	Saya sulit karena ga ngerti part of speech	4
6	An	Part of speech aja ga paham jadi ya susah	4

		menebaknya	
7	Rhy	Susah ya mbak kadang bisa juga sih pakai insting	5
8	Mrt	Ga paham part of speech	4
9	Etw	Kurang pengalaman mendapatkan kata baru dan menerjemahkan kata	2 3
10	Ps	Pengalaman kurang, susah menebak meaning dari kata itu.	3 5
11	Rw	Kesulitan saya mencari kata yangsesuai yang harus disesuaikan dengan kalimat	4
12	DSP		3 5
13	TK		4 5
14	DK		2 3 5
15	LF		2 1 4

1=2 2=5 3=5 4=7 5=5

Students' favorite reading materials (cycle 2)

Students respon on paragraph pattern exercises

Students' reading diary (cycle 2)

No	Name	Length/day	Length/week	Words/each	difficulties
1	Av				
2	Snl				
3	Nrla				
4	Wdi				
5	Nrl				
6	An				
7	Rhy				
8	Mrt				
9	Etw				
10	Ps				

11	Rw				
12	DSP				
13	TK				
14	DK				
15	LF				

No	Name	Answer	Proved of
1	Av		
2	Snl		
3	Nrla		
4	Wdi		
5	Nrl		
6	An		
7	Rhy		
8	Mrt		
9	Etw		
10	Ps		
11	Rw		
12	DSP		
13	TK		
14	DK		
15	LF		

a. Focus on Cognitive and Metacognitive Strategies

Urughart says that useful distinction can be made as follows :

> Cognitive strategies are the more familiar mental processes that enable us to read, ranging from working out the meaning of words in context through to skimming a whole text quickly to extract the gist. Metacognitive strategies are more concerned with thinking about the reading experience itself and are seen to involve. (1998:179)

Identification, grouping, retention, and storage of language materials are some examples of cognitive strategy given by Cohen (1999:7). He also says that pre-assessment, and pre-planning, while-reading planning and evaluation, and post-assessment as example of the other one.

b. words analysis words recognition ability stages ruddell 91, various ways to read words 323, prior student state for learning word meaning 419good sensitive experience readers of literature 646, see internet Jordan 144

c. words analysis words recognition ability stages ruddell 91, various ways to read words 323, prior student state for learning word meaning 419good sensitive experience readers of literature 646, see internet Jordan 144

d. deciding on skill and strategy 121, reading skill taxonomy urughart 90, indicators 150

It is begun by a notion that 60 percent of this population in the world is multilingual. It changes into bilingual and multilingual up to now. As every body knows, English becomes the world's most widely studied foreign language, when it was Latin stated there. In the sixteenth century, however, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. And it is fair, then, to say that throughout history foreign language learning has always been an important practical concern. (Richards; 2001)

Appendix 1

a. Students' reading practice results

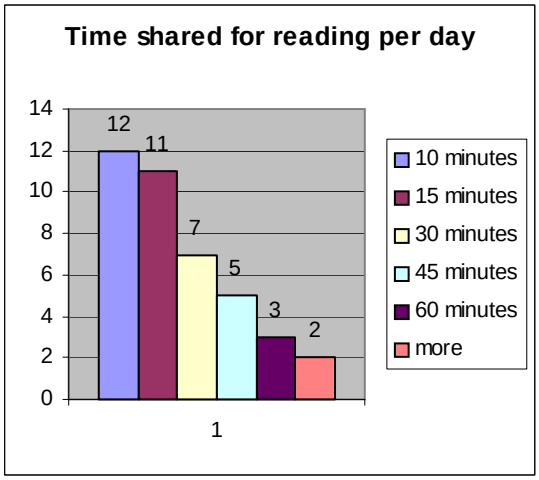
No.	First reading result	Second reading result	Third reading result	Explanation on three times test
1.	39	44	39	
2.	63	43	54	Once
3.	43	41	39	
4.	40	51	76	once
5.	43	45	52	
6.	52	43	60	once
7.	47	61	66	twice
8.	57	50	76	once
9.	47	50	50	
10.	47	38	37	
11.	46	18	88	once
12.	60	18	83	Twice
13.	50	41	79	once
14.	31	39	48	
15.	30	45	31	
16.	71	49	40	once
17.	52	69	42	once
18.	79	35	62	twice
19.	52	93	60	twice
20.	89	82	70	Three times
21.	68	44	64	twice
22.	90	47	57	once
23.	41	69	63	twice
24.	55	64	46	once
25.	56	38	50	
26.	51	41	44	
27.	46	42	45	
28.	58	60	55	once
29.	62	98	61	Three times
30.	41	75	72	twice
31.	41	63	52	once
32.	28	59	53	
33.	43	32	40	
34.	49	44	44	
35.	35	86	44	once
36.	63	36	49	once
37.	53	62	47	once
38.	53	44	77	once
39.	88	49	50	once
40.	50	28	38	

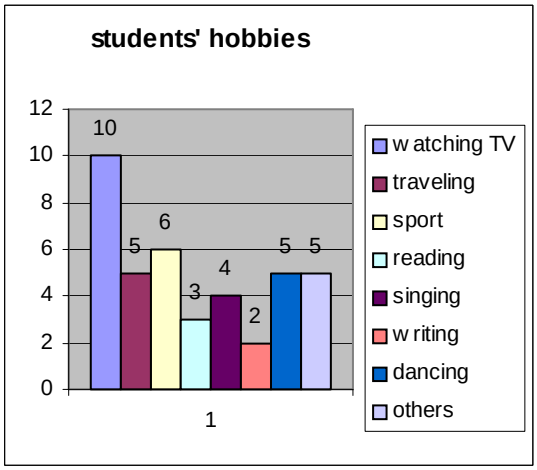
average	52.725	50.9	55.075	

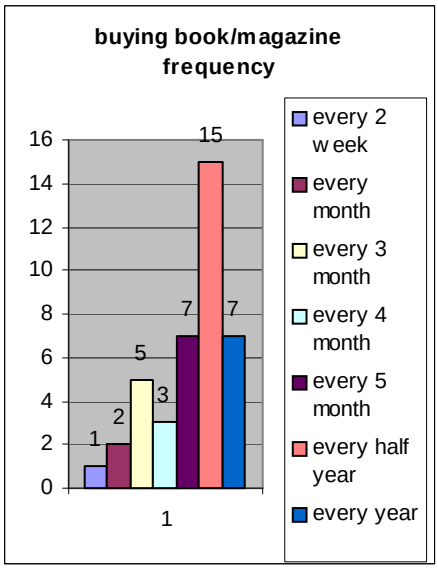
b. Extensive Reading Test

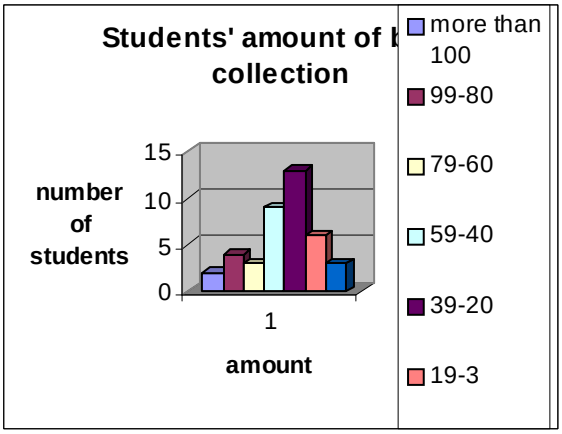
Appendix 2

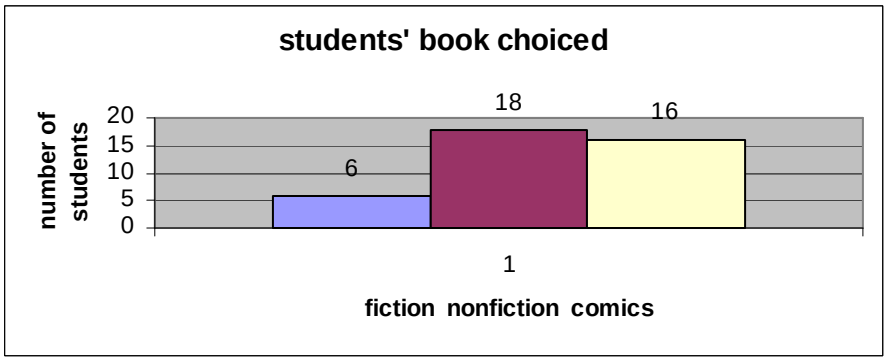
Pre survey; students' reading habit condition











Appendix 3

Extensive Reading Questionnaire

1. Apakah membaca adalah salah satu dari hobi anda ? 1. ya 2. tidak

2. Kalau tidak, mengapa ?.....

.....

3. Apakah anda mempunyai koleksi buku pribadi ? 1. ya 2. tidak

……buku

4. Pernahkah anda mengukur kecepatan kemampuan membaca anda. Baik dalam membaca teks berbahasa Indonesia sekalipun ?

   1. ya 2. tidak

5. Kalau ya. Berapa kecepatan membaca anda ? ……kata/ menit

6. Jika anda mendapatkan sebuah artikel berbahasa Inggris. Berapa persen kira-kira anda dapat memahami maksud dari bacaan tersebut dalam sekali membaca ? ……..%

7. Berapa artikel berbahasa Indonesia yang anda baca dalam satu minggu ? .....judul atau ……buku

8. Berapa artikel berbahasa inggris yang anda baca dalam satu minggu ? ……judul……paragraf……buku

9. Apakah anda memiliki keinginan untuk memperbaiki kualitas membaca anda, terutama membaca artikel berbahasa Inggris ?
   1. ya 2. tidak

10. Jika ada sebuah pelatihan (diluar jadual kuliah) yang akan menyita waktu anda selama tiga minggu, apakah anda bersedia mengikutinya (tanpa dipungut biaya) ? 1. ya 2. tidak 3. ragu-ragu

11. Pelatihan tersebut sangat membutuhkan kedisiplinan yang tinggi, apakah anda merasa memiliki tingkat disiplin yang cukup untuk mengikutinya ?
    1. ya 2. tidak 3. ragu-ragu

12. Apakah harapan dan saran anda pada pelatihan yang akan anda lakukan tersebut ?

    ……

    ……

13. Jika anda bersedia. Mohon tuliskan nama

……..

No hp ……/no lain……

Hari kosong ……pagi/ sore, ……pagi/sore

……pagi/sore dan ……..pagi/sore

14. Terima kasih anda telah banyak membantu. Kami akan menghubungi anda secepatnya.

Appendix 4

STUDENTS' COMMENT ON THEIR PREVIOUS READING PROGRAM

NAME	COMMENTS	PROVED OF

A.N	Menurut aku kelas reading semester 1-3 Kalau semester 1 agak sedikit kurang ngerti soale dosennya Bp. Ra kalau ngajar gak begitu memperhatikan. Tapi pas di semester 2-3 dosennya Bu Lusia. Pertama kali pelajaran reading agak kaget juga soalnya selama semester 1 aku gak begitu ngerti tapi lama-lama aku mengerti juga. Selama Bu L mengajar reading enak sih tapi agak tegang juga tapi jadi mudah ngerti soalnya ngajarnya jelas dan sering banget latihan-latihan jadi reading aku meningkat daripada semester 1.	Teacher problem
W.DA	Kalau kelas reading pada semester 1 sangat membosankan. Karena hanya selalu menerjemahkan ke bahasa indonesia tanpa mengerti apa maksud dari itu. Tapi kalau saat UAS dan UTS sangat asyik karena soalnya sama dengan kuliah, sehingga lebih mudah untuk mengerjakan dan mendapat nilai yang baik. Sedangkan di semester 2 dan 3, kelas reading cukup mengasyikkan, walupun dosennya gak terlalu suka humoris. Suasana kelas sangat tegang sekali, sehingga kita semua merasa dikejar-kejar oleh sesuatu yang menakutkan. Tapi saat UTS dan UAS soal yang kita dapat lebih mudah daripada saat kita mengikuti kuliahnya.	Teacher problem
NRL	Dosen saya waktu semester 1 gak enak banget, gak profesional, and gak asyik. Perasaan saya gak dapat apa-apa tuh. Kayaknya soal-saol ujian yang dikasih sama p. Ra terlalu mudah alias gak sesuai ma “mahasiswa” ex : kita Cuma disuruh menjawab pertanyaan dari beberapa paragraf yang gak mutu. P. ra gak pernah ngasih tahu gimana caranya biar kita bisa baca cepat sekaligus dengan memahami arti. Semester 2 dan 1 dosen saya bu L, menurut saya dia profesional banget. Dia menuntut mahasiswa untuk disiplin. Dia udah ngajarin gimana caranya baca cepat.	Teacher problem
RW	- Reading semester 1 Bp. Ra. - Mengajarnya pelan-pelan, enak, tapi tidak dapat mencerna apa yang diajarkan. - Semester 2 : Bp. R.	Teacher problem

	Tidak semangat / tidak dapat memahami apa yang diajarkan. - Semester 3 : Bu F Enak, mudah dipahami Semangat dan dapat mencerna apa yang diajarkan. Semester 4 : Bp. Ra Pelan / kurang semangat Tidak bisa memahami suatu bacaan Tidak dapat mencerna apa yang diberikan / diajarkan.	
ETW	Selama mengikuti kelas reading dari semester 1-4 sangat sedikit ilmu yang didapatkan karena sebagian besar materi yang dibahas merupakan pengulangan dari materi bahasa inggris di sekolah menengah.	Reading task problem
MRT	Kelas reading selama ini gak ngebantu aku buat suka membaca tapi di dosen dosen tertentu aja. Misalnya aja pas di semester 1 ya tiap kali pertemuan cuma jadi pendengar yang baik aja, trus ngerjain tugas sesuai ama materi yang dikasih. Ditambah ngajarnya cepet banget. Yang sering ya…gak dong! Pas semester 2 kaya-kaya cuma ngisi absen, rame di kelas, baca bacaan kalau ditunjuk, jawab pertanyaan dan yang pasti jadi pendengar yang baik. Gak ada dorongan buat suka baca. But pas semster 3 aku ngerasa dosennya pas banget, bikin aku pengin bisa suka baca and banyak baca walaupun akhirnya nilai aku jelek gak pa pa yang penting usaha pengin bisa. Dosennya enak banget ngajarnya, bikin orang pengin maju jadi lebih baik.	Teacher problem
NLR	Selama aku dapat kuliah reading dari semester 1-4 aku merasa kurang begitu ngerti dan minat membacaku juga masih sangat kurang. Mungkin karena dosennya juga. Kuliah reading di semester 2,3 aku merasa kurang nyaman, karena dosennya terlalu disiplin. Selama kuliah selalu tegang, jadi gak begitu paham dengan kuliahnya. Yang pastinya selama dapat kuliah reading, belum bisa menarik minat membacaku.	Teacher problem
PS	Dosen reading semester 1 kemarin biasa-biasanya enggak menantang. Masa kuliah reading cuma dikasih text, dibahas bersama-	Teacher problem and reading strategy

	sama, terus ngejawab pertanyaan. Gak asyik!! Terus yang semester 2 sampai 3, nah tu dosennya agak beda, lebih menantang. Dosennya sihmemang agak killer, tapi saya suka. Di reading 2 dosennya ngajarin gimana nebak-nebak arti suatu kata di dalam satu konteks kalimat, selain itu diajarin menganalisis paragraf. Dalam pemberian nilai dosen di reading 2 dan 3 juga tidak pelit-pelit amat, buktinya saya dapat B.	
SN	1.Semester I: P. S, Materi-materi yang disampaikan cukup competen karena kebanyakan diambil dari internet, ilmu yang disampaikan tak diragukan lagi. 2.Semester II: P. A, lebih mengulas ke basic menjawab soal dan wacana, yang didapat dari pak A yang dapat menjawab soal dari wacana yang tersedia. 3.Semester III dan IV diajar oleh B. F. Di sini atmosfer kuliahnya pun berbeda dengan dosen-dosen yang lain, selama pembelajaran kita lebih dituntut untuk kejelian, kecermatan, imajinasi,kecepatan, ketepatan dan insting. Tentu saja reading yang didapat dari kuliah selama semester III-IV lebih memberi tips-tips / banyak yang di dapat untuk menguasai mata kuliah ini.Coba penelitian ini dilaksanakan lebih dari 1 bulan, pastinya menambah pengetahuan.	Reading task problem and reading strategy
AVM	Reading II, III yang saya alami kemarin sudah baik, karena dosen pembimbingnya memiliki ketegasan dalam mengajar, sehingga dosen tersebut dapat menjadikan siswa menjadi disiplin, karena dalam mengatasi mahasiswa / siswa yang terpenting adalah ketegasan dan kedisiplinan. Dalam reading I dosennya baik, karena banyak pengalaman, tetapi faktor usia dosen bisa berdampak dalam proses belajar, dosen sudah kurang tegas, sehingga siswa / mahasiswa mulai lengah.	Teacher problem
RHY	Boro-boro baca artikel bahasa Inggris cepat, membaca lambat aja belum karuan paham. Apalagi dosenya ga enak. Tambah bete. Gimana mau minat baca, lihat tulisan banyak sekali aja rasanya nyali tuh udah langsung ciut. Pokoknya aku lulus. Aku juga bingung kok bias dapat c	Self motivation problem

DSP	Membaca itu penting. Sebenarnya aku sadar se sadar sadarnya. Tapi berhubung nggak suka ya otomatis nggak bias. Baru masuk kelas aja rasanya udah males banget. Pernah ada dosen yang enak tapi karena dari awaludah terlanjur ga ngerti ngejarnya susah banget	Self motivation problem
TK	Membaca sih bisa-bisa aja. Masalah benar artinya sesuai konteks gak tau juga. Tapi tetap usaha kok. Makanya aku ikut program ini. Biar dapat alam baru	Self motivation problem
DK	Ga ada masalah di reading. Aku emang hobi sih. Siapapun dosennya ya bisa aja tuh. Sulitnya Cuma kalo ketemu kata –kata yang ga sesuai kamus, atau figurative gitu.	Self motivation problem
LF	Semoga saya bisa meningkatkan reading saya ya bu. Selama ini sepertinya kok sulit. Teman-teman rata-rata datang duduk diam. Andaikata berperan hanya agar terlewati hari itu saja. Saya sendiri memang tidak punya masalah dengan grammar tapi kok tetap susah ya memahami bacaan	Self motivation problem and reading strategy

Appendix 5.a

My Reading Diary

Date/time	I read ……	Length of time	Pages/ words	catatan

5.b Students' first reading diary

No	Name	Length/day	Length/week	Words/each
1	Av	15'	1 hour	2 pages
2	Snl	10'	Nmt 2 hour	2 pages
3	Nrla	10'-25'	1,5 hour	depended
4	Wdi	15'	1-2 hour	2 pages
5	Nrl	20'	2-3 hour	2 pages
6	An	15'	1,5 hour	depended
7	Rhy	10'	1-2 hour	3 pages
8	Mrt	25'	2-3 hour	4-5 pages
9	Etw	30'	4-5 hour	depended
10	Ps	15'	1,5 hour	depended
11	Rw	20'	1-2 hour	3 pages

12	DSP	15’	2-3 hour	Nmt 4 pages
13	TK	10’	1,5 hour	3 pages
14	DK	Nmt 30’	1-2 hour	Nmt 2 pages
15	LF	15’	2-3 hour	Nmt 2 pages

Depended = 1,5-2 pages it depends on the topic of the text

5.c. Students’ cycle 1 reading diary

No	Name	Length/day	Length/week	Words/each
1	Av	20’	Nmt 2 hour	2 pages
2	Snl	20’	Nmt 2 hour	2 pages
3	Nrla	10’-25’	1,5 hour	3 pages
4	Wdi	15’	1-2 hour	2 pages
5	Nrl	25’	2-3 hour	2 pages
6	An	30’	3 hours	2 pages
7	Rhy	15’	1-2 hour	3 pages
8	Mrt	30’	2-3 hour	4-5 pages
9	Etw	30’	4-5 hour	3 pages
10	Ps	20’	Nmt 2 hour	4 pages
11	Rw	25’	1-2 hour	3 pages
12	DSP	15’	2-3 hour	4 pages
13	TK	15’	1,5 hour	3 pages
14	DK	Nmt 30’	1-2 hour	3 pages
15	LF	25’	2-3 hour	3 pages

5.d Students’ comment on their reading diary after cycle 1

No	Name	Answer	Proved of
1	Av	Sekarang agak lebih berani baca buku, terutama buku yang saya bawa pulang	Motivated well

2	Snl	Agak beda dikit deh dulu gak tertarik ama bacaan, sekarang tertarik	Motivated pretty well
3	Nrla	Wawasan baru, tugas baru, ya semangat lah	Motivated pretty well
4	Wdi	Tadinya ga semua buku aku bisa baca, sekarang beda.	Motivated well
5	Nrl	Kadang biasa-biasa lagi, perlu ada pelatihan kontinyu	Motivated well
6	An	Aku suka sih, tambah ngerti. Sering-sering di ingatkan lagi kali ya	Motivated well
7	Rhy	Pada dasarnya waktu aku buat baca memang ga cukup, jadi karena dapat tugas ya bacanya yang ditugasin aja	Badly motivated
8	Mrt	Aku seneng banget, ada satu kali aku baca artikel di kelas yang ternyata pola bacanya persis menggunakan pola latihan itu. Temen-temen tidak bisa, aku bisa wah seneng deh pokoknya	Motivated very well
9	Etw	Udah tahu manfaatnya, ya jadi suka baca	Motivated well
10	Ps	Pas baca, aku paham maksud bacaan jadi rajin baca	Motivated well
11	Rw	Ga susah-susah amat kok	Motivated pretty well
12	DSP	Baca tuh ternyata enak ya, tapi tetap aja malas	Badly motivated
13	TK	Kadang-kadang perlu penyemangat ulang	Badly motivated
14	DK	Saya pengen kayak kutu buku dilihatnya enak, kesannya pinter	Motivated well
15	LF	Aku bisa baca dengan enak aja aku dah seneng banget	Motivated well

5.e Students' final reading diary

No	Name	Length/day	Length/week	Words/each
1	Av	1 hour	5-7 hour	3 pages
2	Snl	50’	4 hour	5 pages
3	Nrla	1,5hour	6 hour	10-15 pgs
4	Wdi	1 hour	6 hour	4 pages
5	Nrl	50’	7 hour	6 pages
6	An	45’	7 hour	3 pages
7	Rhy	45’	6 hour	3 pages
8	Mrt	2 hour	15 hour	6 pages
9	Etw	3 hour	20 hour	7 pages
10	Ps	45’	6 hour	5 pages
11	Rw	30’	8 hour	4 pages
12	DSP	1 hour	7 hour	8 pages
13	TK	2 hour	10 hour	6-8 pages
14	DK	2 more hour	15 hour	6 pages
15	LF	45’	8 hour	4 pages

5. f. Example of students’ reading diary

Appendix 6

CYCLE ONE

LESSON PLAN I

Date : Tuesday, 26 0f March, 2008

Indicators : 1. Given a set of reading strategy exercises, students are able to strengthen their motivation on reading through breaking their previous habit of reading; reading without strategy, less in doing reading activity, doing book selection, and counting their own reading rate.

2. Given a set of previewing and predicting practice, students are able to answer based on the text questions in at least 80 % accuracy

time	Stage	Teacher' activity	Students' expected responses
2-3' 5' 10'	Greeting Introduction Introduction exercises	Say hello, Explain what, why and how 1. ask them to do the instruction to page 3-6 2. Check the time management, and feedback. 3. writing the first reading	Do the exercises, and write the answer.

		rate report	
15’	Set 1 : - reading for pleasure - reading comprehension skill	Explain on how and why it is to : - think in English - previewing - predicting the next idea - how to find good books	Do the exercises
10’	discussion	teacher ask their opinion and check the answer of the first task	sharing
5’	closure	give them take home assignment on reading habit improvement : - read every three hour at day every English articles you find. - Find one book that they think interesting	

Appendix 7

The Result of the First Meeting Cycle I

The students' reading rate on page 3-6 exercises and the correct answer from each four question on the text (cycle 1)

no	Name of ss	time	Correct answer	time	Correct answer	time	Correct answer
1	Av	21	1	25	4	31	3
2	Snl	19	3	24	3	31	2
3	Nrla	22	1	31	3	30	3
4	Wdi	23	3	29	2	42	4
5	Nrl	28	3	29	2	37	4
6	An	20	3	32	3	34	4
7	Rhy	27	3	39	2	42	2
8	Mrt	25	3	34	3	37,5	4

9	Etw	22	3	25	3	31	4
10	Ps	22	3	24	3	30	3
11	Rw	22	4	31	2	42	1
12	DSP	23	1	29	4	37	3
13	TK	28	3	29	3	34	2
14	DK	20	1	32	3	42	3
15	LF	27	3	32	2	30	4

Appendix 8

8.a The students' reading rate on page exercises and the correct answer from question on the text

no	Name of ss	Preview Yes/no	Speed	Mistake / 4 questions	Preview Yes/no	Speed	Mistake /4 questions
1	Av	No	30''	1	Yes	20''	1
2	Snl	No	30''	2	Yes	20''	1
3	Nrla	Yes	30''	1	Yes	20''	1
4	Wdi	No	30''	3	Yes	20''	2
5	Nrl	No	30''	1	Yes	20''	0
6	An	No	30''	1	Yes	20''	1

7	Rhy	No	30''	2	Yes	20''	1
8	Mrt	No	30''	3	Yes	20''	1
9	Etw	Yes	30''	1	Yes	20''	0
10	Ps	No	30''	2	Yes	20''	1
11	Rw	No	30''	2	Yes	20''	0
12	DSP	No	30''	2	Yes	20''	1
13	TK	No	30''	3	Yes	20''	1
14	DK	No	30''	1	Yes	20''	1
15	LF	No	30''	1	Yes	20''	0

8.b The students' answer from picture predicting question on page 30 in 15''

Number of question	one	two	three	four
Students' mistakes	0	**4**	**2**	**6**

8.c The students' answer from predicting the next idea question on page 32

Number of question	one	two	three	four	five	six	seven	eight	nine	ten
Students' mistakes	2	0	1	0	2	3	1	0	3	7

Appendix 9

Students' comment on their previewing (1) and predicting (2) exercises

No	Name	Answer	Proved of
1	Av	1. aku tuh tau kalau ada cara baca seperti ini tapi aku males baca dengan kaya begini jadi pas dilatih aku agak sulit mengubah metode. 2. aku ga teliti, udah gitu jawaban yang muncul diluar prediksi aku. Begitu dipikir lebih dalam baru paham.	Uneasy to change Reading material experience

2	Snl	1. enak , tapi aku tinggal melancarkan aja lain waktu. 2. susah ya. Waktunya sempit, apa iya kalau pada kenyataannya kita harus buru-buru seperti itu ?	Reading material experience
3	Nrla	1. saya sudah agak terbiasa, tinggal melancarkan aja. 2. saya tidak bisa konsentrasi jika di batasi waktunya.	Reading material experience Intelectual process
4	Wdi	1. bisa sih, saya merasa diri saya sendiri yang memang sulit membaca dengan cara seperti itu. 2. dari 10 soal yang bisa saya pahami Cuma 4 aja. Yang lainnya baru bisa saya jawab sesudah lama dipikirkan	Uneasy to change Reading material experience
5	Nrl	1. sebenarmya sudah tahu, tapi prakteknya susah. Apalagi kalau kita dituntut untuk menjawab pertanyaan 2. kalau bisa teliti sebenarnya enak lo. Kita bisa jawab semua ada perasaan puas kalau benar	Uneasy to change Reading material experience Intelectual process
6	An	1. ada rasa malas menurut saya yang membuat saya pada kenyataan kegiatan reading saya untuk melakukan yang seperti dilatihkan. Karena memang tidak ada pertanyaan yang ada sesudah membaca 2. lumayan bingung tapi bisa sih klau mau sabar	Uneasy to change Reading material experience
7	Rhy	1. terus terang hal seperti ini baru banget buat saya. Jadi ya agak terburu-buru 2. saya bisa mengerjakan, hanya membutuhkan waktu lebih banyak.	Uneasy to change Reading material experience

8	Mrt	1. sebenarmya sudah tahu, tapi prakteknya susah. Apalagi kalau kita dituntut untuk menjawab pertanyaan 2. kalau bisa teliti sebenarnya enak lo. Kita bisa jawab semua ada perasaan puas kalau benar	Uneasy to change Reading material experience Intelectual process
9	Etw	1. membaca outline dapat mempersingkat waktu membaca, mempermudah menebak jalannya cerita tanpa harus membaca seluruh paragraph. 2. sebagian teks dapat dipahami dan sebagian yang lain perlu ketelitian lebih. Memerlukan waktu yang lebih banyak untuk memahami	Reading material experience Intelectual process
10	Ps	1. ternyata lebih mudah ya membaca preview dari pada membaca keseluruhan isi dari teks. Waktu yang diperlukan juga lebih sedikit dari pada membaca seperti biasanya. Kesulitannya ketika menjawab pertanyaan dibaliknya. Saya lupa, tadi tuh tentang apa yang saya baca 2. latihanya enak-enak, tapi yang no 9 (predicting the next idea) tadi saya kok salah ya ? eh ternyata setelah dibaca lagi, emang jawabannya salah. Yang benarkan a. saya tidak teliti, kan Max bekerja sepanjang hari dan malamnya kuliah. Ya jelas kalau Max tidak banyak punya waktu luang	Reading material experience Intelectual process
11	Rw	1. menurut saya, saya harus memahami bacaan, tetapi lebih mudah bisa paham, langsung ke ide-ide pokok sehingga memudahkan untuk mengetahui isi bacaan. Harus bisa konsentrasi agar dapat mengetahui isi bacaan.	Reading material experience

		2. kesulitan saya adalah harus paham kalimat, harus dapat mengerti apa yang jadi kata kunci pada kalimat, waktu yang diberikan cepat, kurang memahami atau mencerna dari kalimat tersebut.	
12	DSP	1. aku tuh tau kalau ada cara baca seperti ini tapi aku males baca dengan kaya begini jadi pas dilatih aku agak sulit mengubah metode. 2. aku ga teliti, udah gitu jawaban yang muncul diluar prediksi aku. Begitu dipikir lebih dalam baru paham.	Uneasy to change Reading material experience
13	TK	1. terus terang hal seperti ini baru banget buat saya. Jadi ya agak terburu-buru 2. saya bisa mengerjakan, hanya membutuhkan waktu lebih banyak.	Uneasy to change Reading material experience Intelectual process
14	DK	1. ada rasa malas menurut saya yang membuat saya pada kenyataan kegiatan reading saya untuk melakukan yang seperti dilatihkan. Karena memang tidak ada pertanyaan yang ada sesudah membaca 2. lumayan bingung tapi bisa sih klau mau sabar	Uneasy to change Reading material experience Intelectual process
15	LF	1. ada rasa malas menurut saya yang membuat saya pada kenyataan kegiatan reading saya untuk melakukan yang seperti dilatihkan. Pada kenyataan di dunia membaca memang tidak ada pertanyaan 2. lumayan bingung tapi bisa sih kalau mau sabar	Uneasy to change Reading material experience Intelectual process

Appendix 10

Lesson Plan II

Date : Saturday, 29 of March, 2008

Indicators : 1. Given a set of scanning exercise, students are able to scan for each information being asked in 5 seconds and finish to complete the answer in the next 5 seconds without doing any mistakes

2. Given an uncompleted paragraph, students are able to guess the missing words appropriately.

3. Given a set of inductive thinking and deductive thinking exercises, students are able to do it without making any mistakes.

4. Given three exercises of conversation's topic, paragraph's topic and main ideas, students are able to answer without making mistakes

time	Stage	Teacher' activity	Students' expected responses
2-3'	Greeting	Say hello	
5'	Introduction	T explains what scanning is and tell ss to do an example exercise of it	Do the exercises, and write the answer.
10'	scanning	Ss are asked to do the exercises in 5 seconds for each question by underlining the answer	Do the exercises
	finishing	Ss are asked to finish the answer	Do the exercises
10'	guessing words	Giving some uncompleted paragraphs and the words	Complete the paragraph by using the words
20'	topics	Giving 9 set of words, each set consists of 9 related and jumbled words in which one of them is the name of the group.	Ss are circling the name of the group.
		Giving a topic, asking the ss to find some related words	Do the exercises

10’	Topic of conversation	Giving a conversation as a model to do and 5 conversations	Ss has to find what it is talking about, where are they doing it, and which words helps them answer that way
10’	Topic of paragraph and main idea	Giving some paragraph and options of title	Ss are crossing the right title and giving judgment to others whether they are too specific or too general
15’	Discussion and closure	Sharing and strengthen what the ss have learnt	sharing

Appendix 11

The Result of the Second Meeting Cycle I

Students' reading score

no	Name of ss	Scanning Yes/no	Finishing time of scanning	Speed of guessing	Conversation topic	Paragraph topic *	Main idea*
1	Av	No	2'45''	43''	5 of 5	a	a
2	Snl	Yes	1'32''	1'12''	2 of 5	a	b
3	Nrla	No	3'3''	1'7''	1 of 5	b	a
4	Wdi	No	2' 6''	1'12''	1 of 5	c	a
5	Nrl	No	3'5''	1'30''	1 of 5	c	b
6	An	No	2'52''	1'15''	4 of 5	c	c
7	Rhy	Yes	1'58''	1'12''	2 of 5	c	b
8	Mrt	No	2'13''	1'/1'7''	4 of 5	c	b
9	Etw	Yes	2'57''	2'	4 of 5	a	a
10	Ps	Yes	3'5''	40''/39''	5 of 5	a	b
11	Rw	Yes	2' 47''	1'7''	3 of 5	a	a
12	DSP	No	2' 6''	1'12''	2 of 5	b	a
13	TK	No	3'4''	1'30''	1 of 5	a	b
14	DK	No	2'52''	1'15''	1 of 5	a	a
15	LF	No	1'58''	1'12''	1 of 5	b	a

*a = good answer, good reason; b = good answer bad reason; c = good answer, no reason

Appendix 12

Students' comment on scanning

No	Name	Answer on scanning	Proved of
1	Av	Kurang cermat dalam mencari nama pengarang, lupa kalau dibalik	
2	Snl	Biasa aja tapi bingung pas nama orang, Harus teliti menurut saya, karena waktu kita baca indeks tulisannya kecil-kecil.	
3	Nrla	Tulisannya kecil, penataannya tidak rapih Nama terbalik bikin bingung, cepet-cepet.	
4	Wdi	Kurang teliti dalam mencari index, tulisannya terlalu kecil	
5	Nrl	Mencari nama pengarang bingung Butuh ketelitian, tulisannya kecil, penataannya kurang rapi lagi.	
6	An	Tulisannya kecil banget, nama pengarang lupa kalau dibalik, Harusnya saya lebih teliti, ngerti maksudnya, nggak tegang tapi santai aja.	
7	Rhy	Aku ga pernah sih, jadi baru banget. Biarpun dulu mungkin udah pernah diajarin tapi nggak betul-betul dijalani perintahnya jadi sekarang tidak biasa.	
8	Mrt	Sulit karena nama pengarang harus dibalik, emang butuh ketelitian, dan kejelian sulit banget buat cari jawaban yang pas.	
9	Etw	Bisa, tidak ada masalah tapi Kelemahan saya, bahasanya masih asing, biasa sama iklan bahasa Indonesia	
10	Ps	Bisa tapi tidak teliti	
11	Rw	Sulit ya. Tulisan Koran agak sulit dibaca,	

		Kesulitan saya adalah harus ngerti secara detil, berdasarkan pertanyaan, nyariin jawaban sesuai tema atau gambar juga susah.	
12	DSP	Kurang cermat dalam mencari nama pengarang, lupa kalau dibalik	
13	TK	Mencari nama pengarang bingung	
14	DK	Tulisannya kecil banget, nama pengarang lupa kalau dibalik	
15	LF	Sulit karena nama pengarang harus dibalik	

Appendix 13

Students' comment on guessing word meaning

No	Name	Answer	Proved of
1	Av	Saya mengalami kesulitan untuk menebak jawaban karena bingung dalam menentukan kata yang pas	Cycle 2
2	Snl	Kurang memahami part of speech	Cycle 2
3	Nrla	Pada bagian ini saya ngerasa susah banget karena susah cari kata yang tepat	Cycle 2
4	Wdi	Kurang memahami part of speech	Cycle 2
5	Nrl	Kalau soal seperti ini asik banget karena Cuma nebak tapi kesulitannya ga ngerti arti maklum vocabnya dikit	
6	An	Part of speech payah ya susah	Cycle 2
7	Rhy	Menebak kata yang akan digunakan sulit dan memahami soal juga	Cycle 2
8	Mrt	Mengalami kesulitan dalam menebak karena tidak tahu part of speech	Cycle 2
9	Etw	Menebak kata yang akan digunakan sulit dan memahami soal juga	Cycle 2
10	Ps	Pada bagian ini saya ngerasa susah banget karena susah cari kata yang tepat sering saya ganti-ganti kata biar cocok	Cycle 2
11	Rw	Mencari kata yang sesuai sulit	Cycle 2
12	DSP	Pada bagian ini saya ngerasa susah banget karena susah cari kata yang tepat	Cycle 2
13	TK	Mencari kata yang sesuai sulit	
14	DK	Saya mengalami kesulitan dalam menebak	Cycle 2

		karena part of speech	
15	LF	Part of speech payah ya susah	Cycle 2

Appendix 14

Students' comment on inductive and deductive thinking

No	Name	Answer on inductive or deductive preference	Proved of
1	Av	Induktif, kalau yang lain harus cari kata	
2	Snl	Deduktif	
3	Nrla	Deduktif, susah nebaknya	
4	Wdi	Deduktif, induktif enak juga tapi lama	
5	Nrl	Induktif,	
6	An	Induktif, harus bisa mengelompokan kan sulit	
7	Rhy	Induktif	
8	Mrt	Induktif, kurang pengetahuan dan kurang baca	
9	Etw	Induktif,	
10	Ps	Induktif	
11	Rw	Deduktif, kesulitan mencari kata untuk memadukan kata-kata tersebut	
12	DSP	induktif	
13	TK	Induktif	
14	DK	Induktif	
15	LF	Induktif	

Appendix 15

Lesson Plan III

Date : Monday, 31 March, 2008

Indicators : 1. Given a set of paragraph pattern exercise (listing, time order, cause- effect, comparison), students are able to differentiate their examples correctly

2. Given some paragraphs, students are able to match the pronouns to the referents in at least 80 % accuracy

3. Given a set of skimming exercise, students are able to skim for the ideas and the paragraph patterns in at least 80 % accuracy

time	Stage	Teacher' activity	Students' expected responses
2-3' 5' 7'	Greeting Introduction Introduction exercises	Say hello Giving students 5 line shaped pictures, asking them to stare at those pictures, then asking them to draw them without looking back. The goals of this activity are checking	 Do the exercises,

		the students' concentration and giving them idea that good pattern makes every	
5'	Paragraph pattern explanation	body remember the things easier.	Do the example exercises
		T explains all the pattern used in this program and	
15'	exercises	ask them to do the example exercises.	Ss have to find the topic, main idea, signal, other signals, and details
		T sets some paragraphs; two for each kind of pattern	
15'	using reference words		Ss have to write down the referents
		Giving two paragraph and	
15'	skimming	underlined words of reference	Ss have to find what are being contradicted by the writer and underline the clue
		Giving 8 short paragraphs and timing the students' reading speed in less than	
5'	discussion and closure	60 seconds.	sharing
		Sharing and closure	

Appendix 16

The Result of the Third Meeting Cycle I

Students' reading score

no	Name of ss	Paragraph pattern/ 2 paragraph speed	reference Words/each paragraph speed	Reference score *	Writer for or against/ 8 paragraphs	Underline right clue	speed
1	Av	2'32''	2'12''	B	8	4	41''
2	Snl	2'33''	2'11''	B	8	6	52''
3	Nrla	2'25''	2'15''	A	7	5	41''
4	Wdi	4'	2'15''	A	6	3	47''
5	Nrl	1'45''	2'1''	A	8	6	25''
6	An	2'1''	2'40''	A	8	6	55''
7	Rhy	3'45''	2'15''	A	7	6	56''
8	Mrt	2'32''	1'29''	A	8	6	53''
9	Etw	2'15''	2'40''	A	8	3	55''
10	Ps	1'55''	2'41''	B	8	4	41''

11	Rw	3’32’’	1’30’’	A	7	6	41’’
12	DSP	2’1’’	2’12’’	B	8	6	41’’
13	TK	2’25’’	2’11’’	A	7	6	47’’
14	DK	4’	2’15’’	A	6	6	25’’
15	LF	2’1’’	2’40’’	B	8	6	55’’

* 2 paragraphs sets them to have A=20 reference words and right referents, B=19 to 15, C=14 to 10

Appendix 17

Students’ comment on paragraph patterns and skimming

No	Name	Answer (1) paragraph patterns (2) skimming	Proved of
1	Av	1. latihan yang biasa-biasa saja buat saya 2. kurang bisa mencari kata kunci	v
2	Snl	Dari 4 pattern yang paling mudah adalah time order.	
3	Nrla	Latihannya ga sulit-sulit amat	
4	Wdi	Harus teliti sekali ya	v
5	Nrl	Yang paling mudah listing	
6	An	Dari 4 pattern yang paling mudah adalah time order.	
7	Rhy	Jika paragraph belum brcampur atau acak, mudah saja. Mulai bingung jika sudah di mix	
8	Mrt	Paling sulit menentukan signalnya	v
9	Etw	1. susah mencari signalnya 2. kata kunci sulit dicari, waktu mepet	v

10	Ps	Biasa-biasa saja	
11	Rw	Kesulitan saya dalam mencari signalnya, lalu pattern yang mudah adalah comparison	v
12	DSP	Tidak terlalu sulit	
13	TK	Dapat dipahami, soalnya sudah pernah	
14	DK	Di bagian signal agak sulit tapi bisa deh	v
15	LF	Dari 4 pattern yang paling mudah adalah time order.	

Appendix 18

Lesson Plan IV

Date : Tuesday, 1 of April, 2008

Indicators : this meeting is held to give the place of discussion and teacher feedback to what they have gotten from the previous meetings. They, therefore, need some more practices to cope the problem.

time	Stage	Teacher' activity	Students' expected responses
2-3' 5' 20'	Greeting Introduction Sharing and discussion on many things about	Say hello T asks the students to do take home assignment; doing their reading habit	 Ss are given a reading diary list to be filled

	reading program	more often on the example passages from the program.	
15’ 3’	Strengthening students’ motivation closure	T strengthen the students motivation to solve their problem of reading in the next cycle	

Appendix 19

CYCLE TWO

Lesson Plan I

Date : Wednesday. 2 of April, 2008

Indicators : 1. given some 72 word passages, students are asked to underline the main part of them, circle the specific words, and answer the questions based on them correctly.

2. given a set of predicting ideas, students are able to answer them correctly.

3. given 5 conversations, students are able to state what the topic is, where the place is, and underline the clues

time	Stage	Teacher’ activity	Students’ expected

			responses
2-3’ 7’	Greeting Introduction	Say hello T gives more strengthening motivation in previewing passages being read	
10’	Previewing task	-T asks the students to underline the first sentence of each paragraph and the last sentence of the last paragraph while reading the sentences in 5 seconds. -T asks them to circle the specific words -T asks them to answer some questions based on the passage without looking back in less than 3 minutes.	Ss are doing the exercises
15’	Predicting task	-T gives the students 5 pictures and 5 sentences -T gives 4 pictures and two option sentences for each -T gives two ideas and ten possible/impossible related sentences for each	Ss matches them correctly Ss choose the best sentence will happen next Ss state the sentences are related to the main ideas given
10’	Topic of conversation	T gives 5 written conversations	students state what the topic is, where the place is, and underline the clues
5’	Take home	-T gives blank list of	

	assignments	reading diary and a book of reading materials -T gives some suggestion in improving the students, ability on finding topic of conversation by watching English movie without seeing to the translated texts and singing English songs with looking to the texts -closure	Ss write their reading experience in the list

Appendix 20

The first meeting result cycle II

The students' reading score

no	Name of ss	Previewing speed	Previewing score	Predicting score	Topic of conversation
1	Av	2'9''	5 to 9	9 to 10	4 to 5
2	Snl	1'2''	7 to 9	10 to 10	5 to 5
3	Nrla	2'10''	9 to 9	10 to 10	2 to 5
4	Wdi	2'10''	7 to 9	9 to 10	2 to 5
5	Nrl	2'25''	5 to 9	8 to 10	2 to 5
6	An	2'13''	6 to 9	9 to 10	3 to 5

7	Rhy	2’45’’	5 to 9	9 to 10	5 to 5
8	Mrt	2’9’’	5 to 9	9 to 10	5 to 5
9	Etw	2’37’’	6 to 9	8 to 10	5 to 5
10	Ps	2’16’’	7 to 9	8 to 10	4 to 5
11	Rw	2’36’’	7 to 9	8 to 10	5 to 5
12	DSP	2’9’’	5 to 9	10 to 10	5 to 5
13	TK	1’2’’	7 to 9	8 to 10	5 to 5
14	DK	2’9’’	5 to 9	10 to 10	5 to 5
15	LF	2’25’’	5 to 9	9 to 10	4 to 5

Appendix 21

Students comment on previewing tasks

No	Name	Answer	Proved of
1	Av	Saya merasa sangat berhati-hati dalam membaca, supaya dapat mempermudah dalam menjawab pertanyaan	Anxiety of losing information
2	Snl	Biasa-biasa aja sih	
3	Nrla	Saya merasa perlu membaca dengan sangat hati-hati biar jawabannya benar semua	Anxiety of losing information
4	Wdi	Saya merasa hati-hati untuk membaca kerana	Anxiety of losing

		takut kalau pertanyaan tidak terprediksi	information
5	Nrl	Saya merasa terlalu berhati-hati dalam membaca	Anxiety of losing information
6	An	Saya merasa butuh ketelitian dan harus lebih cepat	Anxiety of losing information
7	Rhy	Kurang teliti membaca, sering ragu-ragu memilih jawaban	Anxiety of losing information
8	Mrt	Kesulitan saya adalah khawatir kalau nanti tidak bisa menebak, dan daya ingatnya nggak terlalu baik dan kurang dalam memahami maksudnya	Anxiety of losing information
9	Etw	Kurang teliti membaca, sering ragu-ragu memilih jawaban	Anxiety of losing information
10	Ps	Saya merasa harus teliti dalam membaca bacaan yang tadi, karena kalau ada pertanyaan dibelakangnya takut tidak bisa untuk menjawab, makanya saya harus teliti, tetapi ketelitian dalam membaca itukan butuh banyak waktu ?	Anxiety of losing information
11	Rw	Saya merasa sulit karena takut soal tidak terprediksi, jadi baca pelan-pelan dan hati-hati	Anxiety of losing information
12	DSP	Saya merasa sangat berhati-hati dalam membaca, supaya dapat mempermudah dalam menjawab pertanyaan	Anxiety of losing information
13	TK	Kurang teliti membaca, sering ragu-ragu memilih jawaban	Anxiety of losing information
14	DK	Saya merasa perlu membaca dengan sangat hati-hati biar jawabannya benar semua	Anxiety of losing information
15	LF	Saya merasa hati-hati untuk membaca kerana takut kalau pertanyaan tidak terprediksi	Anxiety of losing information

Appendix 22

Lesson Plan II

Date : Thursday, 3 of April, 2008

Indicators : 1. given a set of part of speech exercises in incomplete sentences, students are able to state what kind of words needed and submit the appropriate words.

2. given some word missing paragraph, students are able to state what kind of word needed and submit the appropriate words .

3. given some word missing paragraphs, students are able to submit the appropriate words and give other possible answer.

time	Stage	Teacher' activity	Students' expected responses
2-3' 5'	Greeting Introduction	Say hello T explain on how to differ one part of speech to other	
15'	Guessing word in sentence	T gives 10 word missing sentences	-Ss fill the missing word by guessing what part of speech is needed -Ss fill the missing part by guessing the possible word
15'	Guessing word in paragraph	T gives some word missing paragraphs	-Ss fill the missing word by guessing what part of speech is needed -Ss fill the missing part by guessing the possible word
15'	Guessing word in paragraph	T gives some word missing paragraphs	-Ss fill the missing part by guessing the possible word -Ss write other possible answer for each asked word
10'	Feedback and report of ss' take	T ask the students to hand in their reading diary	

	home assignments Closure		

Appendix 23

The second meeting result cycle II

The students' reading score

no	Name of ss	Guessing word in sentence	Guessing word in paragraph	More on the last task
1	Av	9 to 10	10 to 10	6 to 10
2	Snl	10 to 10	8 to 10	5 to 10
3	Nrla	10 to 10	10 to 10	6 to 10
4	Wdi	8 to 10	9 to 10	7 to 10
5	Nrl	10 to 10	10 to 10	6 to 10
6	An	9 to 10	8 to 10	5 to 10
7	Rhy	10 to 10	10 to 10	6 to 10
8	Mrt	8 to 10	8 to 10	5 to 10
9	Etw	10 to 10	10 to 10	7 to 10
10	Ps	10 to 10	9 to 10	7 to 10
11	Rw	8 to 10	10 to 10	7 to 10
12	DSP	10 to 10	8 to 10	6 to 10
13	TK	10 to 10	10 to 10	5 to 10
14	DK	8 to 10	9 to 10	6 to 10
15	LF	10 to 10	10 to 10	5 to 10

Appendix 24

Students' comment on their preference of reading material

No	Name	Answer	Proved of

1	Av	Jenis yang paling saya sukai itu berita, terutama olahraga dan kejadian-kejadian yang sedang hangat	1 2
2	Snl	Saya suka jokes, tips-tips, hal-hal baru. Menurut saya lho. Short story juga suka, kadang-kadang slang, puisi dll.	3 4 2 5 6
3	Nrla	Artikel yang saya sukai yang berhubungan sama pengetahuan (kesehatan, kecantikan, dll) saya juga suka banget cerpen selain itu saya ngerasa terhibur kalau baca seputar selebritis and fashion	4 5 7
4	Wdi	Jenis yang aku suka majalah, bagian yang berhubungan dengan profile seleb, dan fashion, kalau sport balap mobil dan motor.	7 1
5	Nrl	Saya suka fashion, horoscope, surat pambaca, seleb news	7 8 9
6	An	Jenis artikel dari Koran aku suka, biasanya yang aku baca bagian kesehatan, terus tentang seleb, short story, sport, ya yang gitu-gitu deh	4 7 5 1
7	Rhy	Artikel yang informative tapi kata-katanya bisa aku ngerti	4
8	Mrt	Aku suka artikel tentang horoscope, seleb, fashion, jokes, short story, share problem, tarot on internet, etc	8 5 9 10
9	Etw	Aku suka artikel yang ditulis secara deskriptif, seolah-olah pembaca bisa langsung melihat suasana dalam tulisan, dan seolah-olah hidup dalam suasana tersebut	5
10	Ps	Saya menyukai artikel cerpen, novel yang tipis, cerpenkan bacaannya dikit, tidak bosan dan ragu nanti bisa paham atau nggak	5
11	Rw	Aku senang kalau baca bisa paham, jadi	all

		kadang artikel apa itu ga penting, yang penting aku ngerti	
12	DSP	Novel deskriptif asyik dibaca, artikel Koran dan berita terutama sport	5 4 1
13	TK	Seleb News, jokes, dan berita pokoknya yang menarik deh	231
14	DK	Novel deskriptif asyik dibaca, fashion terbaru juga asyik biarpun kadang bahasanya ga ngerti	5 9
15	LF	Horoscope, fashion info juga suka	8 7

1=6 2=4 3=3 4=6 5=8 6=3 7=5 8=4 9=4 10=2

Appendix 25

Cycle III

Lesson Plan I

Date : Sunday, 29 of June, 2008

Indicators : Given 5 sets of thinking English exercises, students are able to choose one of four related word to each text correctly.

time	Stage	Teacher' activity	Students' expected responses
2-3' 5'	Greeting Introduction	Say hello T explains the different way of thinking of English person to Indonesian.	
15'	Two first sets	T asks the students to do the exercises by firstly underline the clues and gives them feedback	Ss doing the exercises
20'	Three second exercises	T asks them to find the answer without underlining first.	Ss doing the exercises
15' 3'	Discussion on the movie closure		

Appendix 26

The first meeting result cycle III

The students' reading score

no	Name of ss	Two first	Three second
1	Av	9 to 10	14 to 15
2	Snl	8 to 10	14 to 15
3	Nrla	9 to 10	14 to 15
4	Wdi	8 to 10	14 to 15
5	Nrl	7 to 10	14 to 15
6	An	9 to 10	13 to 15
7	Rhy	7 to 10	13 to 15
8	Mrt	8 to 10	12 to 15
9	Etw	9 to 10	15 to 15
10	Ps	9 to 10	15 to 15
11	Rw	5 to 10	12 to 15
12	DSP	9 to 10	15 to 15
13	TK	8 to 10	13 to 15
14	DK	9 to 10	14 to 15
15	LF	8 to 10	14 to 15

Appendix 27

Lesson Plan II

Date : Monday, 30 of June, 2008

Indicators : Given 5 passages, 5 pictures, and questions for the whole passages, students are able to match them and answer the question correctly.

time	Stage	Teacher' activity	Students' expected responses
2-3'	Greeting	Say hello	
5'	Introduction	T explains the different exercises they will have.	
15'	Reading first	T asks the students to read (previewing) the whole passages and help them to understand and remember the idea by seeing the random pictures on the board	Ss doing the exercises
20'	Picture signals	T asks them to find the pictures from their text and write some signals their need to answer the questions	Ss doing the exercises
15'	Answering the questions	T asks the students to answer the questions based on the picture and the signals (looking to the	Ss doing the exercises
3'	closure		

		picture is allowed)	

Appendix 28

The second meeting result cycle III

The students' reading score

no	Name of ss	
1	Av	7 to 10
2	Snl	8 to 10
3	Nrla	9 to 10
4	Wdi	8 to 10
5	Nrl	7 to 10
6	An	6 to 10
7	Rhy	7 to 10
8	Mrt	8 to 10
9	Etw	5 to 10
10	Ps	6 to 10
11	Rw	5 to 10
12	DSP	6 to 10
13	TK	8 to 10
14	DK	7 to 10
15	LF	8 to 10

Appendix 29

Students Questionnaire II

1. Menurut anda, apakah :

NO	Pertanyaan	yes	no
a	Program membaca yang telah anda lakukan meningkatkan minat anda dalam membaca artikel berbahasa Inggris dari sebelumnya		
b	Program membaca yang telah anda lakukan meningkatkan kemampuan anda dalam membaca artikel berbahasa Inggris dari sebelumnya		
c	Program ini membuat anda lebih berani membaca jenis artikel berbeda dari sebelumnya		
d	Selama membaca, kesulitan yang anda temui seringkali ditinggalkan/tidak dipedulikan/dicari solusinya (coret yang tidak perlu)		
e	Tantangan bacaan membuat anda lebih tertarik pada kegiatan membaca		
f	Saya lebih menyukai pilihan bacaan menurut kemampuan saya sendiri		
g	Saya lebih menyukai pilihan bacaan menurut kesukaan saya sendiri		
h	Saya menyukai bacaan yang dipilihkan orang untuk saya (mis; guru, dll)		
i	Cara saya membaca dalam program ini adalah hal baru bagi saya		
j	Startegi membaca pada program ini saya terapkan pada		

	kegiatan saya sehari-hari sekarang		

2. Pada poin pertanyaan no 1, anda telah memberikan jawaban. Berdasarkan jawaban tersebut, jawablah pertanyaan berikut ini :
    a. Berapa halaman yang anda baca dalam satu hari sekarang ?

    b. Berapa jam anda meluangkan waktu untuk membaca dalam satu hari sekarang ?

    c. Posisi dan situasi membaca favorit anda adalah ....

    d. Strategi membaca yang paling asyik anda dapatkan dari program ini
    Dan membantu anda di saat ujian akhir extensive reading adalah...

    e. Perlukah program ini diterapkan di kelas membaca ?

    f. Saran dan kritik

Terima Kasih

Appendix 30

Students' answer of the second questionnaire

a.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

b.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

c.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

d.

Students'	Students' name

answer	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
ditinggalkan															
Tdk peduli															
Cari solusi															

e.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

f.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

g.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

h.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

i.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

j.

Students' answer	Students' name														
	Av	Snl	Nrla	Wdi	Nrl	An	Rhy	Mrt	Etw	Ps	Rw	DSP	TK	DK	LF
Yes															
No															

Appendix 31

a. Students' Extensive Reading Final Exam Results

No	Name	Score
1.	AV	65
2.	Snl	75
3.	Nrla	77
4.	Wdi	57
5.	Nrl	60
6.	An	60
7.	Rhy	77
8.	Mrt	67
9.	Etw	67
10.	Ps	75
11.	Rw	70
12.	DSP	77
13.	TK	47
14.	DK	50
15.	LF	77

b. students' answers to the second questionnaire (question d)

No	Name	Answer	Proved of
1	Av	1. Meskipun agak susah saya suka previewing dan scanning. 2. saya merasa terbantu sekali dengan previewing terutama menjawab bagian a, b, dan c	3 parts of 4
2	Snl	1. karena udah dilatihkan maka aku suka finding topic dan previewing, kesannya menantang. 2. dua ketrampilan membaca tersebut, untuk menjawab semua bagian.	2 parts of 4
3	Nrla	1. pertama saya coba previewing, tapi karena belum bisa menjawab soal akhirnya say abaca semua dengan hati-hati. Akhirnya waktunya habis deh. Lagian soalnya banyak banget. 2. buat aku yang memyenangkan paragraph pattern, dan membantuku banget untuk memulai menjawab bagian b dan c dengan melihat jenisnya.	2 parts of 4
4	Wdi	1. English thinking skills, bikin kita sesimpel dan setaktis mereka 2. aku merasa terbantu dengan previewing dan clue context dari English thinking. Apalagi pada bagian b, c, dan d.	3 parts of 4
5	Nrl	1. previewing 2. aku bisa baca dengan baik semua bagian terutama paragraph reading	All parts
6	An	1. paragraph pattern asik buat dikerjakan 2. bagian c dan d. tapi bagian a dan b agak	2 parts of 4

		susah deh	
7	Rhy	1. semua cara membaca aku suka, masalah memakainya ya belum tentu 2. pada bagian b, ada rasa tertantang karena ada jebakannya.	1 part of 4
8	Mrt	1. aku seneng English thinking dan scanning 2. pelatihan membantu banget, terutama pas baca bagian b, c dan d. Bagian a tuh bingung sama definisinya, campur aduk.	3 parts of 4
9	Etw	1. aku masih lebih enjoy dengan membaca gaya aku sendiri, yang penting paham. Tapi bagian yang paling aku suka adalah guessing 2. karena soal banyak, dan aku berusaha hati-hati. Waktu habis deh. Bagian yang paling mudah aku selesaikan dampak dari pelatihan adalah short story reading.	1 part of 4
10	Ps	1. aku suka previewing dan guessing 2. bagian yang paling mudah karena ikut latihan ya speed reading untuk text.	1 part of 4
11	Rw	1. aku bisa melakukan topic dan paragraph pattern dengan baik, jadi aku suka itu 2. bagian soal ujian yang terbantu dengan latihan semuanya kecuali poetry reading.	3 parts of 4
12	DSP	1. bisa previewing, predicting 2. soalnya susah. Karena terpaksa ya harus kerjakan. Untung udah ikut latihan jadi lumayan deh. Bisa semua, tapi dikit-dikit.	All parts
13	TK	1. previewing dan scanning 2. aku bisa baca dengan baik semua bagian terutama paragraph reading	All parts
14	DK	1. English thinking skills tuh asyik lho. Biarpun belum tentu sukses.	2 parts of 4

		2. short story reading dan speed reading tuk paragraph	
15	LF	1. previewing dan main ideas 2. aku bisa baca dengan baik semua bagian terutama paragraph reading	All parts

Appendix 32

Pictures of algorithmic reading class

Pictures of interview on informant

Appendix 33

Students' reading materials

a. Introduction

b. Previewing

c. Predicting

d. Scanning

e. Topics

f. Topic of conversation

g. Topic of paragraph

h. Main ideas

i. Skimming